SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

K.N.BAKSHI COLLEGE OF EDUCATION

AT - KARMATAND, PO - BENGABAD, PS - BENGABAD, DIST. - GIRIDIH
815312
www.knbcollegeofeducation.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

K. N. Bakshi College of Education was established in the year 2013 at Karmatand, Bengabad, Giridhi, Jharkhand, in the memory of the eminent person of Jharkhand late Mr. Kartik Narayan Bakshi. This is a self-financed Institution. The institute premises are spread out in the area of 1.98Acres with built up area of 4381.47 sq. mts. The institute is free from hustle and bustle of the city due to its rural location. The campus is thickly populated with trees and plants and is an eco-friendly campus. Verity of birds makes their nests on the trees inside the campus of the institution and creates mellifluous sounds in different seasons, which creates a very peaceful and pleasant environment.

The logo of K. N. Bakshi College of Education, **'Savidyayabimuktaye'**, is the main motto. The essence of the logo is "Education provides knowledge by which one can differentiate wrong & write, false & fact etc and will be free from misery, sorrow and troubles." To fulfill the motto the institution has adopted several policies and activities to provide quality education.

The management of the institution has provided an excellent infrastructure & atmosphere which creates a healthy & wealthy educational ambiance. Sincere and dedicated staffs are putting their utmost labour and time to make the institute an educational hub of teacher education. The Institution has provided outstanding contributions to the society in the field of teacher education by providing quality education in B.Ed. and D.El.Ed., and producing qualitative teachers.

Vision

To educate the society, empower women; make the institute an educational hub and one of the best institutions in the field of teacher education by providing qualitative education.

Mission

The mission of the institution is

- To organize literacy program in the surrounding areas, especially underprivileged people.
- Facilitate girl students with various curricular activities and impart qualitative education with utmost care to empower the girl students.
- To provide ultra-modern facilities to co-operate with national and international teaching method.
- To provide qualitative library, wi-fi campus, communication facilities and student centric teaching learning process.
- To do proper Planning for opening M.Ed. program.
- To provide optimum physical infrastructures in campus for class rooms and labs and library along with sports complex, playground and other facilities.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strength of the institution

1. Green, Clean and Eco-friendly campus.
2. Positive attitude and strong leadership quality of the Principal.
3. Experienced, efficient, dedicated and workaholic faculty of the institution,   work vigorously to help the academic process.
4. Disciplined, co-operative and receptive students are committed to serve the society.
5. Value based quality education with an eye on all round development.
6. Resourceful Faculties.
7. Malleable Students.
8. Community cooperation
9. Consistent Result Outcome
10. Cordial relation between teachers and parents

Institutional Weakness

Weaknesses of the institution

1. Lack of research facilities
2. Located in a rural Indian set up
3. Students' soft skills and listening abilities must be strengthened
4. Moderate Library.
5. Limited industry-university collaborations.
6. Lack of collaborations with foreign institution for student and faculty exchange.
7. We are not getting opportunity to provide feedback on structure of course curriculum

prepared by affiliating university.

Institutional Opportunity

Opportunities of the institution

1. Rural and remote set up on the basis of location
2. Institution – neighborhood contact
3. Eager Students and progressive alumni
4. Administrative structure and participatory management
5. Growing interest among most of the teaching and non-teaching staff to take maximum advantage of ICT facility

Institutional Challenge

Institutional Challenge

1. To produce competent teachers with better acquaintance with the skills of modern teaching
2. Placement of pass out students
3. To elevate the slow learners
4. To develop personality, improve communication and ICT skills of the students.
5. To modernize the library.
6. To Accredited the Institution by NAAC.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Academic committee of K. N. Bakshi College of education has designed the course curriculum which is aligned with the designed course curriculum of the affiliated Vinoba Bhave University, Hazaribag, Jharkhand. The entire curriculum has been reviewed periodically by the appropriate academic bodies of the institution. Required activities are also adopted to enrich the course.

To meet new needs institution updates the current course. The institution design and implements action plans to achieve the goals and ensure that the course curriculum is implemented effectively. Feedbacks from all the stakeholders on curriculum are analysed and institution incorporate in the curriculum for implementation.

The spirit of leadership and social responsibility is inculcated among students through various activities of NSS, sports and cultural programme. The institution creates environmental awareness among students. Women Development Cell works to sensitize girl students about their social rights. An approachable and equitable access is provided to all the students without any discrimination on the basis of caste, creed, gender, color or religion.

The major aspects listed under this criterion are curriculum design and growth, implementation of curriculum, curriculum feedback, curriculum revisions, and best practices in curriculum.

Teaching-learning and Evaluation

This criterion refers to the admission policy and provisions of the institution for students.Transparency in admission and evaluation is maintained at every level. JCECEB (Jharkhand Combined Entrance Competitive Examination Board) of Department of Higher Education, Jharkhand guidelines regarding admission and University's examination and evaluation are strictly adhered to. Reservation quota is followed as per the guidelines of the state Government.

 The institute practices student centric approach. Several facilities for differently abled students are made available on campus to provide education and access to all the students and also encourage them to exhibit their creative skills by participating in various activities organised by the institution and other institutions.The dynamic mix of young and experienced faculty members gives way to innovative and tested teaching strategies to be deployed successfully. Both the students and faculty are updated about the time to time revision of the evaluation pattern. Formative assessment of the students is done based on their performance in various components of internal assessment. Marks scored by the students in internal assessments are shared with them

before sending a compiled list of the same to the university. Any grievances related to admissions and evaluations are addressed at a priority.

Infrastructure and Learning Resources

The institution has a large building consists of academic, administrative, account section, besides these a cafeteria and well-furnished guest house.

Class rooms are equipped with sufficient chairs, benches and desks. Some class rooms are fitted with LCD projector and a class room fitted with smart board along with its accessories.

A fully automated library has up –to- date facilities in the form of a rich collection of books, periodicals, magazines, and journals etc. on Optional, Elective and Methodology subjects. Reading resources are constantly updated by purchase of subject wise new books. The campus provides free wi-fi system for use by all the students. The library offers ICT facilities to students and staffs. The reading room of the library is its main draw where the students are provided daily newspapers, magazines and journals.

Student Support and Progression

Students are the most valuable assets of any educational institution. The institution aims to provide progressive career opportunities to all its students. Faculty members are always available to serve the students and help them in academics, provide additional academic support and also to counsel them on various personal and academic challenges faced by them. A grievance-redressal cell functions to address the grievances of students (including anti ragging grievances), thus providing them with a comfortable and peaceful learning environment.

Institution provides transport facility for all the students. An annual medical health check-up by a Visiting Doctor is arranged for all the students. Creative thinking is nurtured in the students by motivating them to express their ideas in the annual magazine (Charaiveti) of the institution. Academic and extra-curricular achievements of the students are recognized and appreciated during the Annual Function of the college. Certificates, trophies and prizes are awarded to the deserving candidates.

Governance, Leadership and Management

All the stakeholders of the institution are well aware about the vision and mission of the institution. The management of the college is well articulated, transparent and dynamic. The internal administration of the college is bestowed on the Principal who acts as the Academic and Administrative Head of the college. The college adopts decentralized administrative structure with Principal as the Head. The Principal functions through different committees such as Admission Committee, Academic Committee, Finance Committee, Purchase Committee, Library Committee, NAAC steering committee & IQAC. Academic Calendar of the college is prepared keeping the University's calendar as the base and is strictly adhered to, for organizing various co-curricular and extra-curricular activities. The Principal takes into consideration the opinions of Staff Council, Academic Council & IQAC for formulating and implementing its quality policies and plans. All the matters are discussed in the Staff Council and collective decisions are taken into consideration, which are executed through different committees. The academic activities are monitored by the Academic Council and the

concerned subject teacher. The Principal of the college interacts with all the teaching and non-teaching staffs, Heads of different Committees, representatives of different stakeholders to assess the different programmes and activities. The institution formulates its academic, cultural and developmental action plans taking into consideration the needs and requirements of the students, faculty and the institution. The Principal makes financial management through different committee, Accounts Bursar & Accountant. Transparency is maintained in all financial transactions.

The Managing committee, being the highest decision making authority, regularly interacts with the Principal. The office staff also plays an important role in supporting the administrative functioning of the institution. A crucial role is also played by the Student's Council of the institution. A culture of participative management is promoted by the college.

Institutional Values and Best Practices

Institution has adopted various efforts to streamline the ways of energy conservation. All the staffs and students are conscious about the conservation of energy and use the electric power very genuinely. Naturally green campus of the institution helps to minimize the use of AC. Power generator and solar power is used as alternative energy.

The waste materials are dumped and allowed to degrade or decompose and formed in to eco-friendly manure for soil enrichment. Usage of plastic bags is discouraged within the premises of the institution. Dustbins are kept on every floor. Skilled cleaning crew is appointed by the institution for regular cleaning of the campus and building.

Research and Outreach Activities

The institution encourages its faculty to undertake major and minor research projects, pursue doctoral and post-doctoral research. Leaves are provided by the institution to its faculty pursuing advanced education or participating in National/International seminars, conferences and workshops etc. The students take active participation in organizing seminars and workshops in the college. Well stocked library with modern facilities and round the clock internet access adds in creating a learning environment in the campus. Institution has functional MoUs with other institutions for Faculty exchange and Student exchange etc.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	K.N.BAKSHI COLLEGE OF EDUCATION
Address	AT - KARMATAND, PO - BENGABAD, PS - BENGABAD, DIST. - GIRIDIH
City	Giridih
State	Jharkhand
Pin	815312
Website	www.knbcollegeofeducation.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	AJIT KUMAR SINGH	06532-226617	7992359599	-	knbakshicollege@gmail.com
IQAC / CIQA coordinator	Binod Kumar Suman	-	7979747610	-	vksumangrd@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Jharkhand	Vinoba Bhave University	[View Document](#)

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	[View Document](#)	14-08-2013	12	Twenty Four Months Duration of course applicable from Two Thousand Fifteen onwards

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	AT - KARMATAND, PO - BENGABAD, PS - BENGABAD, DIST. - GIRIDIH	Rural	1.98	4381.47

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Teacher Education,Teacher Education	24	UG	English,Hindi	100	100

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				1				15			
Recruited	0	0	0	0	1	0	0	1	12	2	0	14
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

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

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	5	0	0	6
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	6	2	0	8
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	63	1	0	0	64
	Female	35	1	0	0	36
	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

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	8	7	0	2
	Female	1	2	0	2
	Others	0	0	0	0
ST	Male	14	12	16	2
	Female	16	17	20	8
	Others	0	0	0	0
OBC	Male	27	25	27	22
	Female	19	12	11	23
	Others	0	0	0	0
General	Male	3	13	4	11
	Female	12	12	8	30
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		100	100	86	100

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	K. N. Bakshi College of education has been striving to develop and empower Women and under privileged Students through quality professional education so that they can contribute to the national human resources pool. Keeping in mind the key principle of NEP-2020, the academic programmes are designed to help students understand the advantages of using modern tools and technological innovation for teaching-learning and governance, encouraging logical decision making, innovation, critical thinking and creativity punctuality with respect to the growing computer industry. Education is not limited to a particular discipline for Students. So we cover multidiscipline such as pedagogy of Math, Physical

	Science etc. Multidisciplinary education is a unique educational approach that allows the students to learn & explore distinct subjects or curriculum from various disciplines.
2. Academic bank of credits (ABC):	K.N. Bakshi College of Education has no virtual/digital storehouse that contains the information of the credits earned by individual students throughout their learning journey.
3. Skill development:	As per NEP-2020 our college encourages the skill development and tries to improve the employability standard of the students. Skill development is a significant driver to address poverty reduction by improving employability standard of the students. College conducts different skill development programmes by which students improve themselves and can encash employment opportunities; improve income, overall growth and development.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	For appropriate integration of Indian knowledge system our college is well equipped and prepared to adopt the NEP. The medium of teaching are both English and Hindi. Considering Hindi speaking background of students, more importance is given on teaching in Hindi medium. The local cultural events are celebrated beside national events. The students and faculties are encouraged to take part and conduct on-line courses on several related topics. For example, National Webinar and Seminar on National Education Policy-2020 & Webinar on Sustainable Development was organized by the IQAC of our college.
5. Focus on Outcome based education (OBE):	K.N. Bakshi college of Education is always concern about the outcome based education and give emphasis on it. All the faculty members adopts teaching and learning process by which they can inculcate what skills and knowledge students need to have after completion of course. Time to time knowledge & skill gaps are identified by faculty members and accordingly extra classes are taken to bridge the gap.
6. Distance education/online education:	During restrictions for offline classes at the time of COVID-19 pandemic lockdown period, online classes were introduced by the college. Teaching learning process was conducted through different online modes like Zoom, WhatsApp. College also conducted online semester examinations during this

pandemic period. Faculty members prepare topic content materials as per their subject and send it to the student through online to meet the future challenges. The meeting of different committees of the college was held on virtual platform. By the aforementioned methods our college is well prepared on this aspect of NEP-2020.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes the college has been setup Electoral Literacy Club (ELC).
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes college has appointed student's coordinator and faculty coordinator are appointed by the college. Our ELC is functional and active with representation of student's.
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.	Students participated in voter awareness program voluntarily. They create awareness among the inhabitants of villages : Karnatand, Basanbari, Hadodih, Mansinghdih & Bengabad invariable of the caste, creed and religion. They sensitize the voters about the importance of participation in an electoral process and to ensure a responsive, accountable and democratically elected government. College conducted a Seminar on Topic "Vote Karen Rajya Gadhen", Where faculty, students and villagers of Bengabad were participated in the Seminar. Our ELC also functioning under the guidance of Giridih District (jharkhand) election administration.
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.	Students conducted a door to door survey in villages to collect the number of voters and aware the above eighteen young mass to participate in electoral voting process. The main purpose of this research and survey program was to increase knowledge about the voting rights and responsibility. Enhance over all voters turn out in upcoming election.
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.	All the students above 18 years were aware about their voting rights. Students' co-ordinator and co-ordinating faculty members conducted an vote program of the above 18 years students to participate in the electoral voting process.

