



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**B.B.M. B.ED. COLLEGE, SARDAHA, CHAS, BOKARO**

PLOT NO-788 ,813,797 VILL- SARDAHA P.O.- SARDAHA, P.S.- PINDRAJORA  
827013

[www.bbmbedcollege.com](http://www.bbmbedcollege.com)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**May 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Jharkhand Siksha Swasthya Avam Jan Kalyan Samiti was founded with the inspiration of late Binod Bihari Mahto, a Social worker and one of the founding fathers of Jharkhand movement (Founder of Jharkhand Mukti Morcha, a regional party, which fought for a separate state (Jharkhand)), a lawyer and an Ex- Member of the the Legislative Assembly, Bihar. The Society, registered in the year 2009, initiated its work with the main objective to establish, organize and run an educational institution. This resulted into establishment of B.B.M. B.Ed. College at/p.o. Sardaha, Chas in the district of Bokaro (Jharkhand). Initially, the college was affiliated to Vinoba Bhave University, Hazaribagh (Jharkhand) and presently it is an affiliated unit of Binod Bihari Mahto Koylanchal University, Dhanbad (Jharkhand), which has been established after bifurcation of Vinoba Bhave University, Hazaribagh.

With immense pleasure, we take this liberty to present the Self Study Report (SSR) for NAAC accreditation of B.B.M. B.Ed. College, Sardaha, Chas, Bokaro with the Motto "Excellence in Education", the college has been working with the vision to transform it into an 'Institution of Excellence' for the all-round development of the students most of whom come from poor, rural and educationally backward and tribal areas, by imparting affordable quality education while equipping them to imbibe knowledge and skills in their chosen stream, inculcate human values and identify hidden talents by providing them opportunities to realize their full potential and thus shape them into future efficient teaching community, leaders, entrepreneurs and above all good human beings. The management of the college, therefore constitutes of qualified educationists having teaching, administrative and practical (field) experiences.

### **Vision**

#### **The College has the vision**

- To provide affordable quality education by continually examining what, how, why and who it teaches.
- To keep and prepare young minds (students) for imbibing knowledge, skills and sensitivity with the belief that every student can learn and that student's learning potential is unknown and not pre determined.
- To develop students to identify their potentials and hidden talents so as to make them powerful thinkers and problem-solvers, especially social problems.
- To develop Students to gain content knowledge and develop pedagogy.
- To develop Students to acquire an understanding of subject-matter across the curriculum and apply it in pedagogically appropriate manner.
- To provide opportunities to students to recognize how race, class, gender, ethnicity, family and society shape human values and experiences.

- To make Students understand the relationship between teachers and students, academic achievements and their emotions.
- To provide create classroom and field environments that respect all students and meet the needs of all learners.

## **Mission**

### **The College is marching ahead with the mission**

- To educate and strengthen the unprivileged and underprivileged class (economically, socially and educationally weaker sections) of the society through quality education.
- To implement Quality Teaching Learning Process following the norms, standards and guidelines. issued by the regulatory bodies like NCTE, JAC, University etc. with the Motto of the college" Excellence in Education, to strive for quality education in keeping and preparing young minds for imbibing knowledge, skill and sensitivity. "

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

#### **Strength of the Institution**

- Qualified and dedicated Teachers,
- Fair system of recruitment of teachers and staff.
- Efficient and friendly management.
- Transparent and fair mode of Student admission.
- Harmonious co-educational environment.
- Majority of Students coming from rural, financially and educationally weaker sections of the Society who used to be more disciplined.
  
- Ragging-free campus.
  
- Smoking / Tobacco free campus.
- Dropout percentage negligible.
- Internal assessment at regular interval
  
- Hostel Facility.
- Pollution free, clean and eco-friendly campus.
- Bus facility available for students and staff.
- Feedback from students, parents and alumni.
- Active IQAC.
- Availability of sports ground.
- Availability of Library facility.
- Ramp facility for physically Challenged persons.

### **Institutional Weakness**

- Communication skill of majority of Students needs to be improved.
- Soft Skill of Students need improvement.
- Group Working of students demands improvement.

### **Institutional Opportunity**

- Training of students for becoming disciplined and dedicated teacher.
- Preparing students for Personality development through cultural and other academic (Seminar) activities.
- Preparing for Social and environmental responsibilities.

### **Institutional Challenge**

- Introducing research activities.
- Inducting creative activities.
- Making Students more book friendly.
- Developing writing skills among students.
- Initiating linkage with other institutions.
- Initiating linkage with industries.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

B.B.M. B.Ed. College, Sardaha, Chas, Bokaro is an affiliated college and it doesn't have any role in designing, planning and/or of formulating curriculum of its own .It sincerely implements the curriculum designed and formulated by the affiliating Universities, which have the right and authority to do so. However, academic flexibility for choosing optional Elective Papers (in Semester IV) is provided by the college for which the students are informed well before and just after the Semester IV begins. Feedback is also obtained from regular and ex-students, guardians and teachers so as to make any suggestion, if required during the course of design/revision/ enrichment of curriculum by the university in future.

The CBCS (Choice Based Credit System) has been implemented by the University since 2015 which has provided more flexibility to the Students.

### **Teaching-learning and Evaluation**

The college admits students in a transparent manner and as per the guidelines provided by the state government, the affiliating University and the NCTE. Mentoring students is the common practice of the College which helps the students coming from diverse socio economic, and ethnic and educational background to develop their inherent potential and to grow up as a disciplined citizen to work as a dedicated and sincere teacher .

Some remedial measures are also undertaken by arranging separate classes for such students who face difficulties to cope up with the general class. Assessment of students is made through regular internal examinations, assignments and seminars (class). The College also organizes seminars, and workshop from time to time with the active participation of Teachers and students in such organizations.

### **Infrastructure and Learning Resources**

The College has two campuses with adequate infrastructural and Teaching Learning facilities including extracurricular and co-curricular activities. Mainly the following facilities are available:

The college comprises of two campuses which have

1. Adequate class rooms for their optimum use,
2. Seminar Hall for organizing seminars, workshops and other cultural activities;
3. Polythene free campus.
4. Green campus.
5. Separate washroom facilities for men and women.
6. Ramp facility is available for physically handicapped people.
7. Developed a herbal garden.
8. A good Library containing books, which include reference books, text books, general books ,e-books and journals, magazines, newspapers etc.
9. Well Equiped laboratories.
10. Art & Craft room.
11. Principal's chamber, Staff Room, Office room.etc.
12. Indoor and outdoor game's facilities.
13. Electricity facility
14. Water supply system.
15. Drinking water facility
16. No-smoking campus
17. ICT facility.
18. Playground facility.

### **Student Support and Progression**

Since its inception, the college has been in continued progression to develop various facilities for students and staff. So, for students the following supports facilities have been developed:

1. Vehicle parking is available.
2. Common Room facility has been provided separately for men and women.
3. Transport facility has been made available.
4. First aid facility is available for students.
5. Safe drinking water facility is available.
6. Separate toilets for boys and girls are available.
7. Ragging-free campus has been developed.
8. Smoking free and tobacco free campus has been created.
9. Teacher-student Friendly relationship has been maintained so far.

10. Games and Sports (Indoor and outdoor) facilities have been developed.
11. Cultural Activities are organized.

### **Governance, Leadership and Management**

The College management is competent enough to take decisions on various issues relating upliftment of the college. It is able to implement its policy decisions in a transparent manner in terms of Vision and Mission of the College. The IQAC of the college is active and efficient to initiate steps for implementation of its policies keeping in view the Vision and Mission of the college. It also take decisions in its meeting on the issues pertaining to quality education and suggests the college management to take proper and timely steps for the upliftment and maintenance of educational standard and academic environment of the College among which the focus is on faculty empowerment, financial management, resource mobilization, and quality assurance and best practices, which includes waste management, rain water harvesting, maintenance of herbal garden, and other green practices in the college.

### **Institutional Values and Best Practices**

**This criterion greatly focus on the exceptional efforts of an institution regarding institutional value and best practices which able to create academic excellence. It also seeks information on institution's energy policy. It also evolves on waste management, rain water harvesting and especially green practices. It seeks information and data on expenditure on green initiatives. It also focuses on institutional distinctiveness.**

The college has its own energy policy which is described widely in SSR. Institution also maintains rain water harvesting system in the campus. The institution is well committed to encourage green practices inside the college campus. It has developed a range of trees and plants as well as garden that spread inside the campus.

### **Research and Outreach Activities**

**This criterion engages institution to give information regarding research, publication and outreach activities, made by the institution throughout the different academic sessions. It also concentrates on resource mobilization by the institution. it also focused on outreach activates organized by college during previous five years.**

The college is well aware and sensitized about the importance of research in education. The college promotes research activities. publication and paper presentation by the faculty members. The college organizes picnic, one day Tour, Excursion Tour, village survey, awareness movement, swachhata Programmes March etc. as outreach activities throughout the session. The college has made linkages to other same minded institutions. The college is willing to develop linkages between our college to other skilful and productive industries. We are also hopeful to join hand and make MOU's with national, international Universities and Organization houses in near future.

The key aspects of these criteria are Resource mobilization for Research, Research Publication, Outreach

Activities and collaboration & Linkages.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	B.B.M. B.Ed. COLLEGE, SARDAHA, CHAS, BOKARO
Address	Plot No-788 ,813,797 Vill- Sardaha P.O.- Sardaha, P.S.- PINDRAJORA
City	BOKARO
State	Jharkhand
Pin	827013
Website	<a href="http://www.bbmbcollege.com">www.bbmbcollege.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Kumud Ranjan	06542-265324	9470092817	-	bbmbcollege2010@gmail.com
IQAC / CIQA coordinator	Gayatri Kumari	-	7020206515	-	gayatri.ranjan@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

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

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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State	University name	Document
Jharkhand	Binod Bihari Mahto Koyalanchal University Dhanbad	<a href="#">View Document</a>

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	<a href="#">View Document</a>	02-08-2012	180	Date of Validity not mentioned in the certificate of NCTE but University affiliation is up to Two thousand twenty seven

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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Plot No-788 ,813,797 Vill-Sardaha P.O.- Sardaha, P.S.- PINDRAJORA	Rural	5.65	3339.031

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BEd,B Ed,Education	24	Graduation		100	88

### Position Details of Faculty & Staff in the College

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				16			
Recruited	0	0	0	0	0	0	0	0	11	4	0	15
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				7
Recruited	5	2	0	7
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	1	1	0	2
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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	3	1	0	4
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	7	3	0	10
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
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

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

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	28	0	0	0	28
	Female	59	1	0	0	60
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	3	5	4	4
	Female	3	5	7	5
	Others	0	0	0	0
ST	Male	0	4	3	1
	Female	2	23	10	6
	Others	0	0	0	0
OBC	Male	10	15	24	34
	Female	24	30	28	34
	Others	0	0	0	0
General	Male	1	4	6	1
	Female	9	12	13	15
	Others	0	0	0	0
Others	Male	0	1	1	0
	Female	0	1	0	0
	Others	0	0	0	0
<b>Total</b>		<b>52</b>	<b>100</b>	<b>96</b>	<b>100</b>

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	As per National Educational Policy 2020, multidisciplinary Subject have been included in our institution for all round development in the sphere of student intellectually, aesthetically, socially, physically, emotionally and morally. By observing students problem, our institution provides value added course and promotes self study course. The main aim is to make student skillful and ready for Self-dependent multidisciplinary subjects in upcoming years and educational goal is achieved through PLO( programme learning outcome) and CLO (Course Learning Outcome)
2. Academic bank of credits (ABC):	NA

3. Skill development:	The main vision of our institution to provide skillful education, So that the student can explore their hidden talent to the utmost level value added courses like spoken English / Yoga. Micro teaching, help student to explore and develop the student's soft skill. Opportunities are always provided to the students' To participate in different types of workshop, competition etc. This provides ambition fulfillers attitude and Experiential knowledge. Placement cell plays the vital role to develop the student's life skill. Humanitarian values and social values are promoted by the different national and regional festivals celebrated in our college. Discipline skill is the prime part of this programme. Different types of outreach activities help to develop the social skill among the students.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	To promote the Indian language, our institution Organize different types programme and events. Like essay Writting , story telling competition , folk dance, and music in regional language. Students are provided opportunities to participate deferent levele youth and heritage festival in regional language, to inculcate a same of national integration, love for art and culture. Our institution has organized different types of programme like Yoga, village survey, daily morning Prayers etc to integrate among the student.
5. Focus on Outcome based education (OBE):	There are well defined programme outcomes, course outcomes, course. objectives in our institution. Students are assessed as per OBE execution. model. The expectation of the students is determined by course outcome (CO), programme outcome (PO) programme specific outcome (PSO) and programme educational objective (PEO)outcome based education will help us to prepare students by combining specialized. knowledge with dynamic and vivid capabilities through revolutionary curriculum.
6. Distance education/online education:	There is no distance education but online classes were taken by the college during pandemic era and this online classes helped a lot to our students for the continuity and completion of syllabus.