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
200	200	186	186	200

File Description	Document
Institutional data in prescribed format	[View Document]

1.2

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

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

File Description	Document
Letter from the authority (NCTE / University / R	[View Document]
Institutional data in prescribed format	[View Document]

1.3

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

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

File Description	Document
Institutional data in prescribed format	[View Document]
Central / State Govt. reservation policy for adm	[View Document]

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
97	99	87	100	103

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

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
93	99	83	88	88

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

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	86	100

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

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	14	15	16	16

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

2.2

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

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

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
75.73	46.63	51.76	82.25	115.75

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

3.2

Number of Computers in the institution for academic purposes..

Response: 20

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

Response:

Preparation of course curriculum is under the purview of our University, they design course curriculum and provide to all affiliated colleges under the University for effective implementation. However, the academic committee of K. N. Bakshi College of Education plays a central role for effective implementation of course curriculum. The main function and responsibility of the academic committee is to plan, review and if necessary revise the process of implementation in very same academic year.

Under the leadership of principal as chairman academic committee function along with other members; those are one senior faculty from each subject, IQAC coordinator, one alumni, student, employer, a peer educationist (outsider) and principal/ Head master of one or two practice teaching school.

Just before the beginning of every academic year all members of curriculum committee assemble in institution's conference hall as per notification of principal. A brain storming session starts in this meeting to prepare a perfect plan for implementation of curriculum in an organized and efficient manner. The brain storming of the members churn out a final process for implementation which is perfect, flexible and responsive to the needs all the students.

At the mid of the academic session all the members again reassemble to review all the pros and cons of the implemented curriculum. In this meeting some collected feedback of the stakeholders concerned with necessary modification are taken in to consideration for discussion.

Following aspects are discussed for implementation of course curriculum:

1. Preparation of lesson plan for all subjects to complete the course within the stipulated time period as per prescribed course curriculum by University for semesters.
2. Preparation of time table, and also dates for co-curricular activities and extension or outreach activities:

- A faculty and student centric time table is prepared by which all the faculty will be clear about the subject or topic they have to teach in a particular period and also students will be aware about the subject they have to study in a particular period.
- The time table is designed in such a manner that it prevents wastage of time.

1. Preparation of an academic calendar:

- As per rules and regulations of University and NCTE for smooth function of the institution academic calendar is prepared.
- Institution strictly adhere to the dates mentioned in the academic calendar to conduct all curricular, co-curricular and extension activities to develop character building, spiritual growth, physical growth, creativity, overall personality development among the students. Institution also conducts sports, games, debates, quizzes, group discussion, and essay writing competitions etc. to evolve their inherent quality.

Implementation process of course curriculum and college academic calendar copies are provided to all faculties, students and also disseminated on college website for the reference of all the stake holders.

File Description	Document
Plan developed for the last completed academic year	[View Document](#)
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.1.2

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

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

1. **Faculty of the institution**

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

3. **Schools including Practice teaching schools**

4. **Employers**

5. **Experts**

6. **Students**

7. **Alumni**

Response: A. Any 5 or more of the above

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

1.1.3

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

1.   **Website of the Institution**

2.   **Prospectus**

3.   **Student induction programme**

4.   **Orientation programme for teachers**

Response: A. All of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 92.31

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
12	12	12	12	12

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

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

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

1.2.2

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

Response: 1.6

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
2	2	0	2	2

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

1.2.3

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

Response: 39.71

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
100	100	0	86	100

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

1.2.4

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

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

Response: A. All of the above

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

1.2.5

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

Response: 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
Data as per Data Template	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

Response: The crux of the entire process of teacher education lies in its curriculum, design, structure, organization and transaction modes, as well as the extent of its appropriateness. A coherent plan for implementation of the curriculum has been prepared by our institution which provides opportunity for the

students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas.

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

Teacher education can be considered in three phases: Pre-service, Induction and In-service. The three phases are considered as parts of a continuous process. Our institution designed the policies, procedures, and provisions for teacher education to equipped prospective teachers with the knowledge, attitudes, behaviors and skills they require performing their tasks effectively in the classroom, school and wider community. Teacher education encompasses teaching skills, sound pedagogical theory and professional skills.

1. Teaching skills includes effective classroom management skills, preparation and use of instructional materials and communication skills.
2. Pedagogical theory includes the philosophical, sociological and psychological considerations that would enable to have a sound basis for practicing the teaching skills in the classroom.
3. Professional skills include the techniques, strategies and approaches that would help to grow in the profession and also work towards thegrowth of the profession.

- **Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization**

Through micro teaching and school internship our Institute provides training and practice in the different techniques, approaches and strategies that would help to create teachers with the capability to plan an effective and appropriate implementation of skills as a teacher. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.

Theory classes create a strong base among the student. It develops confidence for practicing and performing with perfect teaching skills in the classroom. Students are also become more skillful and knowledgeable with their respective chosen specialize subject for class room teaching.

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

Students of our institution are nourished with graduate attributes through learning experiences made available in the curriculum. Curriculum design, teaching and learning strategies and assessment activities reflect a commitment to support students to achieve generic skills and capabilities as well as discipline related knowledge and skills. They can apply acquired knowledge and abilities to work in a team structure, verbally communicate with persons inside and outside institution, make decisions and solve problems, plan, organize and prioritize work, technical knowledge related to the job, proficiency with computer software programmes. Knowledge breadth and depth rubrics allow making use of a broad range of knowledge while displaying mastery in specific areas and also to assess and evaluate perfectly.

Aforementioned acquired knowledge and competencies equip students and graduates for life long personal development, learning and to be successful in society.

Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc. Our institution enforce students to prepare self SWOC analysis and manage their own emotion in positive to relieve stress, communicate effectively,

empathize with others, overcome challenges and defuse conflict. Critical thinking makes the students capable to apply analytic thought to a body of knowledge. Analyze and evaluate evidence, arguments, claims, and beliefs on the basis of facts and factual. Recognize relevant connections, formulate reasonable arguments, and critically evaluate practices, policies and their theories by following methodology to knowledge development. It also improve ability to work effectively and respectfully with diverse teams, facilitate cooperative or coordinated effort on the part of a group and act together as a group or a team in the interest of common cause and work effectively as a member of a team.

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

1.3.2

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

Response:

Response:

For augmentation of education to a higher level, it is imperative to undertake modern age steps which one of the most prolific is being diversity in classroom.

- **Development of school system**

- Institution incorporated diversity in lesson plan. Institution prepares graduates for promoting and teaching diversity as a means of accepting it.
- Students from different ethnics come to the school with different backgrounds, sets of experiences and cultural contexts. This results in providing a common platform to people of various ethnicities. This inculcates the importance of cultural appropriation and teaches young minds to view people on the basis of their nature, not race, social or economic background.
- As a teacher, they can act as a facilitator and encourage conversation and healthy debate between diverse opinions.
- They are advised to take time to learn about each student's cultural background, hobbies, learning styles, and what makes them unique which will establish trust and allow forming a bond with them so they feel valued. They will be comfortable with the teacher in talking with and respect their teacher.

- Teachers allowing Students to celebrate and respect their own diverse backgrounds, as well as each other's also allowing them to give presentations about their family traditions and culture to help expose the class to concepts outside of their own familiar comfort zone.

- **Functioning of various Boards of School Education**

- As per curriculum, institution imparts knowledge to all the student teachers about various Boards of school and multiplicity of functioning process, and course curriculum of each Board.
- Student teachers become knowledgeable about the function and quality of the schools under different boards such as Secondary school certificate (SSC), Indian Certificate of Secondary Education (ICSE), Central Board of Secondary Education (CBSE) and International Baccalaureate (IB school).

- **Assessment systems**

The primary purpose of assessment is to improve student's learning and teacher's teaching. Student teachers are familiarized with various types of assessments which are adopted by different schools.

- **Learner-Centered assessment:**

The primary attention is focused on observing and improving learning of the students, by which individual teachers can decide what to assess, how to assess, and how to respond to the information gained through the assessment.

- **Formative Assessment:**

On the basis of information and feedback of students, individual teachers can evaluate comprehension, learning needs, and academic progress of students during a lesson, unit, or course.

- **Summative Assessment:**

Conducting end-of-unit or chapter tests and from final project teacher can gauge understanding or mastery learning at the end of a chapter or unit.

- **Norms and standards:**

Each state department of education has norms of standards for schools within the state. These standards become the basis for the way student teachers are trained, what they teach and what is on state standardized tests that they will take.

- **An international and comparative perspective:**

Comparative education is a discipline which entails the scrutiny and evaluation of different educational systems of various countries and to foster "cross-cultural understanding, scholarship, academic

achievement, and societal development through the international study of educational ideas, systems, and practices." The education system of international schools around the globe is almost similar to the education system in India which is divided into preprimary level, primary level, elementary education, secondary education, undergraduate level and postgraduate level.

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

1.3.3

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

Response:

Response:

Connected learning is when students learn with a teacher and other students via web conferencing technology as part of a virtual classroom. Teachers lead a virtual classroom where students from different locations access at the same time. They typically include interactive exercises, which are an effective way of transferring knowledge and embedding skills. It is different from online delivery because students and teachers are connected in real-time via web-conferencing.

Real learning happens when individuals share insights with one another in the context of their own unique experiences and perspectives. Our institution allows the students to collaborate among them either in person or remotely. Thus, in the classroom, and elsewhere with the aid of digital and mobile communications students are constantly participating in one another's growth and development, by which learning becomes more pliable and universal. Computer lab of the institution with internet facility also acts as a catalyst.

Professional skill set is something that every student needs to acquire to establish a successful career. Institution works on Skill development of Students to help them build up their professional careers.

- Institution focuses on the development of oral and written communication skills of students.
- Career counseling cell provides better and more up- to- date career guidance.
- Institution focuses on improvement of analytical and critical thinking abilityby which students can solve problems quickly, effectively and can make a better decision and get positive result.

- By simulation class and internship students get an opportunity to integrate theory and practice, plan and deliver lessons properly, critically analyze their own and peers teaching styles and improve them in the light of feedback given by supervisors. Through this program they understand the role and responsibilities of professional teachers.
- The benefits of collaborative learning include development of higher-level thinking, oral communication, self-management, and leadership skills, self-esteem, and responsibility.
- Use of technology in education Increases collaboration and communication, learning Opportunities. Technology allows to access educational resources, Improve productivity and efficiency.
- Library of the institution is one of the best information and knowledge acquiring center for students because it is equipped with variety of magazines, journals, newspapers and assortment of books. Computers with internet facility are available in the library. Students go online and read educational blogs, or read some literature on education.
- Students acquire knowledge by participating educational conferences or workshops, or attend online seminars conducted by institution or by other institutions. Participation in these types of event makes them more effective and fostering them in professional field.
- By community engagement Students achieve greater intellectual development in the form of deeper knowledge of the discipline, problem-solving capacities, critical thinking, and abilities to understand complexity and ambiguity, but also greater personal and social growth through enhanced personal efficacy, moral reasoning, interpersonal skills, intercultural competencies, commitments to social service, and even career development.