### Institutional Initiatives for Electoral Literacy

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1. Whether Electoral Literacy Club (ELC) has been set up in the College?	ELC has been not set up in our college.
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?	No
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	NO
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.	Election Awareness campaigning was organized on 28-03-2019 by our institution in nearby village Sakhakuri , To aware them about importance of voting. Our students made different motivating posters to motivate them for voting.
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.	NO



## 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
191	193	150	015	194
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 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
60	60	60	50	50
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

#### 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
91	97	50	98	94
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2022-23	2021-22	2020-21	2019-20	2018-19
90	88	50	98	90
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Consolidated result sheet of graduating students		<a href="#">View Document</a>		

**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	96	100	52	100
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

**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
15	14	12	15	16

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of the appointment orders issued to the tea	<a href="#">View Document</a>

## 2.2

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

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

File Description	Document
University letter with respect to sanction of p	<a href="#">View Document</a>

## 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
107.72	33.25	37.87	30.85	59.22

File Description	Document
Audited Income Expenditure statement year wise d	<a href="#">View Document</a>

### 3.2

### Number of Computers in the institution for academic purposes..

#### Response: 18

File Description	Document
Invoice bills of purchase of computers	<a href="#">View Document</a>
Copy of recent stock registers	<a href="#">View Document</a>

## 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:**

B.B.M. B.Ed. College, Sardaha, Chas, Bokaro was initially affiliated to Vinoba Bhave University, Hazaribag (Jharkhand) and is presently affiliated to Binod Bihari Mahto Koylanchal University, Dhanbad (Jharkhand). The College, being an affiliated one, has no direct role in designing the curriculum, which is done by the affiliating University for all its constituent and affiliated colleges. The course curriculum is first prepared and drafted by a committee constituted by the University members of which usually happen to be senior faculty members of the constituent as well as affiliated colleges including the Dean, Faculty of Education. The draft curriculum is placed before the Board of courses of studies (BOCS) for its approval. This Curriculum is then placed before the Academic Council, the Academic Authority of the University. Finally, the proceeding of the Academic Council is placed before the Syndicate and the Senate of the University for ratification, Thereafter, the curriculum is notified, circulated and communicated to all the colleges (Constituent as well as Affiliated) and the University Departments,as and when required, for its implementation. This is done normally in three years except in the cases where new guidelines/directives are issued by the regulatory bodies and/or the Government.

The present curriculum has been effective from the academic session 2021-2023 During the last completed academic year, the curriculum followed was implemented in the year 2022-23.

File Description	Document
Plan developed for the last completed academic year	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

##### 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:** E. Any 1 or none of the above

<b>File Description</b>	<b>Document</b>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View Document</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	<a href="#">View Document</a>

### 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:** D. Any 1 of the above

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

## 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: 0**

**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
0	0	0	0	0

**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
15	15	15	15	15

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View Document</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**1.2.2****Average Number of Value-added courses offered during the last five years****Response:** 0.6**1.2.2.1 Number of Value – added courses offered during the last five years**

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

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Brochure and course content along with CLOs of value-added courses	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**1.2.3****Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years****Response:** 20.19**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
0	0	44	54	52

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View Document</a>
Course completion certificates	<a href="#">View Document</a>

**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:** E. None of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**1.2.5**

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

**Response:** 0

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

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



File Description	Document
List of students enrolled and completed in self study course(s)	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificates/ evidences for completing the self-study course(s)	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

#### 1.3.1

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

**Response:**

The college takes effective initiatives for timely completion of the syllabus of each semester of B.Ed. Course. Presentation of Lesson Plan (Format and content), Regular classroom teaching organization of co- curricular and extra curricular activities, Classroom, Seminar, Micro Teaching and skill Development activities, Providing Guidelines for qualifying and passing Mid- Semester and end-semester examination celebration of important days like Independence Day, Republic Day, Gandhi Jayanti, Netaji Subhash Jayanti, Binod Bihari Mahto Jayanti, Hindi Diwas etc.

Continuous monitoring of teaching and learning process, evaluation of student's Performance, Collection of Student's Feedback providing Mentorship to each and every student etc. are made by the college through the teachers, Principal and various committees of the college for achieving academic excellence.

File Description	Document
Photographs indicating the participation of students, if any	<a href="#">View Document</a>
List of activities conducted in support of the above	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 1.3.2

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

**Response:**

Yes B.B.M. B.Ed. College familiarizes students with the Cultural diversity, Linguistic diversity, ethnic diversity, economical diversities in school's system inside India, because teaching is a very noble profession that shapes the character. So this institution always wants and works hard to produce good teachers with good teaching qualities which will provide our society and new generation very much power, strength and new ideas to develop in a very effective way. So the institution provides value based education awareness programmes, Important days celebration, co- curricular activities according to syllabus provided by B.B.M.K.U University Dhanbad for 1st, 2nd, 3rd, 4th (in two years semester) students of different religion, economic status, sexual orientation, gender identity and language background. So it is important that teachers should deliver responsible instructions in the classroom. Taking such a responsive approach to teaching benefits all students with this approach, We prepare students to adapt to an evolving society and the world.

Every students is unique

Lesson taught in the class are inclusive to :-

1. Know the students (each and every)
2. Maintain consistent communication.
3. Acknowledge and respect every student.
4. Practice cultural sensitivity.
5. Incorporation of diversity in lesson plan.
6. Give students freedom and flexibility/freedom in the course/practice teaching.
7. Make student understand and realize that

“ Education is the most powerful weapon which can be used to change the world”. Which plays a very important role in the development of students.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 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:**

Binod Bihari Mahto Koylanchal University, Dhanbad (Jharkhand) imparts a two-year Bachelor of Education course through Semester (Four Semester) System. The curriculum content is rich enough to make students prepare for their future as efficient and devoted teacher. Besides Classroom teaching the students are trained during the Teacher Education Programme through village survey, Classroom Seminar, excursion, practice teaching, various Co-curricular and extra-curricular activities and mentorship. During these activities students overcome their shyness and understand and respect each other and each other's merits and demerits, which help them to become good teacher as well as a sensible and responsible citizen. With this training and B.Ed. degree the students become eligible to appear in TET/CTET and /or other State/National Level Examinations. They feel confident to face these examinations and interviews, if any. The self-confidence developed during their training under B.Ed. Programme enables them to become good and devoted teachers in government (State and Central) and/or private Schools.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 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 stakeholders	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 1.4.2

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

**Response:** E. Feedback not collected

<b>File Description</b>	<b>Document</b>
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View Document</a>

## 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:** 89.6

File Description	Document
Document relating to Sanction of intake from University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Approved admission list year-wise/ program-wise	<a href="#">View Document</a>
Approval letter of NCTE for intake for all programs	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

#### 2.1.2

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

**Response:** 100

**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
60	60	60	50	50

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

### 2.1.3

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

**Response:** 1.79

#### 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
3	3	2	0	0

File Description	Document
List of students enrolled from EWS and Divyangjan	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of EWS and Divyangjan	<a href="#">View Document</a>

## 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:**

It's true that the assessment process made at the entry level to judge and identify different learning needs of students, their strength and level of readiness to undergo professional education programme is

important, but under the present circumstances, the college has little choice and freedom in the assessment process at the entry level. This is evident from the Subsequent-

- 1.The College used to conduct its own Entrance Test followed by a general counseling for selection of students for admission prior to the academic session 2019-21.
- 2.From the Academic Session 2019-21, the State-Level Screening Test “ **Jharkhand B.Ed. Combined Entrance Examination**” is being conducted by the Dept. of Higher and Technical Education, Government of Jharkhand.
- 3.Students aspiring for B.Ed. have to opt for the college, in order of preference in which they are desirous of taking admission.
- 4.Result of the screening Test is published college-wise by the Dept. of Higher and Technical Education, Govt. of Jharkhand by considering the Student’s merit, Rank, and Choice of colleges ( out of the choice/Preference opted by the student)
- 5.After publication of the result, the Dept. of Higher and Technical Education, Govt. of Jharkhand sends the list of students to the college for their admission.
- 6.Thereafter a formal counseling of students (From the list received by the college) is made before their admission in the college.
- 7.The Admission Committee of the College verifies the relevant documents of the candidates during counseling and also asks them to know their unwillingness and level of readiness to take up B.Ed. programme. The committee, on getting satisfied, recommends a particular student for admission in the college.
- 8.If required, payment of the requisite fee in part/ Installments is allowed to the needy candidates.
- 9.Books are also provided from the library to the needy students.
- 10.The Academic Session commences with the Induction Meet organized by the college in which the relevance of education programme and value of education are discussed.

<b>File Description</b>	<b>Document</b>
The documents showing the performance of students at the entry level	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>

### 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:** E. Any 1 or none of the above

<b>File Description</b>	<b>Document</b>
Reports with seal and signature of Principal	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View Document</a>
Photographs with caption and date, if any	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**2.2.3****There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students****Response:** Only when students seek support

<b>File Description</b>	<b>Document</b>
Reports with seal and signature of the Principal	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View Document</a>
Photographs with caption and date	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.2.4****Student-Mentor ratio for the last completed academic year****Response:** 21.22**2.2.4.1 Number of mentors in the Institution****Response:** 9



File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

## 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:**

#### **TEACHING-LEARNING PROCESS**

Teachers of the college adopt the following multiple mode approaches to teaching-learning for enhancing student's learning ability.

**1.Experiential learning:-** The Students are allowed to have work experience in art & Craft, debate, dance, drama, music, visual arts, gardening, Cartooning etc, which also form an integral part of B.Ed. curriculum and these activities, time period of two hours per week is allotted in the routine. Educational Tour, field Survey and visit to important places are also organized.

#### **2. Multi-Skill Development Activities :-**

(a) Class-room Seminars are organized in which students are required to give PPT presentation on a topic of his/her choice. It promotes his/her communicative and presentation skills and self-confidence.

(b) Group discussion , Quiz-competitions and brain storming programmes are organized in the class to boost analytical and reflective skills of students. At the same time these activities allow them to overcome from their shyness.

(c) Class management, questioning, microteaching, motivation etc are introduced by the teachers in the methodology of teaching to promote teaching and managerial skills.

(d) Students are engaged in organizing special lectures by external experts.

(e) Community and Environmental Awareness Swacch Bharat Abhiyan, Ozone Day etc programmes are organized through student participation to enhance their general awareness.

(f) Co-curricular activities are also organized to develop qualities for group work, Sharing responsibilities and leadership.

(g) Special programmes Visit to Asha Lata Viklang Kendra are undertaken to allow students to learn and

understand the problems, and difficulties and feelings of differently abled children.

### 3. Inclusive Measures.

The college undertakes the following inclusive measures:-

(a) Separate washrooms and ramps are provided to differently abled students and special care is taken to understand and address their problems.

(b) Seats in the front row of the class are allowed for students with poor vision and hearing impairment.

(c) Due freedom is provided to expecting mothers for their work to be undertaken.

(d) Due help is extended to students belonging to ST/SC/OBC/ Minority classes so that they can receive Scholarship/stipend from different Schemes of the Government.

**4. Practice Teaching/Internship/ School Experience :-** Practical teaching is an integral part of B.Ed. Course in which Students are allotted different schools where they have to teach students of different classes/standards and different Categories. This is mandatory for each Student and he/she has to undergo this training for a minimum of 120 working days. With this training he/ she gets a practical experience to manage a class and deal with the situation arising out of it.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.3.2

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

**Response: 0**

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

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

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Link of LMS	<a href="#">View Document</a>

### 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: 0**

**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: 00

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

### 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: C. Any 2 of the above**

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

### 2.3.5

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

##### **Response:**

##### **Development of professional attributes in students**

Mentoring of the students is provided by the college through the teachers to promote professional qualities and responsibilities in students undertaking B.Ed. Programmes. The following measures are taken:-

- Students are given freedom to come forward with new and innovative ideas and try to translate them into practical aspects.
- Students are encouraged to come forward with their noble ideas which they have and not to fear with the fate of their success. They are reminded that (i) Failure is the mother of success and (ii) Mistakes committed lead to better understanding and learning.
- Working in teams is promoted through different activities like

1. Debate
2. Drama
3. Dance
4. Quiz Competition
5. Village Survey
6. Campus Cleaning
7. Picnic
8. Site Seeing Programme
9. Visit to important places
10. Gardening etc.

##### **Dealing with student diversity**

India stands on “**unity in diversity**”. There is diversity of culture, language, linguistics, rituals, religion and social, educational, economic and ethnic background in India. The college provides a good and harmonious atmosphere to students coming from these diverse background, where they learn to love and

live with each other and also respect each other's culture, religion and language. This effort of the college provides the students to overcome their shortcomings, build a broader view and help in building and developing moral character. This is further fascinated with one to one interaction of teachers with each student.

### **By making aware about students**

Understanding the diversity & student by their culture, hobbies, learning behaviour, attitude, comfort likes or dislikes we work for their bonding. These are helpful in making a bond within different cultural background's pupils. We appreciate and give values to their differences. Thus all get a familiar environment in their respective classroom. We must give respect to their identity with speciality and diversity. We create a flexible and sensitized environment for these diverse imaginations, thinking and moral habits and behaviour. We get communicated time to time with these diverse people for more effective educational plan.

Conduct of self and with colleagues and authorities are very important for imparting better understanding on education. Our conduct is like a treasure for our society. So we must aware the best conduct and behaviour of ourselves along with our colleagues and authorities. Every good institution must have a pool of faculties and staff of good behaviour and our institution is a lucky one in this respect.

Every person has his/her own difficulties, problems and stress in his/her life. No one is excluded by these issues. Our faculties are more professional in these competencies. If any faculty has any stress at home, he treats unstressed in their classroom. We organise meditation and yoga programme for stress, free life to faculties and student-teachers. We get success in making a balance in home and work stress.

We all faculty members have kept visionary eyes abreast with recent development in education and life through ICT, magazine and newspapers.

Event of Rangoli, one-day visit excursion tour, different cultural background, good conduct and behaviour, meditation and yoga, ICT use are promoted.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### **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	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.3.7

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

**Response:**

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

B.B.M. B.Ed. College, Sardaha takes up a number of steps and initiatives to enrich the overall environment of teaching- learning process to nurture creativity, innovativeness, intellectual and thinking skills, life Skills, empathy etc. among its students. Important among these two cases are noted below:-

**Curricular & Co-curricular Activities:** Among the curricular activities, classes are held regularly in an interactive mode. Internal examinations are held and the answer books are shown to students for their satisfaction and suggestions are given for further improvement. Students are allowed to ask questions, if any, during the lecture session. These activities help students to become regular and punctual in any work they intend to undertake and also to overcome their difference and hesitation in taking initiative in any issue. These activities also help in boosting self-confidence. Co-curricular activities are promoted by the college in which the students remain busy throughout their academic session. Important among such activities are Essay & Quiz competitions, Orientation Programmes, annual sports, rangoli competition, celebration of important days Like National Environment Day (June 05), International Yoga Day (June 21), etc), Organizing Seminars, Gardening, Plantation etc. Students are given free-hand to organize and take active participation in such activities under the guidance of teachers. Participation of students in

such activities give exposure to their hidden talent and enhance self-confidence which in turn mould their personality and develop the sense of responsibility, mutual cooperation and ability to work in group.

Extra-curricular Activities involving formation and functioning of Games and sports committee, Cultural & Co-curricular Activities Committee help in promoting team work spirit, work ethics and sense of time and event management, so that the teacher trainee students learn and understand the values of these virtues, which help them in their personality development and in becoming responsible and good citizens to take lead in organizing and participating in social & cultural events. The college organizes indoor games and outdoor sports to facilitate the students to acquire these qualities. Besides, Educational Tour and field surveys are organized in which students are given the responsibility under the guidance of teachers. Also, music, dance and debate programmes are organized to boost self confidence among students. Some activities like environmental awareness, Swachhta Abhiyan, Health awareness, Water Conservation etc. are promoted among teacher trainee students by organizing Seminars. Majority of the students taking admission in this college belong to rural areas coming from the educationally and economically backward families whose educational background primarily belong to government schools and colleges. Most of these students lack communicative skill and self confidence. Keeping this in view, the college in consultation with the teachers initiated Class Room Seminar, in which every teacher trainee student is allowed to present his/her speech on a topic of his/her choice through ppt presentation. This approach helps them in overcoming their hesitation to speak in front of an audience. This has further promoted their self confidence and communicative skill.

**Socially Useful Productive Work:-** Development of vocational skills and psychomotor through work experience in computer literacy, flower decoration, gardening, potting plants, art & craft etc form an integral part of the B.Ed. programme. Students in the college are encouraged to have work experience in these activities which, apart from developing their mental and physical strength, help in promoting atmospheric conditions and lower the pollution (especially through gardening and potting plants among the above noted activities) Class Room Seminar. and SUPW have been found to have good and fruitful impact on teacher trainees. They help not only in developing their self-confidence and communicative skill but also in gardening (especially medicinal/ herbal plants) and potting plants to keep air quality (outdoor as well as indoor) better.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.4 Competency and Skill Development

### 2.4.1

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

#### 1. Organizing Learning (lesson plan)

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

**Response:** A. Any 8 or more of the above

<b>File Description</b>	<b>Document</b>
Reports of activities with video graphic support wherever possible	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### **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:** B. Any 6 or 7 of the above

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

**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

<b>File Description</b>	<b>Document</b>
Details of the activities carried out during last completed academic year in respect of each response indicated	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.4.4**

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

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

### 5. Rating Scales

**Response:** B. Any 3 or 4 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	<a href="#">View Document</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.4.5

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

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

**Response:** A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View Document</a>
Documentary evidence in respect of each response selected	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.4.6

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

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

**Response:** A. All of the above

File Description	Document
Report of the events organized	<a href="#">View Document</a>
Photographs with caption and date wherever possible	<a href="#">View Document</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 2.4.7

**A variety of assignments given and assessed for theory courses through**

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

**Response:** B. Any 3 of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### Other Upload Files

1

[View Document](#)

#### 2.4.8

**Internship programme is systematically planned with necessary preparedness..**

**Response:**

## **INTERNSHIP PROGRAMME IS SYSTEMATICALLY PLANNED WITH NECESSARY PREPAREDNESS**

Internship programme for Student-Teacher is very essential component and important part of the Teacher Training Programme. Our college plans internship programme very systematically. Before sending our student-teacher to internship at allocated schools, we give all kinds of support and motivation to each and every student to attend their goal. Firstly, the college request to District Education Officer (DEO) for allotment of schools for internship programme. As we know the these internship programme is classified into two parts i.e. 'observation' which is schedule for thirty days (Four Weeks) and it is implemented in second semester of the training programme and other is 'Practice Teaching' which is scheduled for 16 weeks and is implemented in third semester of the training programme.

Before sending our Student-Teacher for practice teaching, College organize practice sessions for each and every student. For observation, faculty members give all necessary guidance and knowledge for better understanding and implementation of four-week tasks. By these four week tasks we make them aware day to day function of schools. They also learn the art of behaviour, communication and co-relation with learners, Teachers and the Principal. They have received proper guidance, knowledge and motivation for completing four-week task by the concern faculty. The preparatory session proves very impressive and informative for each and every Student-Teacher.

We conduct practice sessions for internship and facilitate to every student-teachers to be proper functional at the time of practice Teaching. We make them aware to handle all conditions at the concerned located schools. All method Teachers along with Principal gather before sending them to internship and give some valuable suggestions, directions, guidance and motivation to all Students-Teachers one by one. They teach how to handle all condition which erupt in and around the school campus. They also deliver the knowledge of making effective lesson plan, management of class as well as offices and use of skills which have been given at the time of practice session and Micro Teaching Skills. They have forwarded about the organising and maintaining of Academic, Cultural and Social activities. We also facilitate them how to organise and maintain the rational event as well as day to day functioning of schools. In the eve of practice session all method teachers along with Principal join together and present among the students just as an orientation programme for students and deliver all necessary knowledge, guidance and motivation to ongoing Student Teachers for internship programme. Then they become competent to join the practice teaching. The college deposes a group leader among all groups ( from students side) and a supervisor for each school (from faculty side) for guidance and smooth functioning of practice teaching. Each School also deposes a Mentor Teacher for proper guidance and day-to-day functions of the schools. Both the supervisors and Mentor Teachers along with Principal assess them regularly to manage their class, day-to-day activities, functions and creativity to handle their given tasks of concerned schools.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.4.9**

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

**Response:** 3.96

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

Response: 23

<b>File Description</b>	<b>Document</b>
Plan of teacher engagement in school internship	<a href="#">View Document</a>
Internship certificates for students from different host schools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of the schedule of work of internees in each school	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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:** B. Any 6 or 7 of the above

<b>File Description</b>	<b>Document</b>
School-wise internship reports showing student engagement in activities claimed	<a href="#">View Document</a>
Sample copies for each of selected activities claimed	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.4.11****Institution adopts effective monitoring mechanisms during internship programme.****Response:**

The college divides trainee students in groups (not more than 10 (Ten)) for the schools allotted by JCERT. In this process, convenience of students and requirement of the schools concerned are taken into consideration.

For each group of students/school, a Supervisor is appointed from among the faculties of the college. The Principal(s) of the Concerned School(s) is consulted to make a teacher of the school a Mentor. The Supervisor in association with the Mentor guide, supervise and train the teacher- students. They also remain present in the class being engaged by the trainee student. Feedback is obtained from the students, Mentor, Teachers and Principal of the school and also suggestions are invited from them so as to facilitate the trainee-students for improving their teaching method and ability. These steps not only make a better assessment of a trainee student but also facilitate in grooming and blossoming his/her teaching ability.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the response	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

<b>File Description</b>	<b>Document</b>
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View Document</a>
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View Document</a>

### 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:** A. All of the above

<b>File Description</b>	<b>Document</b>
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View Document</a>
Five filled in formats for each of the aspects claimed	<a href="#">View Document</a>
Any additional Link	<a href="#">View Document</a>

## 2.5 Teacher Profile and Quality

### 2.5.1

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

**Response:** 90

<b>File Description</b>	<b>Document</b>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**2.5.2****Percentage of fulltime teachers with Ph. D. degree during the last five years****Response:** 41.67**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years****Response:** 6

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View Document</a>

**2.5.3****Average teaching experience of full time teachers for the last completed academic year.****Response:** 6.11**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year****Response:** 91.7

<b>File Description</b>	<b>Document</b>
Copy of the appointment letters of the fulltime teachers	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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**

The teachers are backbone of any Institution. No Institution survives more without capable, qualified and dedicated teachers.

The Institution is very helpful in updating their teachers professionally. Some of them have awarded the Ph.D. degree some have enrolled himself/herself for Ph.D. programmes. Some are preparing for their enrolment in Ph.D.

The teachers are actively engaged in writing their thesis and articles for magazines. They are allowed to attend Seminars, Workshops, Symposium and Webinars etc. Some of them have presented their papers in Seminars. We have also conducted National Seminars in which are teachers have attended and presented papers. All teachers have participated actively in this National event. Besides this, all teachers have updated own self in academic development. Teachers discuss among themselves on topics of education and related aspects in the staff room when they are not engaged in class room. The faculty members are entitled to academic study leave to attend academic engagements as per University rules. The college also organise Seminars, workshop and Webinar as well as special lectures for professional development of its faculty and students. The faculty members are encouraged to pursue research and extension activities as admissible under University rule.

<b>File Description</b>	<b>Document</b>
Documentary evidence to support the claims	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.6 Evaluation Process****2.6.1****Continuous Internal Evaluation(CIE) of student learning is in place in the institution****Response:**

The Institution has adopted continuous internal evaluation system for the development of student teachers. WeTake two internal exams in each semester. As per the University guidelines, we are maintaining semester based assessment system. We ask the students of to write an assignment for every paper. Every paper have one assignment. One assignment consists two descriptive questions. Thus student teachers have to make four assignments which consist of eight questions in each semester. We have also conduct many activities during the course which are assessed very carefully for the continuous assessment. In EPC there are about ten topics has given to making EPC file. Every topic is very important in receiving major learning components. It is very useful for fresher's to develop their thinking and ability. These topics are prepared very carefully and half direction has been given by instructor and

half is left for learners to finish the work by own concept individually. It proves very helpful in sharpening their mental abilities and preparedness of skills. Some of the works have been taken independently and some of the works are based on group activities. After the completion of assignments and EPC file it has been assessed by the teachers. We have organised many activities for the entire development of learner throughout the year. After the completion of such activities teachers have given him/her valuable suggestions for error free presentation. Each activity is remarked by the teachers which are part of continuous evaluation. We always keep in mind the change of behaviour of the learner which proves very fruitful to the learners.

We organise Seminars, Essay Competitions, Quiz and different cultural programmes for the enhancement of capabilities of the students which have reflected in their performances.

In semester 2-out of four papers, two papers have the weightage of 100 and two papers have the weightage of 50 Marks. Two assignment works are introduced for 20 marks each and two is for 10 marks each, while drama and Art in education (EPC-2) is for internal assessment of 50 marks.

The differences have been seen in second semester in all activities and Assignment works. We organize a drama (Skit) in semester-II for removing their hesitation and enhancement of language capabilities.

In semester-III the individual differences and capabilities of making presentation for own self is seen very remarkably. They grow their capabilities by knowing the skills of teaching and introduce himself/herself as hesitant free manner. They behave as a complete teacher in their allotted schools during practice teaching. In semester-IV assignment work is given . The EPC-3 & EPC-4 are related to reflect their sensitization of own self to the society. Now they behave as wise citizens of the Nation. They know their responsibility and ready to serve the society.

These assessments and performances of students reflect in extreme to their initially identified needs. It completes their initial needs as advancements of individual change of behaviour and capabilities.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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

<b>File Description</b>	<b>Document</b>
Documentary evidence for remedial support provided	<a href="#">View Document</a>
Details of provisions for improvement and bi-lingual answering	<a href="#">View Document</a>
Copy of university regulation on internal evaluation for teacher education	<a href="#">View Document</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.6.3****Mechanism for grievance redressal related to examination is operationally effective****Response:****MECHANISM FOR GRIEVANCE REDRESSAL RELATED TO EXAMINATION**

There is a well-defined effective and transparent mechanism for grievance redressal related to examination. Since there are two phases of examination. (i) Internal Examination conducted by the college (ii) End Semester Examination conducted by the University. Accordingly, the grievance redressal is made at (i) the College level for Internal Examinations and (ii) the University level for End Semester Examinations.

In the very beginning of the semester of B.Ed. Course, the teachers of the concerned subjects/papers explain various components of internal and end Semester examinations and the assessment procedure adopted during the semester. The schedule for internal assessment is notified and communicated to the students well in advance. The internal assessment examination for each paper (of a Semester) is conducted as per the schedule notified under the supervision of the Principal with the help of Examination Committee. A minimum of two teachers are appointed as Invigilators for each examination room during the mid- semester internal assessment examinations. After the examination, the answer books are handed over to the concerned teacher for evaluation. The evaluated answer books are shown to the students, If any student is not satisfied with the marks allotted, he/she approaches the teacher, who takes into consideration the points of grievance, if any, and redresses the grievance if found genuine.

The end-semester examinations are conducted by the University and results are published online. On Publication of results, any student, if not satisfied with the marks allotted, is allowed to apply for scrutiny of his/her answer book(s). Such answer books are confidentially sent to the HOD of the concerned

department or to a senior subject teacher, who after scrutiny submits the confidential marks (with report) to the controller of examination of the University. Such confidential marks/reports are placed before the Examination Board for consideration and the same is communicated to the concerned students.