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: B. Any 4 of the above

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

1.4.2

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 97.2

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

2.1.2

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

Response: 75.47

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
48	49	49	40	27

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

2.1.3

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

Response: 4.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	11	3	0

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

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:

Response:

Entry Level Assessments determines whether or not students possess crucial prerequisite skills and knowledge expected at their grade level. Our institution takes every measure possible to understand the needs and requirements of the students before the commencement of the program and conducts various types of assessment at the commencement of program, which provides valuable information about what is already known and readiness to start new instruction.

Students are counselled at the time of admission and an Orientation program is organized in which students are familiarized with the course, mode of internal assessment as well as facilities available in college. Institute adopts several process to assess the learning levels of the students and categories them as per their learning ability.

- **Bio data** of students provide information regarding their personal experience and hobbies.
- **Brainstorming session** conducted on a particular topic during induction cum orientation program of the new comers, and then they are asked to write their own views, opinion on the given topic and read it out one by one, which enable to assess their reading, writing, critical and analytical thinking power.
- **Quiz competition** reveals the intellect of the newcomers.

Beside this, institute also offers several types of periodic assessments, which enable to categories student's standard of learning, such as slow, average and advance learners. On the basis of collected information from various assessments, institute setup the following plans and process to implement for different category of students;

1. Various workshops and seminar are conducted which provides scope for all types of learners to come out with their problems and discuss among them and with the teachers.
2. The teachers engage students in activities and facilitate activities so that learning opportunities are maximized.
3. The Institute conducts remedial classes for slow and average learners to bolster up their basic skills. This extra support can help them to cop up in the class room.
4. Programs for remedial classes are designed in such a way that it can close the gap between what a student learns from general class room teachings and what he is expected to learn.
5. Many slow learner lack behind even after attending remedial classes. Institute arranges extra help remedial classes. Teachers are advised to focus on this shortcoming and impart necessary skills.
6. Students who have gaps in their learning because of frequent absences or attention issues are also provided with remedial classes.
7. Institute pays special attention for the students of learning disability. In the remedial program teacher teaches step by step at the pace of learning ability of the student without omission of content from each and every topic.
8. Our faculties are instructed to revise and practice exercises in the remedial classes after completion of every topic to re enforce learning power of slow learners.

Advance learners are encouraged and advised to take maximum advantage of verity collections of books in the library, national and international journals as well as internet facility of the computer lab available in college.

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

2.2.2

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

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

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

7. **Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

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

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 20

2.2.4.1 **Number of mentors in the Institution**

Response: 10

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

Response:

Institute provides lecturer-centered learning as well as learning centered approaches. Institute understands that passive learners do not gain the best results in their learning. Active learners can co-construct knowledge and that empowers them to create durable learning outcomes. Considering this institute adopts some teaching learning process to enhance the learning of student teachers.

- **Experiential learning:**

1. **Microteaching process** is a teacher training technique carried out artificially in the class room by the student teachers. It introduces student teachers to teach in non-stressful conditions.

2. **Internship** programme foster teaching skills among student teachers and give them opportunity to understand different aspects of school programme and improve their skills and abilities in teaching profession.

3. **Practicum** is a student exercise involving practical experience as well as theoretical study, including supervised experience as part of professional pre-service education.

4. **Extension activities** like community service or project works attached to courses enable the student teachers to identify community needs, bridge the knowledge gap between the college and community and enhance sense of civic responsibility.

5. **Educational tour** allows the student teachers to correlate the reality with course content which helps them to understand the benefit of education and its application.

- **Participative learning** includes case studies, problem solving, mini-projects, short-term tasks, formal presentations, debates, panel discussions, tutorials, practical work sessions, workshops, seminars, multimedia sessions, simulations, study visits, and collaboration with other academic institution, NGO and community organizations. It provides students teacher with an opportunity to gain professional values, knowledge, skills, self-confidence and perspectives of others. Participative learning also motivates student teachers to participate in the act of teaching.

- **Problem solving methodology** allow student teachers to take on some of the responsibility for their own learning and can take personal action to solve problem, resolve conflict, discuss alternatives and focus on thinking. It provides students with opportunity to use their newly acquired knowledge in meaningful and real life activities and improve student teachers abilities to select appropriate solution strategies.

- **Brain storming** sessions on particular topic are conducted to improve the fluency, analyzing and appropriate expression power of student teachers. It also improves their critical thinking power.

- **Group discussion** on a given topic is conducted by splitting the total student teachers of a class in to some small-groups guided by a faculty. It is used to learn about opinions on a designated topic, and to guide future action.

Online mode of teaching and learning process is adopted by allowing student teachers to assess internet facility available in the institute, they are permitted to watch and learn from a multitude of devices such as smart phones, tablets, and laptops from their home also. They are benefited by interacting with their co-learners, teachers, peer educationist and also experts of same field.

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

2.3.2

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

five years

Response: 0

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

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](#)
Any other relevant information	[View Document](#)
Link of LMS	[View Document](#)

2.3.3

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

Response: 50

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: 100

File Description	Document
Programme wise list of students using ICT support	[View Document](#)
Landing page of the Gateway to the LMS used	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional Links	[View Document](#)

2.3.4

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

     1.Understanding theory courses

2.Practice teaching

3.Internship

4.Out of class room activities

5.Biomechanical and Kinesiological activities

6.Field sports

Response: 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	View Document
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document
Link of resources used	View Document

2.3.5

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

Response:

Response:

Working in teams: All the student teachers are spilt in to small groups and mentor teachers shoulder the mentoring job of the group. Mentor teacher attends individual student teachers in need of special attention, helping to differentiate instruction in the classroom. Mentor teacher and student teachers share ideas, pool their resources and think together about how to help individual students of their group, they observe each other, ask questions and offer feedback. Novice student teacher who feels pressure can be greatly alleviated. This enhances student teachers' knowledge of instructional strategies, promoting competency and confidence.

Dealing with student diversity: Diversity includes many different factors such as race, ethnicity, gender, socio-economic status, ability, age, religious belief. Mentor tries to recognize bias and prejudice if any among the students. Mentor implements concrete strategies for addressing issues of diversity and teachdiversity in the classroom that's more important: how to live and work in a society where every individual is unique. Mentor tries to recognize unique experiences, strengths, ideas and inherent quality ofeach and everydiver'sstudent by conducting different programme and competition. Mentor helps them to improve critical-thinking skills, builds empathy and encourages students to think differently, also tries to improve multicultural competency of the divers group. Divers students become capable tohandle skillfully andcomfortablyany type of discrimination they encounter in their profession or society in future.

Conduct of self with colleagues and authorities: Mentor conducts career orientation progamme and provides some tips to enhances personal and career development quality among the students;

1. Maintain harmonious workplace relationships, establish rapport, buildstrong bonding with coworkers, and be friendly to everyone.
2. Good manners are needed on the job so respect colleagues, don't bring up cringe worthy topic to annoy your colleagues, find a way to get along with everyone, always be polite and etiquette to coworkers.
3. Get aligned with authority on tricky or sensitive issues, during interaction with authoritypay attention to your tone of voice, don't shy away from declarative statements, and don't end sentences with a question mark unless they are truly question, do not use fillers like "um," "I think," etc. in front of authority.

Balancing home and work stress:

1. .Prioritize your day, both works and home day, this allows accomplishing the most important tasks first. Focus on work to complete and then make time for home.
2. Prepare a weekly planner. This weekly planner will remind everyday work and will drive to complete the work within that time and can afford time for family. To balance professional and personal responsibilities use the time wisely.

Keeping oneself abreast with recent developments in education and life: Mentor always suggest the students to go through national and international journals, magazinessubscribed by college library, read research articles, watch YouTube on the required topic, and also go through educational magazines from the NEA (National Education Association).This will helpto improve teaching skills, increase resiliency, enhance communication skills, and boost self-confidence.

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

2.3.6

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

1. **Special lectures by experts**

2. **'Book reading' & discussion on it**

3. **Discussion on recent policies & regulations**

4. **Teacher presented seminars for benefit of teachers & students**

5.   **Use of media for various aspects of education**

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

Response: C. Any 3 of the above

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

2.3.7

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

Response:

Response:

Teachers have a strong influence in encouraging creativity power among the students. In our instituteteacher inculcate in the students to follow their own curiosity, experiment with ideas, and learn from the mistakes by which quality of creativity will vastly improve.

- Teacher foster question-friendly environments in the class room, which help students, develop the habit of asking "why" questions about information, ideas, and beliefs normally taken for granted.
- Teacher encourages students to generate ideas actively which helps them to produce better ideas.
- To foster new ideas and a unique perspective, teacher encouragesstudents to learn a variety of skills and subjects. Learning different methods and practicing new skills not only engages different parts of the brain, but also fructifies ideas from one domain to the other.
- SUPW develop the creativity, increase awareness of scientific advancements and develop a scientific outlook among the students. Students are allowed for creativity activities that include preparation of pottery, clay modeling, rangoli, paper binding etc.
- To help students unleash more creativity, teacher allows them to share their original ideas with the class. Model what it looks like to be open to feedback and bounce ideas off of one another. This activity in the class room acts as a catalyst for the improvement of their creativity power.
- Teacher facilitates a group project on a topic, where each student has to research and share interesting facts and stories about that topic, so that students can understand the thought process

of other and implement in his creativity work.

- Brainstorming on a given topic helps students to flow their thoughts freely while making important connections between ideas and concepts, by which students can improve analytical and critical thinking power along with creativity power.
- **Nurture life skills**among the students, teacher takes into account psychosocial competencies and interpersonal skills that help students to take right decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner also deal effectively with the demands and challenges of everyday life. Teacher empowers the students to achieve their goals in their life, succeed inside and outside the classroom.
- Teacher imparts following activities that are used to enhance Life Skills in Students:

- **Classroom Discussions:**Provides opportunities for students to learn and practice to solve the problems of oneanother. Enables students to deepen their understanding of the topic and personalize their connection to it, which develops skills in listening, assertiveness, and empathy.

- **Brainstorming:** Allows students to generate ideas quickly and spontaneously. Helps students use their imaginationand think out of the box. Become agood discussion starter and can creatively generate ideas. Students can able to evaluate the pros and cons of each idea or rank ideas according to certain criteria.
- **Group analysis:** Group analysis helpful when the time is limited as it maximizes student input. Allows students interactions, allowsknowing one another better which in a way enhances team building and team work.
- **Case Studies**: Case studies are like powerful catalysts for thought and discussion. Engaging in this thinking process; students improve their own, critical thinking, decision-making skills. It also gives chance to confront with risks or any challenges and find ways to cope with it.
- **Story-Telling:** It **c**an help students think about local problems and develop critical thinking skills, creative skills to write stories, or interact to tell stories. 'Story-Telling' lends itself to draw analogies or make comparisons, help discover healthy solutions. It also enhances attention, concentration, listening skills and develops patience and endurance.
- **Debates:** Students debate on a given topic which provides opportunity to address a particular issue in depth and creatively. It offers a chance to practice higher thinking skills.

Seminar: Institute conducts seminars regularly. Students are directed for paper presentation and also speak in the seminar class as per given topic. This improves their fluency, thinking power and helps to overcome glossophobia.

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

2.4 Competency and Skill Development

2.4.1

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

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

Response: C. Any 4 or 5 of the above

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

2.4.2

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

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: D. Any 2 or 3 of the above

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

2.4.3

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

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

Response: C. Any 2 of the above

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

2.4.4

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

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

Response: B. Any 3 or 4 of the above

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

2.4.5

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

1. **Preparation of lesson plans**

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

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

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

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

Response: D. Any 2 of the above

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

2.4.6

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

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

Response: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: B. Any 3 of the above

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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Internship programme in teacher education is very important to shape the trainees into an effective teacher of tomorrow. It provides not only practice teaching but opportunities to participate in activities of the school like a regular teacher. Our institution has included Internship programme in course curriculum during second and third semester. Institution makes the following preparation for internship programme:

1. **Allocation of schools for internship:**

Institute prepares a list of at least ten schools within ten km. radius. This list has been forwarded to District Education Officer for approval and permission to conduct internship programme.

2. **Report to school principal/teachers:**

Institute split the total student teachers in to ten groups for internship. They report to the Principal of their allotted school and discuss with the teachers of their respective subjects to prepare their teaching plan and acquainted themselves with school time table.

3. **Orientation of internee:**

Before going for internship programme, institute conducts two days orientation programme for student teachers as follows:

1. Understanding the Internship School and the community around.
2. Analysis of school syllabus and textbooks.
3. Observing the classroom teaching of regular teachers.
4. Preparation of case study and the innovative activities that the school undertakes.
5. Preparation of Lesson Plans.
6. Teaching the subject from prescribed syllabus.
7. Mobilisation and development of teaching-learning resources.
8. Preparation of a question papers and other assessment tools.
9. Organising co-curricular activities.
10. Maintenance of a reflective diary to record day to day happenings.