Thus the System is transparent and effective.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 2.6.4

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

##### **Response:**

B.B.M. B.Ed. College, Sardaha strictly adheres to the academic calendar issued by the affiliating University. Truly speaking, the academic calendar of the University mentions the time for conduct of end-Semester examinations of a given session. It does not contain the schedule for conduct of the Internal Examinations. But the college has to conduct the mid- semester Internal Examinations in due time (in each semester) and send the Internal Marks of the trainee students to the Controller of Examinations of the University before the notification for filling up of forms (for the end-semester examinations) is issued by the University.

The College has a Controller of Examinations, who is responsible for conduct of mid-semester Internal Examinations. For the odd semesters (I and III Semesters) the first at internal examination is held during August 25 - September 10 and the Second internal examination is conducted during November 20 - December 10. Similarly, for the even Semesters (II and IV semesters) the first and the second internal examinations are held during the period February 25-March 10 and April 20-May 10 respectively for the respective academic sessions. The answer books are then evaluated and displayed among students.

However, before conducting end-semester examinations, the controller of the examinations serves a notice to the faculty members for setting the questions and submitting them to the office of the controller of examination, who gets the questions printed. The schedule of examinations is notified and accordingly they are conducted with the help of the teachers who do their duties as invigilators. The answer books are then got evaluated and results are published. All these works are got executed by the Controller of Examination of the University with due approval of the Examination Board as per provision made in Jharkhand State Universities Act 2000 (As ammended up to date)

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:**

The college is sincere in keeping the teaching learning process aligned with various aspects of PLOs.(Program Learning Outcomes) and CLO (Course Learning Outcomes). In case of PLOs, the teaching learning process focuses on the following:-

**i) Content competency Aspect:** sincere effort is made so as to make a teacher trainee component in a specific content of the programme.

**ii) Teaching Ability Aspect:** Monitoring and guidance on every aspect is focused during the whole session so that the trainee student overcomes his/her shortcomings and develops as an able and competent teacher.

**iii) Managing Classroom Situation:** Various activities especially the P.O.T. (Practice of Teaching) during the B.Ed programme contribute immensely to the teacher trainee student to be able to manage the classroom situation. He/she thus becomes capable of handling different situation/issues arising inside and outside the classroom of the school campus.

**iv) Effective Communication:** One of the important aspects which, develops among students as an outcome of the B.Ed. programme is that they gain the quality of effective communication which primarily results out of the classroom seminar and P.O.T.

**v) Pedagogical Skill and Professional Ethics:** During the B.Ed. programme focus is made on the development of not only on pedagogical knowledge and skill but also on maintaining professional ethics among the trainee students.

#### **Alignment with CLO**

An integral part of the B.Ed programme is the learning of course content, which comprises of providing knowledge on various aspects of education (teaching-learning) including pedagogical skill, professional ethics, environmental awareness, group work etc. Apart from learning through classroom teaching the trainee students make use of ICT (information & communication technology), which proves to be an important tool of CLO.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.7.2****Average pass percentage of students during the last five years****Response:** 92.33**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
62	86	52	105	92

File Description	Document
Result sheet for each year received from the Affiliating University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	<a href="#">View Document</a>

**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 college has monitored the progressive performance of students and attainment of professional and personal attributes in line with PLO'S and CLO are in the following manners.

**For PLO's****1.Internal Assessment**

We have conducted two written internal exams in each session. We have organized many activities such as seminar, Debate, Story Telling, Rangoli etc semester of which have been monitored by all faculty

members

## **2.Feedback**

We have taken feedback from students. In that way they have made expression of experience and given suggestions also.

## **3.Presentation**

Every activity is presentation for the learners. They represent own self by the given task. These presentations such as preparation of model and presentation, seminar paper, Assembly Art Exhibition, Drama, etc. re develop their presentation skill.

## **4.Assignment and EPC file work**

Written assignments in each session have been submitted by the learners which develop their writing and presentation skill. EPC work develops learner's ability to write, think, sensitize expression of views, enhancement of shaping any matter, life skills etc. All these are monitored by giving direction and outcomes.

## **5.Expressions**

Every learner expresses his/her views on given assignments and tasks. From the beginning of the session expressions from each and every learner are monitored by the faculty members. The differences from semester-I to semester-IV are very widely seen.

## **6. Expert Suggestion**

In Semester-IV We call an expert to monitor the ability while they present PPT of EPC 3& 4. On that day the learners get valuable suggestion from experts which prove greater PLO's.

## **For CLO's**

### **1.Internal Assessment**

As we have expressed that our institution conducts two internal Assessments in each semester of each session. By these internal assessments they are much aware about the course and its flexibility. This is monitored by college faculty and experts.

### **2.Tests**

Many tests are taken in Psychology lab, Science lab and Language lab. These tests are monitored by the faculty members.

### **3.Enhancement of Language**

Enhancement of language capabilities are monitored by different oral activities and Language labs.

**4. Assignment and EPC Work**

Assignment and EPC work has been taken throughout the session. These works enhance their individual capabilities of talking, addressing, summarizing, understanding etc. It is monitored simultaneous to CLO's.

**5. Feedback**

The College takes feedback frequently during the course for better understanding for each stake holders.

**6. Expert's vision and suggestion**

Expert are called to college on different occasions. Such as EPC- 3 & 4 the vision and suggestions of Experts are very useful to learners as well as faculty members.

<b>File Description</b>	<b>Document</b>
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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: 91

<b>File Description</b>	<b>Document</b>
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.7.5**



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

**Response:**

In B.Ed. Training programme multi-disciplinary students take admission. They are related to different subjects and methodologies. Assessment of such multidisciplinary students is a challenge for the faculties. Our college adopted a mechanism of assessment as regulated by NCTE and University (BBMKU).

The B.Ed. programme consists of 1300 marks, in these marks 520 marks are identified as Internal Assessment and 780 marks are designed as External marks as noted below:-

Semester	Internal Assessment	External Assessment
Semester-I	110	240
Semester-II	110	240
Semester-III	160	140
Semester-IV	140	160
Total	<b>520</b>	<b>780</b>

Thus Internal Assessment and External Assessment both are major components of assessment for any student-teacher throughout the session. We assess all trainee by monthly access tasks. We conduct several activities such as a speech, group discussion, debate, story writing in different themes and projects, story- telling, presentation of models and displaying, Rangoli, drama, EPC work, assignment, PPT presentation of EPC's and competency. We also conduct outreach activities such as Picnic, One-day tour, Excursion tour, Visit to Asha Lata (a school for disable), Village survey etc. By these outreach in house activities we assess their co-relation with others, leadership quality, time management, work with strangers, co-working with teachers, social leaders guide of behavioural presents of mind, active participation, help to others etc. The students follow the direction as per the tasks accelerated by academic calendar thorough out the year. After completing B.Ed programme all students experienced by major change in their behavior, communication and learning and understanding power.

File Description	Document
Documentary evidence in respect to claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.8 Student Satisfaction Survey

**2.8.1**

**Online student satisfaction survey regarding teaching learning process**

**Response: 3.72**

## 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](#)

#### 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

#### 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

<b>File Description</b>	<b>Document</b>
Sanction letters of award of incentives	<a href="#">View Document</a>
Institutional policy document detailing scheme of incentives	<a href="#">View Document</a>
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View Document</a>
Documentary proof for each of the claims	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** D. Any 1 of the above

<b>File Description</b>	<b>Document</b>
Reports of innovations tried out and ideas incubated	<a href="#">View Document</a>
Documentary evidences in support of the claims for each effort	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:** 0.07

**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	1	0	0	0

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

Data as per Data Template

[View Document](#)

### 3.2.2

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

**Response:** 0

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

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](#)

### 3.3 Outreach Activities

#### 3.3.1

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

**Response:** 2.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	1	0	2	2

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

#### 3.3.2

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

**Response:** 31.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
69	54	0	43	66

File Description	Document
Report of each outreach activity with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** 29.88

**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
64	54	0	43	61

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Any other relevant link	<a href="#">View Document</a>

**3.3.4**

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

**Response:**

Outreach Activities are compulsory for B.Ed Pupil-teacher. Our Institution organises outreach activities to develop and enhance Pupil-teacher's academic skills, leadership qualities, self-confidence, communication skills, managerial skills, and responsibilities towards the community. Outreach activities engaged Pupil- teachers in an effective way. Every year various events like, International Yoga Day, Swachh Bharat Abhiyaan, Village survey, Fit India Movement, National Unity Day, Vigilance Awareness Programme etc are organised which bring our Pupil-teachers closer to social- issues and help to protect their health. Our Institution also distributes food during lockdown to the nearby villagers and also organised a Free Medical Camp in our Institution for medical services like eye-checkup and dental check-up. Every year our institution organises International Yoga Day, to raise awareness among all the students and benefits of practicing yoga. Our Institution believes that effective learning occurs through awareness in society. Vigilance Awareness programmes are organised to make people aware to collective participation in the prevention, to fight against corruption and also to raise public awareness regarding the existence, causes and gravity of the threat posed by corruption. Our Institution also believes that

effective learning occurs in clean and green environment, so Swachh Bharat Abhiyaan was organised with a targetted mission to build a clean, hygienic and healthy environment. Village survey are organised to the nearby Villages to know the livelihood of the villagers, their economic background as well as water, health and sanitation. Such Exposures help Pupil-teachers develop the feeling of compassion and responsibility towards the society . All these mentioned activities have positive impact on the students and it developed student community relationship, leadership skill and self confidence of students. It also helped in cultivating hidden personality of students and created awareness among students.

File Description	Document
Report of each outreach activity signed by the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Appropriate certificates from the awarding agency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 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: 0.6**



**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
1	2	0	0	0

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

**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: 3****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: 3

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copies of the MoUs with institution / industry/ corporate houses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:**

Our institution B.B.M. B.Ed. College, Sardaha, Chas, Bokaro has facilities for the effective teaching learning process in order to implement the plans and achieve desired goals. Our institute has created adequate infrastructure.

Some of the major facilities which are being used for effective teaching learning are furnished below:-

1. There are 8 classrooms, one seminar hall and one multipurpose hall with proper space and ventilation.
2. Furniture available in the classroom are suitable for the students and helps in effective learning.
3. In Classrooms and seminar hall, there is a provision for smartness including white board and smart T.V and projector.
4. State of the art laboratories are made available for all the programmes.
5. Smart Board facility is available.
6. The library has the access to institutional Koha Software. In addition to regular books, Journals, Magazines, Newspapers and e-books etc are also available in our library.
7. For cultural activities there is a dedicated music room.
8. Proper playgrounds are available for volleyball, Kabaddi, Badminton and football to enhance the co-curricular activities.
9. Laboratories are provided for the students.

The college ensures regular maintenance and upkeep of all infrastructural facilities. The college ensures proper cleanliness, hygiene, sanitation, water supply, electricity, security and stationary condition. Furniture and equipment are purchased on regular basis as per the requirement. The college has its own full time sweepers and gardeners for maintenance of college. The college makes recommendations periodically about the need for expanding the existing space up gradation remodeling or reusing the existing space.

File Description	Document
List of physical facilities available for teaching learning	<a href="#">View Document</a>
Geo tagged photographs	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** 18.18

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

Response: 2

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

Response: 11

<b>File Description</b>	<b>Document</b>
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to relevant page on the Institutional website	<a href="#">View Document</a>

**4.1.3**

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

**Response:** 27.16

**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
22.19	36.49	12.5	1.12	0.74

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:**

A library is the most essential and vital part of any academic institution. By keeping this in mind our institution has adopted automation of library using integrated library management system (ILMS) and access to Institutional Koha software. An integrated library system also known as a library management system, is an enterprises resource planning system for a library used to track items owned orders made, bills paid and patrons who have borrowed. The room for reading is well furnished and can easily accommodate students at a time.

1. There is a huge collection of academic books, journals and other knowledgeable books and newspaper in the Institute library.
2. The books are made available to the students to increase the knowledge and understanding on various subjects.
3. In the library, students can check books, conduct their research, find a quiet place to study and may be even flip through magazines.
4. With the help of library, students can perform better during examination and placement as students are explored to the knowledge through various means.

The Institute has installed integrated library management system. This includes: -

1. The Library provides services like computerized issue/return system.
2. Student can view online the availability of books in the library.
3. Digital I-Cards are provided to the students and teachers regularly.
4. Students can view and read e-books and e-journals through N-List.

#### **Library Management**

1. The college has appointed full time Librarian, one Assistant Librarian.
2. Proper maintenance of registers is done from time to time.

3. Circulation of books, Journals. Newspapers and other exam (Competitive Exam) books.
4. In case the student exceed date of return of books, fine is charged if it gets lost by the student.
5. The student should replace the same copy of the book.
6. No fine if the book is returned on or before due date.
7. Students apply for clearance and the dues are checked in software.
8. The scanning and photocopying facilities are available for the student.

Our college library automated with Koha Software. It is an integrated multi-user, user friendly library management software package. All library routines and high-level documentation services are possible in a user-friendly manner. This package is windows-based software.

File Description	Document
Bill for augmentation of library signed by the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Web-link to library facilities	<a href="#">View Document</a>

#### 4.2.2

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

**Response:**

Yes, the college has adopted remote access facility in the library. Both teacher and students can access this facility. The library offers free internal access with high speed broadband. Wifi facilities are also provided to the students whenever they needed. Apart from this, college has also taken koha subscription for remote access, By this a student can see the availability of accessory book in the library from his own mobile inside and outside of the college campus and if any requirement related to books is needed they give suggestion to the suggestion box in the library.

File Description	Document
Details of users and details of visits/downloads	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Landing page of the remote access webpage	<a href="#">View Document</a>

#### 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:** C. Any 2 of the above

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

#### 4.2.4

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

**Response:** 0.12

**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
0.14	0.37	0.06	0.02	0.01

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	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.2.5**

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

**Response:** 25.87

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

**Response:** 645

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

**Response:** 934

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

**Response:** 1182

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

**Response:** 966

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

**Response:** 1603

**File Description****Document**

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

[View Document](#)

**4.2.6**

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

**1.Relevant educational documents are obtained on a regular basis**



- 2. Documents are made available from other libraries on loan
- 3. Documents are obtained as and when teachers recommend
- 4. Documents are obtained as gifts to College

**Response:** D. Any 1 of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 4.3 ICT Infrastructure

### 4.3.1

#### Institution updates its ICT facilities including Wi-Fi

**Response:**

ICT in education improves engagement and knowledge retention; when ICT is integrated into lessons, students become more engaged in their work. ICT facilities are well developed adequate number of computers with printers, scanners, and high speed internet are available in office , ICT room and library. The Institution has a Wi-Fi facility in the college campus for the student and faculty members to avail internet connection at any place in the college.

1. Free Wi-Fi facility with (100 Mbps) is provided to the students in the institution.
2. They can access internet facility through their mobile phones, tablet or laptop in the college campus.
3. There are LAN points augmented in ICT Room and Library.
4. The internet bandwidth is enhanced from 100 mbps to 1 gbps, so that the academic facilities can be handled with better connectivity.
5. There are LCD, Overhead projectors, printers and scanners provided in the college.
6. In ICT room, there are many computers most of which have internet facility for preparation of power point presentation as teaching learning materials.
7. The entire campus is monitored by CCTV facility. The CCTV installed at strategic places help monitoring the campus activities.

The Institution has always been reviewing the current needs and accordingly the internet band width is upgraded from time to time. The quantity of desktops, computers, printers, projectors, CCTV, laptop, switch, projectors, scanners etc are increased according to the strength of the students from time to time for each financial year.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**4.3.2****Student – Computer ratio for last completed academic year****Response:** 10.61

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**4.3.3****Internet bandwidth available in the institution****Response:** 100**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 100

File Description	Document
Receipt for connection indicating bandwidth	<a href="#">View Document</a>
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>

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

- 1. Studio / Live studio**
- 2. Content distribution system**

**3.Lecture Capturing System (LCS)****4.Teleprompter****5.Editing and graphic unit****Response:** C. Any 2 or 3 of the above

<b>File Description</b>	<b>Document</b>
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link to videos of the e-content development facilities	<a href="#">View Document</a>
Link to the e-content developed by the faculty of the institution	<a href="#">View Document</a>

**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:** 9.27**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
2.58	5.68	5.15	5.80	5.71

<b>File Description</b>	<b>Document</b>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**4.4.2**

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

**Response:**

There are established systems and procedures for maintaining and utilizing physical, academic and support facilities, laboratory, library, sport complex, computer, classroom etc in the institute. The institute has a systematic mechanism for maintenance of all the above facilities.

**Maintenance**

- Some facilities are maintained by faculty members of the institution and skilled staff appointed by the management.
- Some of them are maintained by annual maintenance contract (AMC) given to concerned agencies.
- External Agencies are also appointed for the maintenance.

1. The maintenance and utilization of laboratory includes:-

- Our laboratory is well equipped and well decorated.
- Laboratory is upgraded periodically according to the need.
- Laboratory is used according to the needs of different pedagogy subjects.

2. The maintenance and utilization of library includes:-

- The Library is well equipped with the collection of rare books.
- Monthly cleaning of the books and racks and also the means to preserve them.
- The library has installed ILMS (Integrated Library Management System), which is in use.
- The library has access to institutional Koha software.
- Attendance and issuing and returning of books are well maintained through online.
- Students can view availability of books in the library online through Koha software.
- Student can view e-books and journal through N-list.
- Software is maintained regularly.
- Barcode is stucked in every book. Digital I Card are provided to the students and teachers .

3. The maintenance and utilization of sports complex, ground equipment:-

- Health and physical resource centre is maintained periodically.
- Physical trainer has been appointed to look after the sports related activities.
- There is a well-maintained playground in the college. It has facility to play volleyball, kabaddi, badminton etc.
- There is a spacious ground in our second campus.
- If any equipment get damaged or need to be repaired, Sports in-charge submits proposal for maintenance.

4. The maintenance and utilization of Computers:-

- The computer laboratories have a sufficient computer with the required configurations are

regularly updated antivirus, software and hardware needed.

- The campus WiFi connection is maintained by a service provider offering free internet access to computer.

5. The maintenance and utilization of Classroom:-

- Cleanliness and hygiene is maintained in the classrooms.
- Proper ventilated and spacious classrooms.
- Classroom is provided with white board, LED, Smart TV and Smart Board.

6. The maintenance and utilization of Extracurricular activities:-

- The college infrastructure includes conference and seminar hall for cultural and other activities.
- The college infrastructure provides with separate common room for girls and medical first aid and fire extinguishers.
- There is also a generator for power backup with the proper capacity.
- A budget is fixed for the extracurricular activities by the committee.
- Some facilities are maintained by faculty members of the institution and skilled staff appointed by the management.
- Some of them are maintained by an annual maintenance contract (AMC)

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Appropriate link(s) on the institutional website	<a href="#">View Document</a>

## 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
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View Document</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View Document</a>
Photographs with date and caption for each initiative	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 5.1.2

Available student support facilities in the institution are:

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

**Response:** A. Any 8 or more of the above

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.1.3

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

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

**Response:** C. Any 3 or 4 of the above

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

### 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

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Report of the Placement Cell	<a href="#">View Document</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>

**5.2 Student Progression****5.2.1****Percentage of placement of students as teachers/teacher educators****Response:** 11.3**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
7	12	5	6	17

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Appointment letters of 10% graduates for each year	<a href="#">View Document</a>
Annual reports of Placement Cell for five years	<a href="#">View Document</a>

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



**Response:** 10

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

Response: 9

**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	<a href="#">View Document</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**5.2.3**

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

**Response:** 5.77

**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
6	6	9	0	3

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

**5.3.1**

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

**Response:**

There is an active student council in our institution. The student council comprises of representative from students of each academic year and are led by academic in-charge of institute. The council plays a vital role for stepping up to take an active leadership for the interest of the students. To ensure harmony and a vibrant and continuous range of campus events and activities in the course of academic year is the main purpose of this council.

Students council plays the role of representative in the community in which they can raise debate of issues of concern and undertake initiative for the benefit of the college. By this, they get opportunity to express their view on the issues of concern to them in the college. It is equally important that they are listened to and encourage to take an active role in promoting the aims and objectives of the college students evolving in committees/ cell are as follows:-

## IQAC

Education Tour (Excursion) and Survey Committee

Academic Committee

Cultural & Co-curricular Activities

Games and sports committee

Anti Ragging Committee

Library and Magazine Committee

Grievance Redressal Cell

ICT Cell

Welfare Committee

Micro Teaching and Practice Teaching Committee

The function and activities of student supports the aims and objectives the council and promotes the development and welfare of the college. The Council should in planning and undertaking activities during the academic year of the college:-

- Work intimately with the related teachers and students.
- Consult regularly with the students in the college.
- Engage as many students as possible in the activities of the councils.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View Document</a>
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View Document</a>
Copy of constitution of student council signed by the Principal	<a href="#">View Document</a>

### 5.3.2

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

**Response:** 14.6

**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
21	9	0	21	22

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

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

Alumni association of our institution helps to build and grow a wealth of experience and skills to share

with the students, to the institution and to each other. In certain cases, this could go ever further with alumni offering to practically encourage students in work placements and help them to build their careers, this enhances the student's experience and give them that competitive edge in today's world.

The Alumni Association was formed with the objective of sharing knowledge experience and opportunities among the alumni, the faculty and the students. It is the regular practice of the association to conduct Alumni Meets every year where the members of the college gather together offering their vibrant participation in all spheres of college activities. It meets periodically to discuss the ways and means to improve the academic environment of the institution as well as to exchange views on the scope of higher education and employment opportunities. The alumni members with prestigious Position such as principals, coordinators etc are helping in the placements of our students in different schools.

Following are the significant contributions of Alumni association-

- To maintain the updated and current information of all alumni and they actively take part in orientation programme.
- To enable the alumni to participate in activities that would contribute to the general development of the college.
- The Alumni are invited in placement programmes.

Every year meetings are conducted and the visit of our alumni is a great source of inspiration and support to the college. During these meetings many of the alumni share their memories with their faculty members and students. Alumni of the institution share their knowledge and experience for growth and development of the students as well as of the institution.

File Description	Document
Details of office bearers and members of alumni association	<a href="#">View Document</a>

#### 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

<b>File Description</b>	<b>Document</b>
Report of alumni participation in institutional functioning for last completed academic year	<a href="#">View Document</a>
Documentary evidence for the selected claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:** 4

**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
1	1	0	1	1

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View Document</a>

**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 members are actively involved in the various aspects of improving quality of education in the institution. Successful alumni are invited to motivate the pupil teachers. Alumni meets are organised by the institution to foster good rapport between the institution and alumni on the one hand and the public on the other for the growth and development of the institution. Alumni are informed about the seminars and workshops for professional development. The Alumni supports the institution whenever required

specially during the time of visits of various apex bodies and accreditation organization etc. They are invited for motivating, nurturing special talent by sharing their knowledge, skill and experiences for the growth and development of the students as well as the institution. Many of the alumni, who are working on various prestigious position can share their difficulties and experiences to the other pupil teachers by obtaining this knowledge, the pupil teachers get help to improve themselves and utilize in their real life in future.

There are vast experiences of alumni who faced difficulties in carrier building and they point out these difficulties whatever they faced and how to overcome these difficulties.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 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:**

To fulfill the vision and mission of the institution, the college governing body provides all the necessary support to manage, supervise and administer the College activities. Decisions are taken by Principal with the proper guidance of the Governing body and responsibilities are delegated to faculty and staff for effective and efficient functioning of the College to realize & to achieve its set goals.

The Coordinators and teachers in-charges of various committee and cells along with students work together and play an important role aiming at institution policies, perspective plans and implementing the same.

Aiming at capacity building, employability and imbibing human values, faculty and students are encouraged to organise and participate in various short term courses to fulfill the missions and vision of the college focusing while planning College and society activities.

To look after the day to day functioning and decision making in the College, there are various cells and committees comprising of faculty members like Academic Committee, Admission Committee, Examination committee etc.

To enhance & impart quality education, IQAC is established for transparent and smooth administration in the preparation of perspective plan. The IQAC in assistance with the principal takes initiatives to obtain input from all stakeholders viz. the management, Principal, the faculty, the administrative staff, Students of College, the Alumni Association, the parents and the peers Colleagues.

To achieve the vision and mission of the College, staff committees and different cells also contribute to give direction to teaching learning process. To use latest educational technology making them interested and involves in learning multiple skills and employment prospects, Governing body and Principal Guides and supports functioning of college in planning and conducting events to help students to achieve their skills and identify the strength and exposing students. Our responsibility is to develop the student into process of integrated personality to provide opportunities to faculty and staff to upgrade their professional skills, procedures are reviewed time to time.

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

## 6.1.2

### Institution practices decentralization and participative management

#### Response:

There is active involvement in driving change to the faculty members of B.B.M. B.Ed. College realizing the institutions mission and values, Students, faculty and staff are encouraged to take part in the management process of the college. A special replica of this practice may be seen in the extensive delegation of authority to Principal, then to coordinators and teachers in charge of the various cells in the college. The following committees and cells operate to implement various types of activities:-

IQAC

Academic committee

Anti Ragging Committee

Cultural & Co-Curricular Activities Committee

Games & Sports Committee

Micro Teaching & Teaching practice Committee

Educational Tour / Community Development & Educational survey committee

Women Cell

National Conference / seminar & Guest Lecturer Committee

Library Committee

Purchase/ Maintenance Committee

Internal Complaint Committee



ST/SC/OBC Cell

Grievance & Redressal Cell

Admission Cell

Examination Cell

Alumni Association

ICT & Computer Cell

Student Council

Welfare Committee

Placement & Counselling Committee

Coordinators and teachers in charge of different cells and committees take part in the management process as follows:-

The activities of various committees and cells are supervised by the Principal of the college. The Academic Committee is entitled to oversee different types of activities like Co-Curricular activities, time table, academic calendar, file record etc.

National Seminar, Classroom Seminar, Workshops, remedial measures and inter-college exercises are led by National conference/seminar & Guest Lecture Committee.

Academic Committee has the freedom to initiate creative and innovative measures for the student's benefit.

Cultural Committee conducts all types of function and morning assemblies in the college.

Examination Committee schedules exam date, internal exam, duty chart etc. and conducts exam periodically throughout the year.

IQAC imparts quality assurance in the college.

File Description	Document
Relevant documents to indicate decentralization and participative management	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.1.3****The institution maintains transparency in its financial, academic, administrative and other functions****Response:**

Our institution prepares annual budget every year. Internal & external financial audits are conducted in regular interval in our institution at the end of the financial year. The college is visited by the auditors at regular interval & all financial transactions with supporting documents and approval of proper authority for each financial transaction are verified by them. After planning, procedures are performed by the auditors to gain the reasonable assurance about whether the financial statements are free from material misstatements. Audit report is issued by them with fair and genuine view on the financial statements, The auditor and the management sign & approve such financial report. Then auditors issue audit report based on the audited financial statements and findings.