Teachers are models of teaching who support and monitor Interns as they begin an intensive and sustained period of learning to teach in a context of practice. The teacher acknowledges and compliments specific aspects of intern teaching, explicitly talking about what the intern did and can do. Teacher helps the intern to focus attention on students' thinking , sense making, and to use information about students' thinking as feedback on teaching, a way to keep track of children's learning, and a source of ideas for curriculum development. The teacher is trying to reveal the invisible mental work behind the visible work of teaching of intern. The teacher takes an active role in helping the intern to articulate goals for growth and to assess progress in working toward those goals. The teacher joins the intern in unit and lesson planning, and in carrying out those plans in the classroom, aiming to help the intern to understand the knowledge and thinking that informs the planning, to guide the intern in using effective strategies throughout the planning and teaching process. They act as a guide or a coach in the whole process.   5. Exposure to variety of school setups

An intern gets the exposure to variety of school set up DURING internship. They get the idea of:

- Working environment of the school.
- Idea about the curriculum, rules and regulations.
- Intern avail the facility of library, laboratories, playgrounds etc., of the school.

Interns participate and contribute in all activities of the school.

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

2.4.9

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

Response: 8.82

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

Response: 11

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

2.4.10

Nature of internee engagement during internship consists of

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

Response: C. Any 4 or 5 of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Response:

Internship is the most important part of any teacher education programme. It gives student teachers hands- on experience to be acquainted with total school practice including teaching, evaluation, administration, clerical works, community involvement, handling student issues, student support services.

During internship programme our institution monitors the interns in several ways.

Teacher educator visits the school during internship programme to support and monitor Interns:

- Whether the interns are maintaining cordial relationship with fellow interns, seniors, and almost anyone they are working with.
- Whether the interns are focusing attention on students' thinking and sense making, by which intern can keep track of children's learning, and a source of ideas for curriculum development.
- Monitor the intern's preparation of unit and lesson plan, and in carrying out those plans in the classroom.
- Monitor the knowledge gained by the interns on the criterion of new teaching techniques, strategies, ideas and resources.
- The teacher educator acknowledges and compliments the intern on specific aspects of her/his teaching, explicitly talking about what the intern did and can do.
- They act as a guide or a coach in the whole process also.

School principal and teacher also monitor the internsin collaboration with mentor teacher.

- Monitor implementation of subjects and topic as per lesson plan prepared by intern and also observetheir practice teaching.
- Hold follow-up meetings with interns at regular intervals.
- Hold review meetings with mentor teachers.

Peers observe interns during their class room teaching in the school.

- Collect verbal feedback from school students about the clarity in teaching of intern and how far the subject teaching accepted and understand by them.

On the basis of these feedbacks peers prepare the report and provide some suggestions to intern for further improvement and betterment.

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

2.4.12

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

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

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

Response: C. Any 2 or 3 of the above

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

2.4.13

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

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

Response: C. Any 3 of the above

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

2.5 Teacher Profile and Quality

2.5.1

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

Response: 93.75

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	[View Document](#)
English translation of sanction letter if it is in regional language	[View Document](#)
Data as per Data Template	[View Document](#)

2.5.2

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

Response: 40

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

Response: 6

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

2.5.3

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

Response: 0.27

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

Response: 3.8

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

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Response:

In a sense, teachers are far developed students throughout their lives. The moment they stop considering themselves students, they cease to be teachers. They need to keep on acquiring and updating knowledge of what they teach in classrooms, periodically, keeping up with the changing world.

Over a period of time there have been tremendous changes in the setup of our education system. Teachers have to have demonstrate that they possess some special characteristics to handle the changing times and trends in education sphere.

Teachers of our institution update themselves to keep pace on this path of change to implement new or modified methods of teaching-learning process to suit the requirements of the day. Teachers of our institution are attending conferences, workshops, webinars, seminars, symposiums conducted by our institution as well as by other institutions, with a view to enlighten themselves on latest developments in the field of education, which help them update with latest concepts that are required for professional development. Teachers also take the advantage of institution's library which is enriched with up to date national, international and e-journals.

Institution conducts in-house training sessions and orientation programme for teachers. In-house discussion on preparation of lesson plans including new methods and policies of education helps the teachers to keep themselves update and further teachers acquire knowledge that was unknown to them in planning their day to day lessons and develop a perspective for interaction in classroom with learners. It helps teachers to expand their vision and horizons about their role as 'professional teachers' and about their subjects or contents. It creates awareness about new issues in the field of education; and it ultimately helps in enhancing the creativity of teachers as they learn different and innovative methods of teaching. In-house discussion helps the teachers in development of learning new techniques of teaching, methods as per new concepts.

Our institution encourages the teachers to maintain strong correlation among the institutions, colleges, schools and district education office to keep track of latest updates on curriculum, methods of teaching, rules of promotion and other such instructions issued from time to time. Teachers increase network with others in order to maximise teaching-learning through both external and internal collaborative interactions.

In-house discussion and sharing information among colleagues and others can significantly impact the motivation of the teachers. More experienced teachers will be recognized for their best teaching strategies. Younger teachers will be given validation that they things that they are trying are actually working.

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

2.6 Evaluation Process

2.6.1

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

Response:

Response:

Evaluation is an integral part of teaching-learning process. Examination committee regularly interacts with IQAC and Heads of the department to plan and work out for reforms in evaluation system. Our institute adjust academic calendar by including internal assessment and semesters. The institutional internal evaluation system is decentralized in order to make it more transparent and objective.

Mechanism of the continuous internal evaluation is carried out by different methods such as Internal, Theory and Practical Examination, Seminars, Group discussion, Home-Assignments

Projects writing, Educational-Tour reports etc.

1. Internal Examinations:-

Examination committee conducts Unit test and internal examinations. Question papers are set and assessed by the faculty.

2. Theory Examinations:

At the end of each semester, as per University examination schedule, the examinations are conducted following the rule and regulations of the University.

3. Home-Assignments:

The students are asked to submit Home-Assignments in prescribed time. It develops writing skills, learning skills and comprehension of the subjects amongst the students.

4. Project-work:

Projects work prescribed in syllabus is assigned to the students. The teachers evaluate the projects.

5. Educational-Tour's Reports:

The department organizes Educational Tours for students and they are asked to write and submit the reports.

6. Seminar:

Seminars are conducted regularly for students at institutional level. Selected topics are assigned and students are asked to present their respective topic paper in the seminars. The performance is evaluated on the basis of presentation skill, subject knowledge, communication skill, response by the class etc.

7. Group Discussion:

The current issues are given for the discussion to the students. The discussion is arranged by the subject teachers in order to evaluate the students. Through Group Discussion, student's subject knowledge, oratory and vocabulary skills, social awareness etc. are evaluated.

8**. Extracurricular activities:** Annual sports, different games, competitions are conducted by institution, from which the skills and other inherent qualities of students are assessed and encourage them to excel their quality.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)

2.6.2

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

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

Response: A. Any 4 or more of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Response:

In our institution the academic performance of the students is evaluated throughout the session by the teachers for upgrading and improving the academic performances of the students. And for this, time to time Internal Evaluation (CIE) mechanism is followed by the college.

The grievances of the students related to examinations are addressed at two levels, viz. Institution and University level, depending upon the nature of the grievances. Grievances related to the internal assessment are handled by the examination committee of the College whereas grievances related to the semesters are forwarded to the University. Students having grievance can apply to University for photocopy, revaluation and rechecking of the answer sheet. Students are free to approach teachers and Head of the departments to resolve their queries related to the obtained marks. Evaluated answer scripts are shown to the students to maintain the transparency. If there is any grievance with reference to evaluation, it is redressed on the spot in the following ways:

1. Examine the answer script again.

2. Checking the total marks awarded.

3. Unmarked questions, if any, are marked.

4. Rectifying the result sheet properly after students' complain.

After reassessment the examination committee sends change in marks to the university within given time. There is a separate provision for redressal of grievances related to university examinations.

University communicates, the decision regarding grievance to the concern student.

However, hardly such cases of grievances arise. The examination committee with due care works and undertakes the functioning to motivate students to perform better in University examinations.

Thus in this manner, the institution tries to maintain the transparency, efficiency and time for conducting the grievance redressal related to examination.

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

2.6.4

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

Response:

Response:

Academic committee of our institute prepares academic calendar before the commencement of the academic year, which includes the conduct of continuous Internal Evaluation (CIE). This academic calendar is prepared in aligned with our affiliated V. V. University. It contain the relevant information regarding the teaching learning schedule (working days), various events to be organized, holidays, dates of internal examination , semester examination etc. Principal issues a circular for all the teaching and non-teaching staffs for strict adherence of academic calendar. Time- table is prepared by considering the dates and events of academic calendar, faculty members prepare the teaching lesson planfor the subjects, they handle. The academic calendar is prepared so that teachers should know all the activities regarding continuous internal evaluation process. The students' academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, and project work and semester examinations. For the implementation of internal assessment process, Examination committee is formed at the institution level which monitor overall internal assessment process. The examination committee, send the list of students to the University who are appearing for the examination to issue admit cards. After receiving admit cards of the students' from the University, the institute prepares seating arrangement chart, list of invigilators etc. The marks of internal assessments are forwarded to the University and college maintains records of internal assessments.

Every department has to submit the compliance of the academic calendar as part of their annual submissions. In addition the internal audit conducted which ensures the compliance to verify with documentary evidence.

Every teacher is assigned the subjects to be taught during the academic year. The teacher plans the teaching and evaluation schedule of assigned subject. Principal and IQAC coordinator verifies every teacher's daily teaching diary to know whether daily course development is aligned with lesion plan and

academic calendar or not. If any backlog found in course development as per lesion plan, then teacher gives the clarification of it and plan to make up the backlog. The type and schedule of internal evaluation is planned by teachers in consultation with Principal and IQAC coordinator.

The academic plan submitted by the teachers and ensures that there is no overlapping of the activities. The Continuous Internal evaluation is assessed at both the internal as well as the University level.

Our institute right from the Admission of the new entrant to their B. Ed. assesses minutely the progress of the student and constantly keeps track of their improvement.

Thus the 360° continuous internal evaluation of knowledge-based education is rendered to the students of our college in adherence to the academic calendar..

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

Response:

The institute prepares strategic plans annually by the help of academic committee which consists of experienced academicians and professionals ensuring quality education by effective teaching learning process. The institution has designed the plan and detailed job description to maintain transparency and smooth working system. The Institute continuously endeavors to improve the teaching learning processes, and engage the students to improve students' results and students' satisfaction.

All the teaching staffs of our institution are focusing and practicing on student's centric learning. To achieve the Programme Outcome institution takes care of the students as follows:

- Assessing the new entrants about their competences during orientation programme to help them for their development.
- For the improvement of student learning necessary process are implemented in curriculum.
- The progresses of the students are tracked time to time to know where they stand and how much educational experience they gain.
- Organizes seminars and webinars to improve the necessary competences and learning experiences

of the students.

- Build skills and abilities of communication, reflection, art, aesthetics, theater etc.
- Micro teaching class enables the students to handle the school children and teach them efficiently.
- Enabling the students to interact with children from diverse social, economic and diverse backgrounds.
- Develop understanding about teaching, School management and community involvement.
- Develop teachers who are professionally equipped with skills of competences for changing technological needs and global concerns.
- D.EL.Ed aims at preparing features for the elementary stage of education.
- Enable the students to facilitate children's learning and development and to know their Problems and rights.
- The students are continuously assessed about their improvement as professional practice teachers.
- Improve the power to analyze the textbooks and syllabus.
- Applying teaching skills and dealing with classroom problems.

To achieve CLOs institution strives to do the following:

- Cultivates every student's ability to learn and grow.
- Concentrates on the development of skills, mindsets and behaviors that can enable employees to perform well.
- Develop digital awareness and aptitude.
- Amplify their teams' energies and capabilities by fostering a "pull" model of learning, in which students set their own agendas for gaining knowledge and skills.
- Optimize the inventory of learning resources in the library and provide maximum opportunity for all the students to avail the benefit of it.
- Develop skills for logistic development of learner.
- Develop skills in all the functional area of education and management by providing multiple opportunities for experience based learning.
- Develop key management and tutorial skills.
- Understand learning as divergent process.
- Understand the classroom in social context.
- Study of childhood, child development and adolescence.
- Understand the language background of students as the first or second language users.
- Understand theory related to human needs change with time.
- Understand methods of study and validation of knowledge in changing scenario.
- Understand the culture, policies, and practices that need to create an inclusive school.

Conceptualize the meaning and different perspectives of curriculum.