Fairness and clarity is pursued in academic functioning of the College. All the guidelines given by our university and UGC/NCTE are followed in our institution. Before commencement Academic calendar is prepared before the commencement of the session and all academic activities are scheduled previously & these are circulated to all the faculties. To enhance the qualitative education & better teaching learning process, Students are induced to the greater use of technology. To justify the progress of students, Internal exam & periodical tests are taken regularly. Our examination incharge oversees all types of responsibility related examinations like preparing of data sheet, duty chart, seating arrangement, distribution of preparing question paper to all faculties. Examination incharge works with examination committee to conduct the examination smoothly.

Results are notified on the Notice board. The Principal oversees overall administration related matters and academic functioning of the students.

All administrative activities are fair and transparent. Every purchase related to the activities are recorded in the Stock register. All the records of students admission work and examination work are uploaded time to time. Admission process is fair & transparent & merit based according to entrance test counseling.

Our Library works are maintained regularly like distribution of books, returning books, Library attendance register etc.

<b>File Description</b>	<b>Document</b>
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

#### The institutional Strategic plan is effectively deployed

##### Response:

Strategic plan has been prepared by B.B.M. B.Ed. College to define planning and execution strategies to successfully meet the target set. The main targets of the strategic plan to impart quality education equipping students with skills and knowledge to get meaningful jobs. The strategic plan is implemented by the effort of various stakeholders such as educationalists, Academy teacher's, parents and alumni to know where they want to see the college in the near future.

To make the college one of the best learning center of its own kinds on our future action and their results. To comprehend our strength, opportunities and challenges to achieve the set targets, a number of deliberations are conducted to prepare this plan. The college approaches with this strategic Plan helping as a road map for students achievement, college's growth and development is very essential for the teaching and non teaching employees.

One activity successfully implemented based on strategic plan:-

Keeping in mind to increase professional development B.B.M. B.Ed. college conducted two days National Seminar on "professional development of teacher education in 21st century with reference to Indian context" on 12th March and 13th March 2022 by the IQAC in our college. Dr. Mukul Narayan Deo, Vice chancellor of B.B.M.K.U, Dhanbad was chief Patron. Dr. Devjani Biswas, DSW, B.B.M.K.U, Dhanbad and Dr. J.N. Singh, Honourable Dean(Education), B.B.M.K.U, Dhanbad were present as a resource person in this seminar. Dr. Vikas Kumar, Registrar, B.B.M.K.U, Dhanbad was also present in the seminar as a guest of honour, Prof.(Dr.) Gyan Dev Mani Tripathi the Ex-Dean Prof. in Aryabhat Knowledge University Patna, our keynote speaker pointed out that our ancient education system was very fruitful. we should go back to the root of our education system. Dr. Jayanta Mete (Chairperson) Associate Prof. Dept. of Education, Kalyani University, West Bengal and Dr. Santosh Kumar Behera (chairperson) Associate prof. Dept. of Education, Kazi Nazrul University, Asansol, West Bengal were present in the technical session on that day.

In the very next day Prof. (Dr.) Neeraj Kumar (chairperson) PG. department of English, Magadh University was present in the plenary session. Dr. Sanjeev Kumar Pandey (Chairperson) Associate prof. Dept. of education, Magadh University, Bodh Gaya, Bihar and Dr. Upendra Kumar (Chairperson) Head, University Department of education, B.B.M.K.U, Dhanbad were present in the technical session. Dr. Jayanta Mete ,The Keynote Speaker pointed out how education plays the role for professional development in 21st century. He also added that the teachers skill and technique should be upgraded according to current implementation of NEP.

The main focus of a 21st century teacher is on developing higher order thinking skills, effective communication and other skills on students that they need. Successful professional development program in the 21st century relies on Teachers learning from each other to solve the problem collaboratively using Technology devices to build their knowledge. This seminar was very fruitful & beneficial to the teachers and pupil teachers.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to the page leading to Strategic Plan and deployment documents	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:

**Policies:-** Policies related with different running programs are well defined in the college. The college governing body grants approval and ratification of various policy decision of the college of various policy decisions of the college budget for administrative, academic and research programmes & activities . The Governing Body also makes regulation for various curricular, co-curricular and extra-curricular activities. According to the needs, Principal has the power to constitute committees and cells. The college has different committees and cells like academic, cultural, examination, research etc. which make their policy by periodic meeting with Principal. To maintain continuous communication, regular meetings are conducted among staff and Principal. IQAC maintains all the decisions of the meetings in the college.

**Administrative Set-up:-** B.B.M. B.Ed. College, Sardaha has a well defined organizational set-up. College is managed by Jharkhand Shiksha Swasthya Avam Jankalyan Samiti. Academic progress, Administrative processes, Co-curricular and extension activities of the college are reviewed and evaluated by our governing body. The Principal is responsible for college functions and growth including administrative, academic, curricular, co-curricular and extra-curricular. IQAC plays a vital role for developing quality system for the improvement of academic and administrative performance of the college. Academic Calendar is prepared for various academic events. List of holidays, internal examination, different types of activities are mentioned there. Faculty members are designated coordinators or members of various committees and Cell.

**Service Rule: -** This college is affiliated to B.B.M. K.U, Dhanbad and hence all rules and academic calendar of the university in running different programmes in the college are followed by the college. Faculties are educated about conditions of service, rules and responsibilities, discharge of duties, increments, kinds of leave, code of conduct and others.

**Appointment: -** Criteria for the selection of the teaching and non-teaching staff are completely based upon the norms and condition of NCTE, UGC and affiliating university. For recruitment advertisement is published in the national and local newspapers. Eligible candidates are invited for interview which is taken by selection committee, expert and University representative. The qualification and other eligibility for recruitment is as prescribed by State govt/UGC/NCTE and affiliating University.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link to Organogram of the Institution website	<a href="#">View Document</a>

### 6.2.3

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

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

**Response:** C. Any 3 or 4 of the above

File Description	Document
Screen shots of user interfaces of each module	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual e-governance report	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.2.4

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

#### Response:

For successful and productive functioning of college activities, various committees have been constituted. The discussion, decision and implementation of plans and action are taken by those well defined bodies. It's day to day working are conducted through committees like cultural committee, IQAC committee, Anti ragging committee, Admission committee, Library committee, Examination committee etc in our institution.

To organize several programmes, various meetings of teaching and non teaching staff are conducted by the cultural committee of college.

The college successfully conducted two days National seminar on “professional development of teacher education in 21st century with reference to Indian context” on 12/03/2022 and 13/03/2022. A series of meetings of teaching and non teaching staff are organized and it resolved the outlines of the programme to be organized in the year 2022-23. The Principal obtains the approval and the consent for the organizations of programmes from the management. More than 200 participants of our college and other college took part in this programme. All the participants who presented paper were given certificates. Main output of this programme helped for quality enhancement to all. The programme was very successful & fruitful. Several other programmes were organized in this year in our college. To conduct such programmes, Committee was constituted under the guidance of Principal to execute the programmes.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Action taken report with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

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

**Response:**

Institution always provides different types of welfare measures for both teaching and non-teaching staff. The welfare measures available for teaching and non-teaching staff as per University norms are following:-

1. Professional Development Training are provided for both the teaching and non-teaching staff.
2. Yoga camps are conducted time to time.
3. Duty leave is provided for Attending workshop, orientation course, refresher courses, conferences etc.
4. Increments are provided to the teacher and non-teaching staff per year.
5. Leave and research facilities are facilitated by the institution for teachers pursuing PhD.
6. Ladies teaching/Non-teaching staff can avail 6 month maternal leave.
7. Personal provident fund/ employees provident fund are given to teaching and non-teaching staff and equal share for EPF/PPF are contributed by the management.

8. Apart from the vacation leave, 16 days casual leave, emergency leave and medical leave are provided to the teaching and non-teaching staff.
9. Uniforms are provided freely to teachers, non-teaching staff.
10. Internet facility and laptop facility are given to the teachers according to the roles & position.
11. Gifts and reward are given to the teaching and non-teaching staff on account of Teachers day programme every year by management.
12. Transport facility is given to the teaching and non-teaching staff.

<b>File Description</b>	<b>Document</b>
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View Document</a>
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:** 16.67

**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
5	0	1	2	4

<b>File Description</b>	<b>Document</b>
Institutional Policy document on providing financial support to teachers	<a href="#">View Document</a>
Income Expenditure statement highlighting the financial support to teachers	<a href="#">View Document</a>
E-copy of letter/s indicating financial assistance to teachers	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of participation for the claim	<a href="#">View Document</a>

**6.3.3**

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

**Response: 7**

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

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

File Description	Document
List of participants of each programme	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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: 56.94**

**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
13	0	1	13	14



<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Copy of Course completion certificates	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 6.3.5

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

##### **Response:**

Performance appraisal system for teaching and non-teaching staff is consistently followed in our institution. The performance of each employee is assessed annually after completion of one year services. Principal of the institution regularly conducts faculty meeting & through this meeting, Principal assess their progress and performance feedback of teaching and non-teaching staff are taken frequently to assess the performance and quality enhancement. Besides this, Performance appraisal system of this institution observes the faculties to their participation in seminar, workshop, Qualification, Research experience, Paper publication, Paper presentation, Book publication etc. Various types of rewards, gifts and certificates are given to the staff to motivate them in their work. The various parameters for non-teaching staff members are assessed under different categories i.e, character & habits, Department abilities, capacity to do hard work, Discipline, Reliability, Utilization of ICT, Relations/Co-operation with superiors, colleagues, students and public, power of drafting etc. Their performance is taken by the above mentioned parameters. All these performances are firstly assessed by Head of the Institute and then forwarded to the management. Credit, Reward & Gift are provided to the faculties based on it.

<b>File Description</b>	<b>Document</b>
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	<a href="#">View Document</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

#### **Institution conducts internal or/and external financial audit regularly**

##### **Response:**

A qualified chartered accountant's appointment is approved by the governing body who carries out the financial audit. All the books of records and financial statements are checked by a qualified chartered accountant and he also visits college periodically. Auditor ensures that the account branch of college maintains all the books and records in strict compliance with the guidelines of comptroller and auditor general of India. A careful scrutiny of the balance sheet of the college along with receipts and payments of respective year is involved for the whole process of auditing. Any query, question or objections raised by auditors are promptly dealt and addressed. The account department maintains proper record of all expenses manually in cashbook and internal auditor audits on regular basis. Internal audit is the part of the institution and the independent chartered accountant appointed by the management of the institution carries out internal audit on annual basis. The supporting documents involving examination of vouchers, bill payments, quotation and approval from the management are verified by the internal audit unit. A robust and transparent financial management system is boosted by the college. The rules and processes for sanctioning expenditure and submission of expense summary for all college activities have been laid by the institution.

The Principal assures permission for all upcoming expenses which is submitted to the accounts section for release of funds. QR code payment facility is also provided to the student wherever it is needed. After that documentary evidence in the form of invoice, vouchers or receipt duly compiled in the form of an expense statement is submitted.

File Description	Document
Report of Auditors of last five years signed by the Principal	<a href="#">View Document</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 6.4.2

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

**Response:** 0

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

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

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

### 6.4.3

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

#### **Response:**

Efforts for mobilization of funds are taken by institution and faculty of the college are encouraged by the institution to generate funds for different activities. To create a well furnished and healthy campus for the students, we always get help of funds from the management committee. New measures of mobilizing fund is always looked for by IQAC committee and looked for by IQAC committee and for the optimal utilization, systematic procedures have been developed by it. For utilizing the grant and resources college has very transparent mechanism of auditing. The teaching and administrative staff and existing alumni contribute to mobilize the resources for college. The primary sources of funds is students tuition fees and frequent some donors stand beside the college.

**Optimal utilization of Resources:-** The college updates its infrastructure updated time to time. It's policy have been prepared for effective implementation and optimal utilization of resources. The college management allocates the funds for maintenance of laboratories and classrooms. The received funds are collected and used through the cheques, cash, QR payment mode funds are utilized by the advice of committee for the infrastructural development and beautification of college campus, ICT device and upgradation, student development and necessary equipment for skill based courses.

#### **Optimal utilization of resources:-**

#### **Institution budget**

As per the needs and requirements of the college, annual budget in prepared well in advance. Budgets of academic department, research activities, computer lab, psychology lab, library and sports are incorporated by it. As per budget the Principal proceeds with the planned activities.

#### **Purchase Committee:-**

Necessary requirements are taken from the faculties related to different department and then it puts forth in purchase committee by Principal and the purchase committee focuses on maximum utilization of resources.

#### **Accounts & Audit**

Our accountant maintains all income and expenditure in cashbook regularly and the auditor visits our college regularly and checks scrupulously.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:**

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

Internal quality assurance cell was established on 17/03/2021 to enhance the quality assurance, quality up gradation, assessment and accreditation. IQAC was established in our college in 2021, the process of quality enhancement and sustenance was begun through different strategies .To promote the quality culture in the all spheres of college activities, the IQAC consistently working on by channelized efforts towards promoting holistic excellence. Implementation of vision and mission of the college is monitored by the IQAC. Perspective plan of development is prepared by IQAC and it was executed in a strategic plan of year. IQAC works on equilibrium quality assurance just like gender equality, strengthening extension facilities, up gradation of latest technology & skill to the faculties etc. During the assessment period IQAC plays the role of successful implementation and introducing several curricular, co-curricular and outreach activities.

#### Goals of IQAC

- To enhance quality initiative activities and extra-curricular activities.
- To justify the feedback response from students, parents and other stakeholder for quality initiative process.
- To organize inter and intra workshop periodically & seminar to promote quality circles.
- To approach the evaluation process in the maximum level.
- To upgrade the teaching learning process in relevant to modern teaching in the present time.

#### Some functions through IQAC in our institution:-

- 1.Development & implementation of quality initiatives for various academic and administrative activities.
- 2.Justification of qualitative parameters in the maximum level through evaluation, assessment & measurement periodically in the institution.
- 3.Conduction of different types of academic activities and outreach activities to promote quality initiatives by the institution.

- 4.Ensuring development and up gradation of the quality & skills among the teaching & non-teaching faculties through FDP & Professional development programme consistency.
- 5.To enrich quality & aesthetic development among students, different types of workshop & seminar are conducted regularly.
- 6.Discussion on quality initiatives after taking feedback in regular interval from students, teachers, alumni & other stakeholders.
- 7.Utilization of modern technology & ICT in teaching learning process in our institution.
- 8.Justification of feedback response from students, parents & other stakeholders for quality initiative process in our institution.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.5.2

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

**Response:**

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

Several mechanisms have been performed by the IQAC of the college to review the effectiveness of teaching learning process, structures and methodologies of operations in the institution and strived hard for its reform.

Before the commencement of every academic year, College has ensured the adequate space in classroom, quality instruments and equipment in laboratories appropriate knowledge resources in the library and ICT facilities in the classrooms, labs and libraries. Utilization of present wit of the pupil teachers are justified by the brainstorming and quality of the students are also evaluated by action research. To upgrade the quality, automation of library are focused to the desired level.

keeping in view various factors such as the nature of courses like compulsory/elective/add-on etc. scheduling of courses in timetable is done and schedules of co-curricular activities at the time of student induction of each academic session learning outcomes are discussed by PLO and CLO and these are executed. Teacher orientation is also conducted in each academic year to enhance the quantitative development before implementing the new course or programme.

To diversify the teaching methodologies used by the teachers in their day to day teaching practices,

teachers training and re training workshop have been organized through the IQAC. such as faculty development program and National seminar. Problem solving methodology is used to solve the students problem and enhancing the quality among the teaching and non teaching faculties FDP are taken frequently for the latest updation.

The most used methods applied to teaching learning process are project, internship, field visits and ICT based teaching including smart classroom. For providing exposure to frontiers of knowledge, guest lectures by eminent faculty from other institutes are also arranged. Designing and conduct of free of charge or affordable need based add-on courses is also a regular practices to bridge the gap between the university curriculum and need of pupil teacher. Feedbacks are taken for reviewing the teaching learning process from them in prescribed format once in each semester. Collaborative tasks are taken periodically and peer feedbacks are taken and these are justified and necessary reforms are taken by IQAC. In addition the college calls parents meetings. The parents are invited to the college for a discussion with the teachers in the presence of the pupil teacher. During this meeting, teachers explore their observation about the studies and behavioral pattern of pupil teacher. Taking feedback from the parents on the teaching learning process in the institution, necessary reforms are initiated by IQAC.

For quality enhancement meetings are conducted periodically and reports to be sent to management committee and different committees review these periodically and if any suggestion arrives, effectiveness of teaching learning process shall enhance. The success of qualitative development in teaching learning process is seen in the form of number of students getting University ranks and other competition, placement in different organization etc. Besides these, some quality enhancement are taken by the college like participation in various activities, ICT ussge in teaching learning process remedial classes and preparation for JTET exam etc.

These above initiatives are conducted regularly in our institution and reviewed time to time and necessary reformatations are taken as implemented by IQAC.

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

### 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:** 8.8

**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
18	10	0	6	10

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

#### 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	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to the minutes of the meeting of IQAC	<a href="#">View Document</a>

#### 6.5.5

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

**Response:****The Library has upgraded into E-Library**

Our Institution has a Library which include a collection of books, periodicals, digital resources and other materials organized for study. Initially our Library was established at the time of inauguration of B.Ed. courses at our institution. At the beginning Our library would be maintained manually. Our Institution has taken different step to upgrade our library. Latest books, journal, magazines are collected per year as per need. Before 2022, the numbers of books were 4957 and at present, its number are 5339. As per need, our library has been renovating and two systems have been installed in our library. Now, library has been upgraded into E-library. For instance, Koha software has been installed in the library, subscription of N-list has been taken. After registration students and faculties can view the availability of books and read the books. Digital i-card has been provided to the students and teachers. Barcode is stucked to all books, journal and magazine. Time to time, trainings regarding library are provided to the librarian as well as students and teacher for better utilization modern technology in library.

**Improvement or upgradation in Teaching Learning process:-**

To enhance the quality of Education, our institution has upgraded teaching learning process time to time. At the beginning time, teaching learning process was in traditional way. But now our institution has adopted latest technology in teaching learning process. Keeping in mind our institution has set up a smart T.V in the classroom, besides this smart board has also been installed in the classroom for betterment of teaching learning process. Internet facility is provided inside and outside of the campus. Whatsapp groups are created for each session and by which materials, notes, e-content, notice are provided to the students. Time to time, Faculty development programme are provided to the teaching and non teaching staff. College website has been re- designed for obtaining the latest update to the student. By adopting these , we have seen the fruitful results that our students has possessed good position in different institution/Organization.

## 1. Administrative domain

- Professional development for teaching and non-teaching staff.
- Yoga session for fitness of staff and students.
- Online registration of grievance cell in college website.

File Description	Document
Relevant documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>



## 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:**

Sources of energy are very important and our college performs different day to day tasks with the help of energy. For this, our institution makes effort for energy conservation by reducing the consumption of energy and using less of an energy services. In the institution there is a proper implementation and efficient utilization of renewable energy sources in such a systematic way, so as to minimize its impact on the environment. An alternative energy source offers the opportunities for student's community to engage in initiatives for contributing to environmental protection. Energy conservation is a practice of reducing the quantity of energy use in our institution. It may be attained through efficient energy use or by reducing the consumption of energy services.

- Conservation of energy has been done by various methods:-

1. Uses of LED bulbs/Power efficient equipment-LED bulbs are filled with required energy and can up to 90% less power when compared to glazing light bulbs. They are highly efficient. LED bulbs are used in various places in the college for achieving proper lightings. The CFL fittings with higher rating wattage are replaced with LED fittings with lower wattage in our Institution.
2. Use of generator:- Generator connection have been provided to each and every classroom, seminar hall, multipurpose hall, ICT room, Staff room library etc in case of power backup in the college. The college currently uses a 10 KVA/K Generator.

- Uses of Generator- Silent DG set Air cooled Model EA16 Diesel Complete F.O.R site with commission as an alternative source to meet its power requirements.

- Use of Inverter: - For power backup inverter connection has been provided. A power supply from inverter to smart classroom, Library, Staffroom, Administrative Room, Principal Room and Office Room has been made.

- Various steps of energy conservation:-

1. Switching over from ordinary bulb to LED's can save a lot of energy.
2. When the students leave the classroom switch off the lights and fan for saving power.
3. Unplugging projectors, Televisions, Computers and Smart boards after the use.
4. Designing features of the building that maximizes the use of natural light.
5. Natural sunlight will create a more relaxed learning environment compared to the harsh overhead lights that are normally in classrooms.
6. Energy can most efficiently used at institute by trying to limit the electricity uses, by turning off the lights and by using LED's in the entire classroom.

File Description	Document
Institution energy policy document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.2

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

#### **Response:**

#### **POLICY:-**

Our institution believes in the general principles of the waste management for the prevention, minimization, revise, recycling, energy recovery and disposal of the waste. The college believes and takes measures for clean, green and safe campus towards this, The College has developed a clear cut policy of waste management and its disposal. The college also believes in sensitizing and involving the students, teachers and staff in the process of waste management and its disposal.

#### **Objectives:-**

- To minimize the production of waste for making clean, green and safe campus.
- To reduce public awareness and education about possible waste disposal and recycling practices.
- To organize campaigning to know the environment and how to protect it for sustaining the life on earth.

#### **Implementation Procedure**

The waste could either be reused or discarded in captive or regular treatment, shortage and disposed. Facilities available in the campus, as proposed in the following waste hierarchy.

- 1.Prevention
- 2.Minimization
- 3.Reuse
- 4.Recycle
- 5.Proper disposal of solid/liquid waste.
- 6.Avoiding Waste at sources and minimizing Waste utilization.

#### **Steps taken by the college**

- Reuse retrieval and recycling of waste

- Staff are given instruction regarding benefits of waste management and to make the whole campus safe, clean and green.
- Proper monitoring is carried out by involving students, teachers and staff of the institution.
- All the waste material are collected and dumped in a cover pit.

### Biodegradable waste

- Dustbins had been provided in different places of college separately for solid waste and liquid waste.
- Disposal of solid waste in blue colored dustbin and for wet and biodegradable and liquid waste, green colored dustbin is provided.
- Disposal of Hazardous chemical waste
- Chemical and other dangers materials are collected and disposed it safely.

### E-waste Disposal

- Electronic waste material are collected separately and sorted for reuse.

### Activities related to Waste Management

- Workshop on best out of waste
- Cleanliness Programme is done.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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

<b>File Description</b>	<b>Document</b>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Documentary evidence in support of each selected response	<a href="#">View Document</a>

**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

<b>File Description</b>	<b>Document</b>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geotagged photographs	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.5**

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

**Response:**

Cleanliness and sanitation refers to a state of being clean and safe environment. So, it is widely practiced in our institution. There are several dedicated staff members who have been engaged to maintain high hygiene standards which helps to keep our surrounding clean. Clean and green campus through adopting practicing and promoting environmental friendly practices among students and staff to generate a pollution free healthy environment among them. The green campus offers the institution and opportunity to take the role in redefining its environment culture through instilling environmental ethics among students and staff. The clean and green campus where environmental friendly practices and

education combine to promote sustainable and eco friendly practices in the campus and beyond the campus.

• **Cleanliness in Campus:-**

1. There is a helper in our college to keep our campus neat and clean regularly and the waste materials are always dumped into dump bin.
2. To educate students to adopt environment friendly practices which includes use of paper bags , proper utilization of dustbin , plastic free campus etc.
3. The College campus always kept clean.
4. Cleanliness programme like Swatchh Bharat Abhiyan and Environmental Day are organized in college campus.
5. There are several trash bins in different places according to need.
6. All the waste of the college is dumped in the cover pit safely.

• **Sanitation:-**

1. Provide safe and clean drinking water.
2. Keep personal hygiene.
3. Proper disposal of water waste.
4. Floor mopping is done regularly.
5. Toilets are clean and kept germs free time to time.
6. Hand wash and sanitizers are kept in office , staff room and in wash basins.

• **Green Cover:-**

1. Avoids using single use of plastic bottles.
2. Conserving natural resources by reusing and recycling.
3. Separate color coated dustbins for different types of waste are placed throughout the campus.
4. Utilizing natural lights.
5. There are many trees planted in the college campus.

• **Pollution Free Healthy Environment:-**

1. Uses of dust proof chalks in classrooms.
2. Provided dustbin over all premises.
3. Plantation of green trees in the campus.
4. Implementation of rain water harvesting in campus.
5. As our college is on the highway, so to control sound and air pollution, college has taken an initiatives by putting a board written in front of campus (Blow Less Horn) and our college has planted several trees in front of the campus to reduce the sound and air pollution.

<b>File Description</b>	<b>Document</b>
Documents and/or photographs in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**7.1.6**

**Institution is committed to encourage green practices that include:**

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

**Response:** B. Any 4 of the above

<b>File Description</b>	<b>Document</b>
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View Document</a>
Snap shots and documents related to exclusive software packages used for paperless office	<a href="#">View Document</a>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**7.1.7**

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

**Response:** 0.04**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	0.064	0	0.05	0

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

Our institute B.B.M. B.Ed. College, Sardaha, Chas, Bokaro organizes awareness programmes frequently for the welfare of society. After few interval of time the institution ignites sensitivity towards society and environment by various activities like Swachh Bharat Abhiyan, Plastic Ban Awareness Programme, Sanitization, Jal Jivan Mission awareness programme. These are organized for the mission to build a clean, hygiene and healthy environment with adequate sanitization facilities which makes more dignity for all the people of society. During Covid-19, helping hand programme like Food distribution took initiative to support the people who lost their jobs/Source of income also to the poor and needy people by distributing food to them. By taking this initiative we helped a number of poor people during the pandemic. By this awareness programme our institute created environment of caring and helping of the needy people of our society.

Institution also organized a free medical camp for eye check up and for Dental check-up for nearby village people which is extremely helpful for them and also medicines are freely provided to the patients. Thus, these activities strengthen the institution's system, Students learn through hands-on activities and team work and achieve success in their career.

Students and teachers of our institute visited a school for deaf and dumb named "Asha Lata. In this visit, our students tried to share their teaching learning method, skill and technique. In spite of physical disabilities, how they enhanced the quality of creativity for education, art, culture, singing, dancing etc. The main aim of this visit to understand the educational environment, facilities and activities

provided for the students. Thus, institution put forth efforts leveraging local environment, locational knowledge and resources community practices and challenges.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Details of the Monitoring Committee, Professional ethics programmes, if any	<a href="#">View Document</a>
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**



## **Two institutional best practices :-**

### **Title of best practices 01 :- DEVELOPING OF HUMANITARIAN VALUES THROUGH PHILANTHROPIC WORK**

#### **Objectives**

- 1.To provide food to needy and distressed people during Covid-19.
- 2.To assure standing beside distressed people whenever needed in the society.
- 3.To aware the local people about healthcare.
- 4.Raising awareness about health issue and promoting preventive health care practices among the college community.

#### **Content:-**

To implement successfully this program College faced several challenging issues. such as selection of the location, people, doctor, budget ,formulation etc.

#### **Practice:-**

Food distribution camp was organised on 30-04-2020 by the college during covid-19 to feed the needy and poor people returning to their native places.