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

2.7.2

Average pass percentage of students during the last five years

Response: 93.62

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
93	99	87	88	88

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

2.7.3

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

Response:

Response:

Teachers continually monitor the progress of student's performance, which help to evaluate themselves about the effectiveness of their own teaching learning process so that they can take necessary decision to implement better process for further improvement.

By Keeping track of the student's progress teachers are better able to identify the requirement of additional or different forms of instructions for students to achieve better. Several strategies are adopted by the teachers to monitor the students;

1. **Classroom monitoring**

To check their understanding about the topic being taught, teachers asked some questions to the students and confirm their grasping power, which helps the teachers to identify the gaps in their knowledge and understanding. Time to time class tests is conducted to monitor the improvement of the students. Students are split into small groups and their leadership quality is monitor from their group discussion on

a given topic.

1. **Co-curricular, extracurricular and outreach activities;**

Institution conducts sports, games, different cultural programmes, where the inherent quality and improvement of the students in it are assessed. Teachers monitor the social service works conducted by students and helps them to improve their behavior, professional attitude towards the society.

1. **Internship;**

During internship students are monitor by the fellow peers, concerned subject teacher and head master of the school and their feedback helps the student to improve further and prove themselves as a professional teacher.

1. **Semester & Internal assessment;**

The teachers keep academic performance records such as grades in semester and marks of internal assessment, provide insight about student progress, and help teachers to make important decisions regarding students learning needs and how far it is in line with PLO and CLO.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 100

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

Response: 97

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	[View Document](#)
Data as per Data template	[View Document](#)

2.7.5

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

Response:

Response:

In the orientation- cum-Introduction program of new entrant the initial learning needs are assessed by conducting few activities. Few common methods of assessment are adopted by the institution to implement in the classroom after learning objectives of the students have been identified.

Self-Assessment:

Self-assessment enables students to develop their own judgment. In self-assessment students are expected to assess both process and product of their learning. Implementing student's self-assessment in the classroom encourages students to evaluate their own work as well as the process that led them to the final outcome. It enables students to develop transferable skills in other areas of learning that involve group projects and teamwork, critical thinking and problem-solving, as well as leadership roles in the teaching and learning process.

Essays:

Essays are a common form of writing assignment in courses. Teachers assess the writing skill of the students and identify the disappointment or frustration of students helps them to improve their writing skills. Teachers make their expectations clear and assist or expose students to resources that will enhance their writing skills.

Feedback:

Feedback on assessment has helped students improve in a specific activity when feedback provides correction or improvement in a piece of work; it is valued by learners and act as an incredible motivator. Feedback has a facility to support weaker learners and challenge more able learners.

Exams:

After every examination the teachers inform the student after the assessment of their progress to empower them to take the necessary action to improve their performance. This resulted in to the improvement of students' examination and final outcome.

File Description	Document
Documentary evidence in respect to claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 2.58

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
NIL	NIL	NIL	NIL	NIL

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: E. None of the above

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

3.1.4

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

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

Response: D. Any 1 of the above

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

3.2 Research Publications

3.2.1

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

Response: 0.6

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	2	2	3	2

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

3.2.2

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

Response: 0

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

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

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

3.3 Outreach Activities

3.3.1

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

Response: 17.6

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
46	12	14	7	9

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

3.3.2

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

Response: 88.48

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
192	178	185	145	160

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

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs

awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 78.4

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
192	115	185	145	125

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

3.3.4

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

Response:

Response: Our institution has one NSS unit, which is led by a Program Officer and is responsible for executing outreach activities by the help of NSS unit and all our NSS activities are supervised by NSS coordinator of our affiliatingVinobhaBhave University, Hazaribagh. Our institute also promotes regular engagement of faculty, students and staff with neighborhood community for their holistic development and sustained community development through various activities. Every Year, programme are organized under which students and staff participate voluntarily in community based activities. Our institution also encourages and facilitates the student to participate different competitions, sports and games organized by other institution and organization.

Our institution and NSS unit organises various awareness programs, workshops, rallies and road shows with themes like cleanliness, green environment & tree plantation, gender sensitization, traffic rule awareness, and empowerment of girls and women. Students maintain cleanliness in and around the Campus, create awareness about the role of clean environment in human health and its impact on nature and weather. Several times our institute organized blood donation camp. Health awareness programmes are organized regularly in the neighborhood community. Literacy programme also conducted to literate the villagers.

Outreach activities organized by our institution sensitize the students towards social issues and also to legal and social remedies for matters like domestic violence, dowry, child abuse, female child, victims of violence etc.

These outreach activities inculcate social responsibility in the students and get the ideas like;

- how to help needy people and people in distress
- social values and environmental related issues
- value of cleanliness in all span of life

Outreach activities develop the inherent quality of the students and make them knowledgeable about;

- Societal issues & problems and to search solution by getting involved with their lives.
- How to build up relation and tie up with any organizations or NGO to carry forward humanitarian work in future.
- How to develop a passion and brotherhood quality towards community, affected and indigent people.
- Required skill and aptitude for problem solving.

Communication skills, management skills, leadership skills, analytic skills, perceptual skills etc

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

3.3.5

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

Response: 0

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

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

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

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: 4.4

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

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

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

3.4.2

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

Response: 2

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

Response: 2

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

3.4.3

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

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

Response: C. Any 3 or 4 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Our institution is proactive in providing teaching- learning facilities for students. Besides class rooms, laboratories, library etc institution also provides facilities for students to participate in cultural activities, sports and games in various ways. Cultural committee supported by a team of faculty members and sports teacher look after all cultural, sports and extracurricular activities of the institution. The campus has Internet facility and also well-equipped playground and gym.

The institution has adequate numbers of class rooms and laboratories. Following facilities are available in our institution:

- **Class Rooms:** We have 0**8** numbers of classrooms, each equipped with comfortable desks, benches, dais, black- boards, white boards,well-equipped drawing halls with drawing boards, out of these class rooms **01** numbers of class rooms are equipped with LCD projector and screen for teaching learning through power point. One smart class fitted with smart board and other necessary equipment.
- **Laboratories:** There are **08** numbers of well-equipped laboratories for the conduct of practical. Computer lab is equipped with **25** numbers of computers with latest configured desktops, software with printers, language lab for students to develop their communication and interpersonal skills. Knowledgeable staffs are available in all the labs to conduct specific tasks and practical.

- **Outdoor and Indoor Games:** A spacious play ground is available for outdoor games like Cricket, Football, Volleyball, Kabadi and Badminton. Chess, Carom are available in the boys and girls common room. Our physical instructor help the students to improve their inherent quality and build their carrier. Annual sports are conducted every year by the institution in our play ground.
- **Computer Facilities:**

The institution has total 25 of well-functioning computers with internet facilities. There are 04 routers for internet connectivity, 03 of printers with scanning facility. The institution has electricity backup through generator and also college has installed renewable solar energy. The institution has connected with 10 Mbps band width of internet. The campus is under CCTV surveillance with 16 Cameras installed.

- **Seminar/ Auditorium Hall:** The College is having a modern, well equipped acoustic seminar/ auditorium hall for conferences and seminars, where our institution conducted several national seminars and different cultural functions. Every year in the auditorium hall institution organizes an Annual cultural Function.
- **Extra Mural Activities:** Social activities that encourages students to interact frequently with people and conduct social services which help to nurture robust network with society. NSS unit of the institution is very proactive to conduct social services frequently.
- **Library a Learning center:** Our library is well-equipped with approximately 6176 numbers of books and 12 magazines, 70 national and international journals, the library is also computer-assisted semi-automated which is designed and developed to provide a refined and the best of solution which aims at bringing in quality in management of books, journal, article, newspapers, charts, reports etc. Reading room facility with siting capacity of about forty boys, girls and teachers is also available which is attached to library.

. The building of the institution is a Wi-Fi enabled. The Institution has its own power generator for round the clock power backup.

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)
Geo tagged photographs	[View Document](#)
Link for additional information	[View Document](#)

4.1.2

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

Response: 20

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: 10

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

4.1.3

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

Response: 22.94

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
6.69903	8.17193	8.23106	1.87079	60.39862

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Response: Thousands of books, magazines, and journals are quite difficult to manage, sufficient time and manpower required to manage the library. The library automation software with barcode facility helps the librarian to make the library systematized, organized and smart.   Our institution has installed

library automation software in the computer used by librarian of the library, which allows the librarian to maintain library resources in a more operative manner that will help to save the time. Due to library automation, librarian carry out very easily, quickly and constructively all the activities such *as stock verification, circulation, serial control, binding, indexing, book acquisition and cataloguing, etc. It also helps the* students as well as a librarian to keep the constant track of the availability of all books in the library.

In the library of our institution computer and internet access facilities are available. Teachers and students use computers and the internet to access a variety of information about teaching subjects, teaching strategies, teaching techniques, innovative teaching learning process, classroom interactions, teaching aids, effective use of audio-visual teaching aids, and recent research studies related to these topics. The library is used nearly every working day.
Since the whole process is automated, the tasks of librarian are streamlined and do not have to do repetitive work. Automation also eliminates the risk of human errors due to manual practices.

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

4.2.2

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

Response:

Response: Remote access facilities available in library of the college through N-List software. All the students and staffs are provided with ID and Password to access and download the available books from N-List Library remotely. Students are benefited out of this N-List by accessing different reference and textbooks from their home and other places.

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

4.2.3

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

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

Response: C. Any 2 of the above

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

4.2.4

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

Response: 0.34

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
0.56653	0.68578	0.25470	0.18082	0.03341

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

4.2.5

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

Response: 35.64

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: 1530

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: 1527

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: 1522

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: 1501

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: 1546

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

4.2.6

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

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

Response: B. Any 3 of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Response:

K. N. Bakshi College of Education keeps its IT infrastructure up to date. There is **01** number of smart class rooms; 01-digitally equipped conference hall, a language lab and a well-equipped computer lab is also functioning in the college. The students of the college are accessing the computer in the computer

lab. Besides this, for office use   desktop and laptop computers are also available. Wi-Fi network connectivity has been facilitated for all student and staff members of the college. Various applications and equipment for these have all been purchased. Computer lab is fitted with computers and a server that runs on Windows 7, Windows 10 and Windows 11. Faculty and students both make extensive use of the ICT services.

Most of the official work is being done with the help of ICT. The college regularly maintains the IT facilities.

- Computers are formatted regularly by the help of computer operator of our institution, for major trouble reparation of the computers; institute seeks the help of the technician of the computer supplier and for that institute pays their charges.
- Anti-virus is regularly installed in computer. All computer has anti-virus
- College is under CCTV surveillance.
- Website is maintained by "*Luna Creatives Private Limited".* Institute pays a fee for annual maintenance and updating website.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 10

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

4.3.3

Internet bandwidth available in the institution

Response: 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	[View Document](#)
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	[View Document](#)
Any other relevant Information	[View Document](#)

4.3.4

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

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

Response: D. Any 1 of the above

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

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 14.22

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
14.67	5.49	11.24	7.04	14.49

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

4.4.2

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

Response:

K.N. Bakshi College of education has a well-framed systematic policy for proper maintenance and utilization of the physical, academic and support facilities. The Principal discusses with IQAC (Internal Quality Assessment Committee) and presents a report regarding acquisition, up-keeping and maintenance of physical, academic and support facilities in the Governing Body for approval. The principal is empowered by Governing body to deal with all matters pertaining to the acquisition, up-keeping and maintenance of campus infrastructure.

Maintenance of Physical Facilities:

Maintenance of the physical facilities is done throughout the year and major repair works carried out during summer vacation. Adequate in - house staff is employed to meticulously maintain hygiene, cleanliness and infrastructure on the campus so as to provide a congenial learning environment. Classrooms, Staffrooms, Seminar halls and Laboratories, etc are cleaned and maintained regularly by non - teaching staff assigned for each floor. Wash rooms and lavatories are well maintained. Dustbins are placed in every floor. Fire extinguishers and First Aid Kits are maintained regularly, and refilling is done before their date of expiry. System technician of our institution maintains the efficiency of the Institute's computers and accessories and IT related activities, however for major defects we outsource the expert for reparation. Infrastructure maintenance team looks after the regular maintenance of civil works such as furniture repairs, masonry and plaster works, painting, carpentry, plumbing and house- keeping. The civil

and electrical work is adequately monitored and maintained. Every department maintains a stock register for the available equipment.

Maintenance of Academic and Support Facilities:

Inventory of all the laboratory equipment, instruments, glassware, specimens, computing devices etc. is done by the respective Departments annually. For any kind of maintenance or repair, the laboratory staff-in-charge reports to the Principal and the repair work is carried out by the concerned service person.

All books in the library are arranged according to their classification. The library support-staff help in maintaining the books and other infrastructure in the library. Damaged books are bound. The annual inventory of library is carried out during summer vacation, which is verified by library committee of the institution. To purchase new books for library.

Our institution is having a playground to conduct sports and games. The playgrounds and courts are periodically maintained; cleaning and marking are undertaken regularly. The Department of Physical Education maintains stock registers, accession register, and stock issue register. Required new equipment is added every year.

Equipment used for fine arts and cultural activities are maintained properly. New equipment is purchased as and when it is required and stock ledger is maintained by the teacher in charge for art and culture.

Canteen of our institution provides healthy and nutritious snacks and edible items at an affordable price to the students and staffs.

Principal and IQAC coordinator conducts periodic checks to ensure the efficiency and working condition of the infrastructure. Annual website maintenance is done by the web designer.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: C. Any 2 or 3 of the above

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

5.1.2

Available student support facilities in the institution are:

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

9. **Canteen**
10. **Toilets for girls**

Response: A. Any 8 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Geo-tagged photographs	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.3

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

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

Response: C. Any 3 or 4 of the above

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

5.1.4

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

1. Monetary help from external sources such as banks

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

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

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

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: B. Any 3 or 4 of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 7.1

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
21	0	11	0	0

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Appointment letters of 10% graduates for each year	[View Document](#)
Annual reports of Placement Cell for five years	[View Document](#)
Paste link for additional information	[View Document](#)

5.2.2

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

Response: 3.23

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

Response: 3

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
Details of graduating students and their progression to higher education with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

5.2.3

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

Response: 7.76

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
4	27	4	0	0

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

5.3 Student Participation and Activities

5.3.1

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

Response:

Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 500 words.

Response:

Student representatives of our institution take active participation in various decisions making like academic, administrative Committees of the institution which enables them to function better in the academic environment.

Student leaders of student council play the leading role in different activities and programmes under the guidance and advice of teachers in charge.

Alumni also play a vital role to guide the student leaders in their different activities.

The motto of the Student Council is "to promote the interests and welfare of the college and to provide social, cultural and educational opportunities for the students through creating and maintaining a forum for the discussion and implicate the students of the institution."

The Student Council:

- Coordinates with the Principal and teacher advisors for the conduct of all events and activities.
- Conducts the interclass competitions and events.
- Celebrates national and commemorative days.

- Coordinates student participation in internal as well as external competitions.
- Maintains order and discipline among the students during all activities in the college campus.
- Attend important administrative meetings for active participation in decision making.

Selection Procedure of the Representatives:

- A group of teachers nominate students for the posts of President, Vice President, Treasurer, Secretary & Joint Secretary, athletic secretary, cultural secretary and seminar secretary based on their regularity in terms of academics, attendance and overall behavior.

- The Principal personally interacts with the shortlisted students for the post of President and a Resolution is adopted which is communicated to the selected Representatives.
- The Principal nominates Student Representatives on every Committee during Staff Council Meetings, such as Student Welfare Committee, IQAC Committee, Grievance Redressal Committee, Internal Complaints Committee, Library Committee, Extra Curricular Activities Committee, Placement Cell Committee.
- The Roles and responsibilities of each position are clearly set forth so that with such role clarity they always work with accountability, team spirit and a goal to achieve excellence.

The student representatives attend the various Functional Committee meetings and give their valuable feedback for the better functioning of the Committees.

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

5.3.2

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

Response: 1.4

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

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

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

5.4 Alumni Engagement

5.4.1

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

Response:

The alumni's roles are crucial for the development of the institution. All alumni provide support in various aspects that are beneficial to the students. Alumni are an effective role model whom students easily accept.

Our institution is having an active alumni association and registration of the association is under process. Alumni association of our institution establishes channels that can facilitate closer ties between the alumni, students and institution, which provide crucial benefits in enriching the institution in every aspect. The alumni of our institution provide support and contribute voluntarily for maintenance and development of the institution.Alumni shared their experiences with students in time management, financial management, development of self-discipline and character or in career management are more easily accepted as guidance and inspiration by students.

The alumni association contributes for the development of the institution by:

- Providing their valuable feedback on the development of course curriculum and appropriate implementation of it.
- Supporting students' activities, cultural programs, annual sports and function of the institution.
- Initiating efforts to formulate the student welfare scheme which is still in process, by which needy students will be benefited.
- Initiating efforts to collect text books and other books for library.
- Providing suggestions for infrastructural developments such as proper maintenance of building as well as campus.
- Proving suggestion for skill enhancement of the students.
- Informing the graduated students about the vacancy of teacher ship for placement in different schools and institution.
- Encouraging the graduated students to go for higher study.

The alumni association, in this way assists in strengthening confidence improve motivation and inculcatetheright culture in line with what the institution intends to convey to its students. These acts of alumni association enhance the quality at external as well as internal level and significantly increase the reputation of the institution.

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

5.4.2

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

1.   Motivating the freshly enrolled students

2.   Involvement in the in-house curriculum development

3.   Organization of various activities other than class room activities

4.   Support to curriculum delivery

5.   Student mentoring

6.   Financial contribution

7.   Placement advice and support

Response: A. Any 6 or more of the above

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

5.4.3

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

Response: 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

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

5.4.4

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

Response:

K.N. Bakshi College of education has a functional alumni association. All the members of the alumni association are very active and play a pivotal role in the function of our institution. Alumni association not only benefits the institution but also benefits the students in substantial ways.

Alumni association acts as an effective support system to the institution by

- Acting as a valuable information resource during orientation for new and prospective students, providing them with guidance and networking opportunities, as the alumni have already been through the program.

- Working as a well-wisher and adviser to the students and help them in achieving their dream of earning a degree.
- Defining student's priorities of their assignments and also help them by creating an achievable roadmap.
- Alumni congratulate the students when they are successful at an activity, which motivate the students and become more enthusiastic and tries to excel him / her.
- Students at times also seek the suggestions of alumni when they perceive difficulty of a subject or task.
- Helping students to develop the habit of asking "why" questions about information, ideas, and beliefs.
- Providing many opportunities for story writing for a talented creative writer to nurture the imaginative power.
- Providing information on school-based work opportunities and placement facilities.
- Noticing the leadership skills of student alumni association suggest the institution to provide him/ her an opportunity to lead a small group of students in planning a project, take the responsibilities of social service work, conducting annual sports and annual function.

Advising the students to participate in district sports competition under the proper guidance of a physical instructor.

File Description	Document
Upload any additional information	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Paste link for additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Response: The governance of the institution is aligned with its vision of imparting best education to make the institute as best educational center in the state, empower the women, eradicate illiteracy and its mission to facilitate girl students in co-curricular and extracurricular activities along with quality education, adopt sophisticated mechanism in teaching learning process and organize literacy programme in the society. Keeping in view the vision and mission, the Institution needs to be addressed in the areas of: Enhancing quality of education, introducing contemporary courses, Promoting inter institutional collaborations, Promoting ethical value among students.

All stakeholders actively participate in the governance of the institution. All objectives are achieved through effective Stake holders' involvement by

- Collecting, analyzing, and acting upon the feedback.
- Making the students comfortable in giving suggestions and involving them in various institutional level committees due to student friendly policies.
- Communicating parents either over telephone or in parent teacher meeting about the progress of their ward as well as to get their opinions about the program delivery.
- Providing space for regular alumni meets and collecting suggestions in the prescribed feedback format for betterment of the Institute.

Teaching and nonteaching staffs are the member and coordinator of various committees functioning for the governance of the institution. They are responsible for the day-to-day functioning of the institution and they ply a proactive part in the decision making process.

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

6.1.2

Institution practices decentralization and participative management

Response:

Response: Our institution always believes in the practices of decentralization and participative management in managing the Institution. Practice of decentralization is having own significance in the management. It reflects the policy decision making, planning and administration, and office management.

Principal is the administrative and academic Head,To finalize the decisions taken in the meetings of the different committees are forwarded to principal for recommendations and principal in consultation with management finalizes the decisions.

To enhance the quality at various levels institution has formed various committees such as College Development Committee, IQAC Committee, NAAC Steering Committee, Academic, Administrative, Student and staff welfare, Grievance and many more committee. All the stakeholders involve in the decentralization and participative management all are working together for efficient functioning of the Institutions.

Management gives generous freedom and flexibility to the principal to lead all the academic activities of the college. They regularly meet and take necessary steps to formulate and implement the perspective plan of the institution. For quality improvement and quality initiative the institution and its concern IQAC and College Development Committee and other statutory Committees continuously work on quality improvement. The academic committee monitors academic activities and progress of various teaching learning processes. Cultural and Sports Committee looks after the planning, execution and supervision of cultural and sports activities. Availability of learning resources is managed by the Library Committee. Staff members are involved in preparation of annual budget of the Institute.

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

6.1.3

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

Response:

Response: The institution maintains complete transparency in its financial, academic, administrative and other functions; the following way transparencies are maintained:

Financial Transparency:

- The Institutional mechanism for monitoring the effective and efficient use of financial resources by the Finance Committee.
- The members of the finance committee discuss all important matters relating to budget provisions of the College and finalize budget and proposals to be presented before the Governing Body for approvals at the beginning of each year.
- Actual day-to-day financial transactions are tracked by the account bursar.
- Every year a registered chartered accountant audits the complete finance transaction of the institution and prepares a balance sheet.

Academic Transparency:

- The rules & regulations, syllabus, curriculum, PO &CO of each subject, annual & academic calendar are uploaded on the website of the institution.
- All the current events, including admission, examinations, circulars, seminars, workshops, training programs, information are posted on the College website as well as the College notice board. They are circulated among the staff and students.
- The admission process is transparent and well organized as per the norms of V.B. University.
- The grievances of students regarding evaluation of internal examination papers are solved by examination committee by verifying the evaluated scripts of internal examination papers.

Transparency in Administrative and other functions:

- To ensure transparency, accountability and for corrective measures periodic review meeting at various levels is conducted.
- IQAC meetings, teacher meetings and alumni meetings are conducted regularly.
- In case of disciplinary issues, committees are formed, and concerned individuals are given ample opportunities to state their version on the issue and impartial investigation is administered.

- Delegation of powers at various levels and committees are informed formally through notice.

To conduct annual sports, annual function and other activities, responsibilities are assigned to the concerned student council members.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

- In view of the strategic plans, the institute has perspective plan of advancement. This arrangement is made according to the necessities of the students and so as to oblige the requirements of the institute and the society. Following Major areas are covered in the plan:

1. Academics

2. Co-curricular activities

3. Administration

4. Infrastructure

5. Social Responsibility

6. Financial planning and support

Academic strategic plan mostly focus on:

- Academic planning and preparation of Academic
-
- Development of teaching plan
- Preparation of Lesson Plan
- Preparation of Time Table
- Use of more teaching aids and adopt more ICT
- Development of e- learning resources

- Enrich the library with verities of learning resources.
- Organize study tours for students.
- Provide remedial coaching to slow learners.
- Provide mentoring and personal support.
- Transparent assessment system.
- Conduct internship

Financial management:

- Budget planning and allocation of funds.

- Framing & implementation of Purchase and Financial policies.
- Effective functioning of purchase committee
- Plans for Emergency Fund
- Budget formulation & approval through Governing body
- Annual Audit

Besides these, the institution includes community engagement, Inculcates value system to develop necessary competence among the students, holistic development of students, and excellence in teaching and learning. The perspective plans of the institution are properly deployed.

The Principal along with Academic Council and other team members is the custodian for strategic plan and its deployment.

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

6.2.2

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

Response:

Response: Guidelines and Procedures are formulated by the institution, which is aligned with the guidelines of NCTE and V. B. University.The overall planning and development of the institution is done by the Board of Management.

Board of Management;

1. Review academic and other related activities of the institution.
2. Consider recommendation and suggestions of principal regarding promotion and development of the institution.
3. Pass annual budget of the institution.
4. For the appointment of principal, teaching and non-teaching staffs, management notifies in the website of the institution and leading newspapers.
5. Fix the fees and other charges payable by the students of the institute on the recommendations of the Finance Committee.

Principal;

1. Looks after day-to-day administrative affairs of the institution, development of education, growth and expansion of institution by providing leadership and guidance.
2. Helps in the implementation and monitors all the academic activities in compliance with the affiliated university.
3. Initiates all the developmental activities of the institution.
4. Ensures the preparation of reports on various activities and also the annual report of the institution.
5. Become responsible for the general amenities and arrangements for students and employees of the institution.

Committees;

The Institution has several committees for the effective functioning of the organization. The objectives and functions of the committees are organized as per the guidelines of the head of the institution.