College organized medical camp on 25-12-2022 in the college campus for two section- dental and eye related.. After registration and visiting doctor adequate medicine where provided to the patients at the medicine store at college campus .

#### **Evidence of success:-**

Picture of food distribution are available in several social media platform and successive fruitful output of medical camp was published in the newspaper on 26/12/2022 .

#### **Problems encountered and resources required:-**

This philanthropic emerged as successful venture overcoming the challenges of lock down. There were the matter of thinking for all of us that is selection of area/village, selection of person contact with doctor, facility of medicines and well execution of the programme.

### **Best practice 02:- VISIT TO ASHALATA (A school for Deaf and dumb)**

Students and teachers of B.B.M.B.Ed.College visited school for Deaf and Dumb named Ashalata which is situated at sector IV, Bokaro Steel City (Bokaro district) on 27/6/2023.

#### **Objectives:-**

1. To understand the educational and communication needs of Deaf and dumb students.
2. To comprehend their specialised teaching methods and technologies used to facilitate learning.
3. To obtain awareness and sensitivity towards the challenges faced by deaf and dumb individuals in institution.
4. To obtain knowledge to promote inclusivity and accessibility in our institution.

**Context:-**

To implement this visit, so many challenging issues raised to this such as communication barrier, permission of transportation schedule etc.

**Practice:-**

All the teachers and students of B.Ed. Session 2022-24 visited the whole school and interacted to both teachers and students. During this visit, our students tried to comprehend their teaching learning method, skill, techniques and whatever the problem they faced. We faced a lot of constraints to make this practice a success up to end. Such as Limited resources, time schedule, facility of transportation, communication with the students etc.

**Evidence of success:-**

The students and teachers of our institution visited Ashalata on 27/3/2023 successfully. 25 Km away from our college. During this visit, photo has been checked as the proof.

**Problems occurred and resources required:-**

To make this programme successful, we also faced with some problem like facility of transportation, time schedule etc. But we finally overcome these problem. We visited Ashalata by college bus and we reached Ashalata at 11:30 AM. The programme was very successful and fruitful to us.

File Description	Document
Photos related to two best practices of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**7.3 Institutional Distinctiveness**

**7.3.1**

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

**Response:**

Our institution B.B.M. B.Ed. College runs by Jharkhand Siksha Swasthya Avam Jan Kalyan Samiti with the inspiration of Late Binod Bihari Mahto, a special worker and Founding father of Jharkhand Movement. This institution is situated in rural area.

**The College has the vision:-**

- To provide affordable quality education by continually examining what, how, why and who it teaches.
- To keep and prepare young minds (students) for imbibing knowledge, skills and sensitivity with the belief that every student can learn and that student's learning potential is unknown and not pre determined.
- To develop students to identify their potentials and hidden talents so as to make them powerful thinkers and problem-solvers, especially social problems.
- To develop Students to gain content knowledge and develop pedagogy
- To develop Students to acquire an understanding of subject-matter across the curriculum and apply it in pedagogically appropriate manner.
- To provide opportunities to students to recognize how race, class, gender, ethnicity, family and society shape human values and experiences.
- To make Students understand the relationship between teachers and students, academic achievements and their emotions.
- To provide create classroom and field environments that respect all students and meet the needs of all learners.

**The College is marching ahead with the mission:-**

- To educate and strengthen the unprivileged and underprivileged class (economically, socially and educationally weaker sections) of the society through quality education.
- To implement Quality Teaching Learning Process following the norms, standards and guidelines. issued by the regulatory bodies like NCTE, JAC, University etc. with the Motto of the college" Excellence in Education, to strive for quality education in keeping and preparing young minds for imbibing knowledge, skill and sensitivity.

B.B.M. B.Ed. College contributes quality education equally for all. But special priority is given to students belonging to SC/ST and backward classes of nearby villages. The main motto of our institution to aware our students about present situation and make prepare to struggle against the barriers. Our

institution is situated in the rural area and there are so many retreat classes students emerged from the society. Our Institution pays special attention to them. The Students who belonged to economically weaker class, Fee concession is provided to those students by the welfare committee of our institution.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

The B.B.M. B.Ed. College, Sardaha, Chas, Bokaro is established in 2010 in the Bokaro Steel City. it is one of the best Teachers Training College in the state of Jharkhand. The nearest Railway Station is Bokaro Steel City and the Nearest Airport is Birsa Munda Airport Ranchi it is situated in the heart of the city. it is just only Thirty Eight Kilometer away from the Bokaro steel city Railway Station. the website of the institution is [www.bbmbedcollege.com](http://www.bbmbedcollege.com), the email of the college is [bbmbedcollege2010@gmail.com](mailto:bbmbedcollege2010@gmail.com) and the contact no is 9470092817.

### **Concluding Remarks :**

B.B.M. B.Ed. College, Sardaha, Chas, Bokaro is an outcome of one of the dreams of Binod Babu, i.e to establish a world class professional and job-oriented college in Bokaro Steel City. Now a days it has become a renowned, premier and distinguished college for teacher training course. The adopted vision and mission of our college are the sole inspiration to keep intact our future prospect. We, the management, the principal, the teachers, the staff, the students, the alumni, the guardians and the co-related society are trying together their level best to maintain our legacy.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	<p><b>At the institution level, the curriculum planning and adoption are a collaborative effort;</b></p> <p><b>Indicate the persons involved in the curriculum planning process during the last completed academic year</b></p> <ol style="list-style-type: none"> <li>1. Faculty of the institution</li> <li>2. Head/Principal of the institution</li> <li>3. Schools including Practice teaching schools</li> <li>4. Employers</li> <li>5. Experts</li> <li>6. Students</li> <li>7. Alumni</li> </ol> <p>Answer before DVV Verification : A. Any 5 or more of the above            Answer After DVV Verification: E. Any 1 or none of the above            Remark : Input edited as per the supporting documents</p>
1.1.3	<p><b>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</b></p> <ol style="list-style-type: none"> <li>1. Website of the Institution</li> <li>2. Prospectus</li> <li>3. Student induction programme</li> <li>4. Orientation programme for teachers</li> </ol> <p>Answer before DVV Verification : A. All of the above            Answer After DVV Verification: D. Any 1 of the above            Remark : Input edited as per the supporting documents</p>
1.2.1	<p><b>Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</b></p> <p>1.2.1.1. <b>Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.</b></p>

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	12	14	12

Answer After DVV Verification :

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Input edited as per the supporting documents

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Input edited as per the supporting documents

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
76	86	44	54	92

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	44	54	52

Remark : As per the supporting documents input is edited

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**

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

Answer After DVV Verification: E. None of the above

Remark : As per the supporting documents input is edited

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per the supporting documents input is edited

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**

Answer before DVV Verification : B. Any 4 of the above  
 Answer After DVV Verification: C. Any 3 of the above  
 Remark : Input edited as per the supporting documents

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

Answer before DVV Verification : B. Feedback collected, analysed and action has been taken  
 Answer After DVV Verification: E. Feedback not collected  
 Remark : Input edited as per the supporting documents

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
84	75	82	42	66

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
60	60	60	50	50

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**

Answer before DVV Verification : A. Any 5 or more of the above  
 Answer After DVV Verification: E. Any 1 or none of the above  
 Remark : Input edited as per the supporting documents

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

Answer before DVV Verification : As an institutionalized activity in accordance with learner needs  
 Answer After DVV Verification: Only when students seek support  
 Remark : Input edited as per the supporting documents

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	0	0	0	0

Answer After DVV Verification :

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

Remark : As per the supporting documents input is edited

**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..**

**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**

Answer before DVV Verification : 91

Answer after DVV Verification: 00

Remark : As per the supporting documents input is edited

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

1. Understanding theory courses
2. Practice teaching
3. Internship
4. Out of class room activities

5. **Biomechanical and Kinesiological activities**
6. **Field sports**

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

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

Remark : As per the supporting documents input is edited

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**

Answer before DVV Verification : A. Any 5 or more of the above

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

Remark : Input edited as per the supporting documents

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**

	<p><b>10. Evolving ICT based learning situations</b></p> <p><b>11. Exposure to Braille /Indian languages /Community engagement</b></p> <p>Answer before DVV Verification : A. Any 8 or more of the above          Answer After DVV Verification: B. Any 6 or 7 of the above          Remark : As per the supporting documents input is edited</p>
<p>2.4.3</p>	<p><b>Competency of effective communication is developed in students through several activities such as</b></p> <ol style="list-style-type: none"> <li>1. <b>Workshop sessions for effective communication</b></li> <li>2. <b>Simulated sessions for practicing communication in different situations</b></li> <li>3. <b>Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’</b></li> <li>4. <b>Classroom teaching learning situations along with teacher and peer feedback</b></li> </ol> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: C. Any 2 of the above          Remark : As per the supporting documents input is edited</p>
<p>2.4.4</p>	<p><b>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</b></p> <ol style="list-style-type: none"> <li>1. <b>Teacher made written tests essentially based on subject content</b></li> <li>2. <b>Observation modes for individual and group activities</b></li> <li>3. <b>Performance tests</b></li> <li>4. <b>Oral assessment</b></li> <li>5. <b>Rating Scales</b></li> </ol> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: B. Any 3 or 4 of the above          Remark : As per the supporting documents input is edited</p>
<p>2.4.7</p>	<p><b>A variety of assignments given and assessed for theory courses through</b></p> <ol style="list-style-type: none"> <li>1. <b>Library work</b></li> <li>2. <b>Field exploration</b></li> <li>3. <b>Hands-on activity</b></li> <li>4. <b>Preparation of term paper</b></li> <li>5. <b>Identifying and using the different sources for study</b></li> </ol> <p>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 supporting documents input is edited</p>
<p>2.4.10</p>	<p><b>Nature of internee engagement during internship consists of</b></p> <ol style="list-style-type: none"> <li>1. <b>Classroom teaching</b></li> </ol>

	<ol style="list-style-type: none"> <li>2. <b>Mentoring</b></li> <li>3. <b>Time-table preparation</b></li> <li>4. <b>Student counseling</b></li> <li>5. <b>PTA meetings</b></li> <li>6. <b>Assessment of student learning – home assignments &amp; tests</b></li> <li>7. <b>Organizing academic and cultural events</b></li> <li>8. <b>Maintaining documents</b></li> <li>9. <b>Administrative responsibilities- experience/exposure</b></li> <li>10. <b>Preparation of progress reports</b></li> </ol> <p>Answer before DVV Verification : A. Any 8 or more of the above                  Answer After DVV Verification: B. Any 6 or 7 of the above                  Remark : As per the supporting documents input is edited</p>					
2.4.12	<p><b>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</b></p> <ol style="list-style-type: none"> <li>1. <b>Self</b></li> <li>2. <b>Peers (fellow interns)</b></li> <li>3. <b>Teachers / School* Teachers</b></li> <li>4. <b>Principal / School* Principal</b></li> <li>5. <b>B.Ed Students / School* Students</b></li> </ol> <p>(* ‘Schools’ to be read as “TEIs” for PG programmes)</p> <p>Answer before DVV Verification : A. All of the above                  Answer After DVV Verification: B. Any 4 of the above                  Remark : As per the supporting documents input is edited</p>					
2.6.2	<p><b>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</b></p> <ol style="list-style-type: none"> <li>1. <b>Display of internal assessment marks before the term end examination</b></li> <li>2. <b>Timely feedback on individual/group performance</b></li> <li>3. <b>Provision of improvement opportunities</b></li> <li>4. <b>Access to tutorial/remedial support</b></li> <li>5. <b>Provision of answering bilingually</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above                  Answer After DVV Verification: B. Any 3 of the above                  Remark : Input edited as per the supporting documents</p>					
2.7.2	<p><b>Average pass percentage of students during the last five years</b></p> <p>2.7.2.1. <b>Total number of students who passed the university examination during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table>					

2022-23	2021-22	2020-21	2019-20	2018-19
90	88	50	98	90

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
62	86	52	105	92

Remark : Input edited as per the supporting documents

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 : Input edited as per the supporting documents

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 : B. Any 3 of the above

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

Remark : Input edited as per the supporting documents

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:

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

Answer After DVV Verification :

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

Remark : Input edited as per the supporting documents,

**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
3	0	0	0	0

Answer After DVV Verification :

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

Remark : Input edited as per the supporting documents

**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: 2

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

Answer before DVV Verification : 11

Answer after DVV Verification: 11

Remark : Input edited as per the supporting documents

**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

22.19423	36.49108	12.50267	1.121	0.71364
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
22.19	36.49	12.5	1.12	0.74

Remark : Input edited as per the supporting documents,

**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
0.144	0.37464	0.06775	0.02925	0.0106

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.14	0.37	0.06	0.02	0.01

**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
2.5853	5.6892	5.1533	5.8006	5.7136

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2.58	5.68	5.15	5.80	5.71

**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**

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 : Input edited as per the supporting documents,

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

Remark : Input edited as per the supporting documents,

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
1	3	0	0	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	12	5	6	17

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
13	0	1	16	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	0	1	13	14

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 : A. All of the above

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

Remark : Input edited as per the supporting documents,

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
0	0.064	0	0.0509	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0.064	0	0.05	0

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 : Input edited as per the supporting documents,

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of students on roll year-wise during the last five years..</b></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>96</td> <td>100</td> <td>52</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>191</td> <td>193</td> <td>150</td> <td>015</td> <td>194</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	100	96	100	52	100	2022-23	2021-22	2020-21	2019-20	2018-19	191	193	150	015	194
2022-23	2021-22	2020-21	2019-20	2018-19																	
100	96	100	52	100																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
191	193	150	015	194																	