1. In the beginning of the year, various academic and investigative committees are constituted, where teaching, non-teaching staffs, G.B. Member, peer educationist, principal of practice teaching school, student and alumni are members to help in academic and administrative functioning of the institution.
2. Specific task is allotted to the committee and its members as per the academic and administration plans of the Institute.
3. Committee In charge will look after the committees program and operation.
4. These committees of the institution assist the principal in the discharge of their duties and smooth functioning of the college.
5. Every committee has well defined roles and responsibilities at both levels. Each activity conducted by the committee is as per the standard operating procedures laid down by the management.

Institute Committees:

- Academic Committee
- Admission Committee
- Alumni Association Committee
- Anti-Ragging Committee
- Examination Committee
- IQAC Committee
- Library Committee

- NAAC Committee
- NSS Committee
- Sports & Cultural committee
- Student Grievance & Redressal Committee
- SC/ST Committee
- OBC and Minority Committee
- Finance Committee
- Internal Compliant Committee
- Grievance Committee
- Transport Committee

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

6.2.3

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

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

Response: C. Any 3 or 4 of the above

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

6.2.4

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

Response:

Institute forms various Committees/bodies/cells and their functions are properly defined, considering the overall development of the institute. For effective implementation and improvement of the institute following committees are formed:

Regular meeting of these committees are conducted

- Academic committee meetings are conducted Annually.
- IQAC meetings are conducted quarterly.
- Examination committee meetings are conducted quarterly.
- Admission committee meeting is conducted yearly.
- Alumni association committee meetings are conducted Annually.
- Anti-Ragging committee meetings are conducted as per the requirements.
- Library Committee meetings are conducted biannually.
- NSS Committee meetings are conducted just before conducting any programme or NSS activities.
- Sports& Cultural committee meetings are conducted Annually.
- Student Grievance & Redressal Committee meetings are conducted as and when it is required.
- Transport Committee meeting is conducted yearly.
    - Internal Complaint committee as per the requirement.
    - Minoriry and OBC Committee as and when required.
    - SC/ST Committee Annually.

Women development cell meetings are conducted quarterly.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Response: The institution has effective welfare measures for teaching and non-teaching staffs

K N Bakshi College of Education has effective welfare measures in place for its teaching and non-teaching staff. Faculties are provided financial and other support to improve their professional efficiency. The various welfare schemes are as follows:

- Our institution grants the permission for the teaching and non-teaching staffs to attend different staff development programme.
- Teaching staffs are encouraged to publish research papers in national journals.
- Teaching staffs are encouraged to participate in seminars, conferences, and refresher courses
- Institution also organizes national seminars to facilitate teaching staffs for active participation.
- Transport facility is provided for teaching and non-teaching staff.
- Maternity benefits as per norms and childcare.
- Organizes community outreach activities such as community based awareness programs, blood donation camp, health orientation program.
- Computer labs and Internet with Wi-Fi facility is available for all staffs and students.
- Periodical health check up for staffs and students.
- A full-fledged canteen in the campus to provide hygienic food and snacks at reasonable prices to the staffs and students.
- The teaching and non-teaching staff of the institution is covered under EPF Scheme as per the rules of the institution.
- The provision is made for financial support to economically weaker staff of in the form of fees concession to their wards.
- In each month, the employee gets the salary on time through bank accounts only.

These welfare schemes benefit to boost up the self-confidence of the teaching and non-teaching staffs as a result of which they become more dedicated and workaholic and increase the productivity as well as the work efficiency of the employees.

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

6.3.2

Percentage of teachers provided with financial support to attend seminars / conferences /

workshops and towards membership fees of professional bodies during the last five years

Response: 0

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
0	0	0	0	0

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

6.3.3

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

Response: 1

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	0	0	0	0

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

6.3.4

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

Response: 2.67

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
1	1	0	0	0

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

6.3.5

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

Response:

Response:

The institution has performance based appraisal system for the assessment of teaching and nonteaching staff. The appraisal report is based on the annual performance of the employees on the basis of their academic, research and other extra- curricular activities.

Performance appraisal system for teaching staff:

The teacher, as a person and teacher as performer, is also one of the mandatory assessment for his/her performance which is appraised through his/her implementation of innovative methodologies in classroom lectures, seminars, tutorials, course delivery, question paper setting and evaluation, updating of materials etc. Besides, student feedback and pass percentage of the course are also considered. The performance of the teacher is evaluated based on professional contribution to academics, contribution to short term training courses, performing invigilation duties, contribution to institute administrative bodies such as academic council, planning and development committee, IQAC, NAAC, Academic committee, etc. Teaching staffs are motivated to enhance or upgrade their knowledge through their participation in conferences, workshops; publications in indexed journals, book publication, sponsored projects consultancy, research supervision, awards, honors, fellowships etc. The above set performance appraisal report is filled by employee in a given prescribed format which includes all the above set related to points and sub points. Filled in the prescribed format is revised by principal to assess the attitudinal / behavioral / professional aspects of the teacher concerned.

Performance appraisal system for non- teaching staff:

A few strategies are observed in appraising non-teaching staff's performance this includes technical contribution of individuals such as awareness, productivity, quality, innovation willingness to learn, diligence, Power of Drafting (where applicable), efficient organization of documents (in case of Ministerial Staff) etc. besides they also assess the behavioral aspects like group behavior, Discipline, Reliability, Relations and Co-operation with superiors, subordinates, colleagues, students and public, acceptability, punctuality etc

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The Institution has established a mechanism for conducting internal and external audits on the financial transactions every year to ensure financial compliance. Internal audit is conducted half yearly by the internal financial committee of the institution. The committee thoroughly verifies the income and expenditure details and the compliance report of internal audit are submitted to the management of the institution through principal.

External audit is conducted once in every year by an external agency.

The mechanisms used to monitor effective and efficient use of financial resources are as below:

- Before the commencement of every financial year, principal submits a proposal on budget allocation, by considering the recommendations made by the heads of all the departments, to the management.
- College budget includes recurring expenses such as salary, electricity, internet charges, maintenance cost, stationery, other consumable charges etc., and non – recurring expenses like lab equipment purchases, furniture and other development expenses.
- The expenses will be monitored by the accounts department as per the budget allocated by the management.
- The depreciation costs of various things purchased in the preceding years are also worked out.

Process of the internal audit:

All vouchers are audited by an internal financial committee on half yearly basis. The expenses incurred under different heads are thoroughly checked by verifying the bills and vouchers. If any discrepancy is found, the same is brought to the notice of the principal. The same process is being followed for the last five years.

Process of the external audit:

The accounts of the college are audited by chartered accountant regularly as per the government rules. The auditor ensures that all payments are duly authorized after the audit, the report is sent to the management for review. Any queries, in the process of audit would be attended immediately along with the supporting documents within a shorten time limits. The institution did not come across with any major audit objection during the preceding years.

All these mechanisms exhibit the transparency being maintained in financial matters and adherence to financial discipline to avoid embezzlement of funds or properties of the institution at all levels. The audited statement is duly signed by the authorities of the management and chartered accountant.

File Description	Document
Report of Auditors of last five years signed by the Principal	**View Document**
Any additional information	**View Document**
Link for additional information	**View Document**

6.4.2

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

Response: 0

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

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

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

6.4.3

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

Response:

Institute maintains & follows a well-planned process for the mobilization of funds and resource. The process involves various committees of the institute and accounts office. Institute has designed some specific rules for the fund usage and resource utilization.

- The student Tuition fee is the only source of income for the institute.

Utilization of Funds:

- A finance committee has been constituted to monitor the optimum utilization of funds for various recurring and non-recurring expenses
- The purchase committee seeks quotations from vendors for the purchase of equipment, computers, books, etc.
- The quotations are scrutinized by the finance and purchase committee before a final decision is made based on parameters like pricing, quality, terms of service, etc.
- The Principal, finance and purchase committees along with the accounts department ensure that the expenditure lies within the allotted budget. The intervention of the management is sought in case the expenditure exceeds the budget.

Resource Mobilization Policy and Procedure:

- Before the financial year begins, Principal and some committee members along with finance committee members prepare the college budget.
- The institutional budget includes recurring expenses such as salary, electricity and internet charges, stationary & other maintenance costs.
- It includes planned expenses such as lab equipment purchases, furniture, and other development Expenses.
- The budget is scrutinized and approved by the management
- Accounts department and Purchase department monitor whether expenses are exceeding budget provision.
- The financial statements are audited by certified C.A. in every financial year.
- Travel grants can be sanctioned to faculty to present research papers or to attend National or International Conferences, depending on availability of funds.
- Effective utilization of infrastructure is ensured through the appointment of adequate and well-qualified lab technicians & system administrators.
- The optimal utilization is ensured through encouraging innovative teaching-learning practices.

- The available physical infrastructure is optimally utilized beyond regular college hours, to conduct remedial classes, co-curricular activities/extra-curricular activities, parent teacher and alumni meetings.
- The college infrastructure is utilized as an examination centre for Government examinations/University Examinations.
- Library functions beyond the college hours for the benefit of students, faculty, and alumni.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

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

Response:

(IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.

Internal Quality Assurance Cell (IQAC) of the institution works towards improving and maintaining the quality of education, identifying and suggesting new ways of using teaching aids, developing suitable infrastructure, and offering suggestions for the new skill development courses. IQAC is an effective and efficient internal coordinating and monitoring mechanism. The IQAC plays a vital role in maintaining and enhancing the quality of the institution and suggests quality enhancement measures to be adopted. The IQAC meets every quarterly to plan, direct, implement and evaluate the teaching, research, and publication activities in the College. Other committees dealing with various activities and teaching & non-teaching staffs implement the IQAC guidelines and report the feedback. The IQAC strives to spread quality culture through quality enhancement initiatives and best practices. Significant improvements in quality have been made by institutionalizing the following IQAC initiatives:

Strategic planning of key areas and assigning responsibilities;

- Academic results
- Conferences, Seminars, Workshops on quality
- Collaborative quality initiatives with other institution(s) and NGO through Memorandum of Understanding
- Orientation programme on quality issues for teachers and students

- Introduction of soft skills, communication skills to all students
- Strengthening learner-centered pedagogy by integrating with ICT methods of teaching and learning.

IQAC periodically assess the quality of academics by:

- Reviewing the healthy academic practices.
- Academic Administrative Audit (AAA) and analysis of results for improvement in areas found weak.
- Review of different facilities.
- Reviewing the implementation of innovative methods in the teaching learning process.
- Self-development of faculty members.

The IQAC led efforts to the successful implementation of modern technology in the Institute's administrative functioning through ICT and alternative sources of energy, especially use of solar power. Automation of library, financial and examination processes, up gradation of Wifi and LAN facilities, have significantly contributed to an enhanced quality of teaching-learning experience.

The IQAC has immensely contributed in the implementation of quality assurance strategies and processes at all levels.

File Description	Document
Any additional information	[View Document](#)

6.5.2

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

Response:

One of the main functions of the IQAC is to review the teaching learning processes at periodic intervals. The IQAC is committed to learner centric approach regarding teaching learning progression and has designed the policy to assess and evaluate it intermittently. The IQAC holds meetings periodically with the teaching staffs and academic committee under the chairmanship of principal to review the progress of academic activities such as, the number of classes held, syllabi covered in subject, Internal assessment conducted and teaching diaries are verified with annual plan and also to identify, backlogs, if any, in various subject. Accordingly, it provides support and guidance to the teachers. Teaching, Learning activities are improvised, modified after taking the review and implementing the appropriate and rational feedbacks as per the needs.

IQAC also collects the feedback format on "Teacher evaluation by students". The information obtained are analysed and steps are taken for necessary improvements of the concerned teacher in their teaching performances.

IQAC periodically reviews teaching learning process and suggests gradual and regular expansion, up gradation and addition of the requisite material, equipment, infrastructure etc. Gradual increase in the use of new technology for teaching learning enhancement on the basis of the feedback received from faculty, students and other stakeholders during the last few years it was envisaged that there was a need for introducing the usage of new technology for teaching-learning process. Taking this into account, the IQAC has taken efforts to improve the following facilities:

- Training sessions on ICT to be arranged.
- Internet and WI-FI facilities to be improved.
- LCD projectors and smart boards are to be installed in classrooms to make ICT enabled class room.

The management had approved the suggestion of IQAC and institution   installed the necessary equipment for usage of new technology for teaching learning process.

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

6.5.3

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

Response: 9

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
7	6	12	4	16

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

6.5.4

Institution engages in several quality initiatives such as

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

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

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

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: B. Any 3 of the above

File Description	Document
Feedback analysis report	[View Document](#)
Data as per Data Template	[View Document](#)
Link to the minutes of the meeting of IQAC	[View Document](#)

6.5.5

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

Response:

K. N. Bakshi College of education has the aims and objective to provide continues quality education. At the beginning of every academic year institution conducts an orientation programme for new entrant. Strength and weakness of the students are assessed by some activities during orientation programme and they are categorized as per their requirements for improvement. Teachers' incessantly keep the track record of the student's improvement.

IQAC of K.N.Bakshi College of education plays a pivotal role for continues quality improvement of the institution. IQAC collects feedbacks from all the stakeholders from time to time. Those feedbacks are analysed in the quarterly meeting of IQAC and initiation has been taken by IQAC to implement and use the required policy, process and equipment for quality improvement.

Some of the initiatives of the institution which have contributed towards incremental improvements are:

- **Introducing value-added courses:** Considering the requirement of the students and as per recommendation of IQAC our institution has introduced "State Teacher Eligibility Test", Central Teacher Eligibility Test training programme as value-added course. After completion of this training, students are selected for teacher ship by getting success in different STET,CTET.

Institution also implemented computer training of MS Office. This course enables the students to use ICT in teaching learning process particularly while taking the classes during their teacher ship.

- **Seminars/ Webinars:** Every year IQAC proposed different topics to conduct on line and off line seminars & webinars. Every year institution conducts national and state seminars/ webinars. Topic based papers are presented by students and teachers, which improves their self-confidence and knowledge. Student and teacher get scope to interact with peer educationist and take their advices for further improvement.

Library up gradations: A software installed in the computer of library for automation of the library which helps to avoid the manual work in library enable the librarian to serve the staffs and students properly with less time. Library subscribes more national and international journals, magazines and newspapers. Institution enriched the library increasing varieties of books besides reference books. Computers connected with internet are also installed in the reading room of library. Institution has the planning to subscribe e-journals and e-books also.

File Description	Document
Relevant documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Response:

To reduce the consumption of energy our institution makes various efforts:

- The building of the institution designed in such a way that every room has maximum facility of natural light to use.
- Natural sunlight will create a more relaxed learning environment compared to the electric lights that are normally in classrooms.
- Most of the high power consuming lights are replaced with led lights which reduce the power consumption and helps in energy conservation.
- Supporting staffs are very much careful to switch off immediate after the end of each class.
- Projectors, computers and smart boards are immediately unplugged after use.
- All around the campus trees are planted which provides cooling effect to the building so that there is a less usage of air conditioners.

Alternate sources of energy:

Our institution has installed solar plates at the roof top of the building for use of solar energy which is a source of alternative energy, besides this institution has a powerful generator to provide energy at the time of requirement.

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

7.1.2

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

Response:

Response:

K. N. Bakshi College of education is committed to provide the health and wellbeing environment to

staffs and students by reducing solid and hazardous wastes. Waste prevention, reuse, recycling, and composting are prioritized over landfill disposal.

Solid Waste Management: Our institution has the provision to dump the waste and allowed it to degrade or decompose. Good quality nutrient rich and eco-friendly manure is formed and used for soil enrichment. Usage of plastic bags is discouraged within the premises of the College. Dustbins are kept on every floor.

Liquid Waste Management: Well-constructed drainage systems leading to the closed collection tanks, the tanks are regularly cleaned to avoid stagnation of water.

E-Waste Management: All electronic equipment is made up of deadly chemicals such as lead, cadmium, beryllium, mercury etc. Disposing of gadgets and devices improperly increases the chances of these dangerous chemicals contaminating the soil, polluting the air and percolating in to water bodies. Proposal had been tabled before the management "to donate or sale the outdated electronic goods, and contact the manufacturer to take it back for recycling."

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

7.1.3

Institution waste management practices include

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

Response: C. Any 2 of the above

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

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting

2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Response: B. Any 3 of the above

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

7.1.5

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

Response:

Response: For an ideal educational campus, it is imperative to maintain cleanliness, sanitation, green cover and providing a pollution free healthy environment. Our institution is committed to provide a healthy and ecofriendly environment campus, as it ensures that both staff and students have a friendly learning atmosphere. **Campus Cleanliness:** 1.Trash cans are kept in various places inside the campus.

2. Students are encouraged to put waste in appropriate bins so that they develop a habit of disposing of waste properly.

3. Students and teachers are advised to put stuff away right after they've used   them.

4. Institution has appointed skilled cleaning crew to keep the campus clean on a regular basis.

5. Institution is very much conscious and ensures personal hygiene of the students and staffs.

6. Water filter has installed by the institution to provide pure and clean drinking water for students and staffs.

7. All the toilets of the institution are cleaned and sanitize regularly to make it hygienic.

8. Students and staffs are strictly instructed not to use plastic packets and plastic cups inside the campus.

Green Cover

The campus of our institution is thickly populated with green trees and plants, which provides pollution free air and sink the carbon dioxide, establish feeding and breeding points for birds and create shelter for them.

Use Solar Power:

Our institution uses the conventional energy by installing solar plates at the roof top of the building to use solar power which meets the need of some of the power requirements.

The building of the institution is constructed in such a way that it allows free flow of air and natural light to enter all corners of the building. Availability ofplentiful natural lightminimizes the use of light in the office and class rooms.

Water Harvesting:

Natural rain waters are reserved for restoration in the water reservoirs. These reservoirs help in the complicacy of water table which is a matter of concern globally now a days.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View Document](#)
Income Expenditure statement highlighting the specific components	[View Document](#)
Circulars and relevant policy papers for the claims made	[View Document](#)

7.1.7

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

Response: 0.96

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
3.16	0.41	0	0	0

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

7.1.8

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

Response:

Response:

Our Institution endeavors to acquire knowledge about the local environment from the local community. Local people have established a long relationship with their surrounding environment. They have accumulated holistic knowledge over few decays, which have allowed them to maintain a well-balanced social ecological system. They have also overcome a variety of crisis and challenges. Therefore, our institution has decided to take the advantage of the idea and knowledge of local communities to promote sustainable development and environmental management. Our institution tries to inculcate the habit of responsible interaction with environment to preserve natural resources. We teach our students to create balance resilience and inter connectedness that allows human society to satisfy its needs.

Infrastructural environment of our institution remains pollution free. Continuous enrichment of infrastructural environment enables the institution to keep pace with academic growth. All the staffs are engaged in institutional activities. Workloads are distributed among the teaching staffs and non-teaching staffs as per their capability. The computerized well equipped library is rich with adequate learning resources. The institution makes sure that the teachers are flexible in adapting the learning goals of the course to the practical needs of the society. Institution organizes public conferences, guest lecturers, community talks, campus or community tours to build understanding and trust between the campus and community.

Practice of mentor mentees process is adopted for the progress of the students and also to support and enhance the effectiveness of the teachers and students. Developing leadership qualities through real work situation among the students is another feature. Our institution has a functional internal quality assessment cell that collects, aligns, integrates and communicates information on academic and administrative aspects of the college. Every individual employee contributes towards institutional development and goal attainment. Certain Information remains in public domain but some facts are furnished on demand. IQAC maintains excellent relationship with stakeholders and thus nourishes real academic institutional culture. It also support and encourage performance improvement, planning and implementation strategies. The financial resources are judiciously allocated by management for effective utilization. Budgeting and auditing procedures are regular and standardized.

Institution tries to develop emerging values among the student teachers in order to meet the social, cultural, economic and environmental realities ranging from local to global levels with emphasis on co-operation and mutual understanding.

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

7.1.9

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

    1.Code of Conduct is displayed on the institution's website

2.**Students and teachers are oriented about the Code of Conduct**

3.**There is a committee to monitor adherence to the Code of Conduct**

4.**Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: C. Any 2 of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	[View Document](#)
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Response:

Best practice- I

Title of the Practice: Social outreach activities

Objective of the Practice: To nurture the students with positive attitudes and values. Excel the student in teaching, learning, and research and who can serve as catalysts to create a caring society.

The practice: Outreach programs sensitize students towards their duties and responsibilities within the society and community. It also serves the citizenship training goal of education through the development of various skills like soft skills, leadership skills, and team-building skills. Most importantly, the aspiring teachers become aware, compassionate, and benevolent citizens who believe in the larger good of society. Social outreach programme runs throughout the year by our institution. The key idea behind this practice was to provide opportunities for students to help the under privilege people of the society.

Some of the activities of the last few years include:

- Students worked to create awareness on Solid Waste Management at various villages.

- Conducted literacy programme to literate the illiterate villagers.
- Conducted a Sanitation and Nutrition programme.
- Street plays on girl child issues, sanitation and health, importance of literacy.
- Seedling and sapling inside and outside the campus.

Evidence of success: Remarkableimprovement found in the attitude of thestudents, particularly personal outcomes, such as identity development and cultural understandingdue to thesocial outreach activities.

Problems encountered and resources required: It takes significant amounts of time to develop a productive working relationship with a community for which limited impact in the community. More numbers of days are required.

Best practice- II

Title of the Practice: Water harvesting system

Objective of the Practice: Restoration of natural rain waters and reserves it in the water reservoirs for utilization and also to help the complicacy of water table.

The practice: In general, water harvesting is the activity of direct collection of rainwater. The rainwater collected can be stored for direct use or can be recharged into the groundwater. Rain is the first form of water that we know in the hydrological cycle, hence is a primary source of water for us. Rivers, lakes and groundwater are all secondary sources of water. In present times, we depend entirely on such secondary sources of water. In the process, it is forgotten that rain is the ultimate source that feeds all these secondary sources and remain ignorant of its value. Purpose of water harvesting is to make optimum use of the rainwater at the place where it falls. The rain drops directly stored it in tanks built on the land of institution. Water from swollen streams during the monsoon season is also deposited in the tanks. Plants near the water reservoir directly use the accumulated soil water. Institution also utilizes these reservoirs for pisciculture.

Evidence of success: Water lifting from bore well was very difficult during summer but now ithas become easy. Institution also gets benefit from pisciculture.

Problems encountered and resources required: Size and number of tanks is insufficient to fulfill the major requirements. Finance is the major problem for construction of more and bigger size tank.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Response: The VISION of the Institution is "To educate the society, empower women by providing qualitative education, make the institution one of the best institution and an educational hub in the field of teacher education.

K. N. Bakshi College of education provide exemplary teaching learning environment for our students. Our basic motto is "Qualitative education and student first". We have a very strong pool of talented teachers, who never fails to give their hundred percent to the students and always ready to keep themselves updated with the changing academic scenario.

The infrastructure of our institution is very strong and some of the classrooms are ICT enabled. The entire campus is covered under high speed wi-fi internet. Our library is equipped with verities of books, magazines, national & international journals, reprography machine, computers and reading room facility for staffs and students. Beside this one computer uploaded with library automation software and a printer for the exclusive use of the librarian. Canteen of the institution provides homely and hygienic food at reasonable price for students and staffs. A sophisticated water filter has already installed to provide pure drinking water. The Toilets are modern and clean. Office staff and support staff are very helpful and always ready to help the students all the time.

Our institution provides academic as well as extracurricular activities. To prepare the students stand in the multidimensional arena of education, the institution imparts spiritual and moral value improvement by taking the classes as per the course curriculum. This way institution inculcates moral and spiritual values among the students to safeguard the young minds.

Our institution always make sure that 100% course completion is achieved, every semester in time, course revision, remedial classes, and continuous evaluations are done with 100% transparency and perfection.

Apart from that our institution conducts literacy programme in a village to literate the illiterate people of the village. Our institution also has incorporated ICT with students enjoying the use of smart board and various online forums for teaching & learning. Institution also conducts national and state seminars/ webinars in a regular interval.

All these efforts together ensure that our students perform brilliantly in university examination. We believe our efforts will be fructified in near future and will become a best institution and an educational hub in the field of teacher education.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

5. CONCLUSION

Additional Information :

Future planning of the college is to introduce M.Ed. course, which will enable the passed out B.Ed. students to pursue for M.Ed. without going out Giridih. This M.Ed. course will make them a Assistant Professor in the B.Ed. colleges. Besides M.Ed. College will introduce four year integrated B.Ed. course as per NEP- 2020. This notion of the college management will act as a catalyst in their mission to achieve their vision.

Concluding Remarks :

K.N.Bakshi College of Education has started its educational journey in the year 2013 with the object of providing higher education to the rural and back ward people and produce good teacher to serve the society. Till date K.N.Bakshi College of Education has produced 900 numbers of teachers and so many students are pursued for M.A., M.Ed. and other higher education. K.N.Bakshi College of Education has been striving hard to promote the notions of merit and excellence. Its initiatives such as introduction of feedback system for all the students, display and discussion of the answer scripts with the students after evaluation, introduction of biometric attendance system for teaching and non-teaching staff, updating of courses in line with the University.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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	2	2	2 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
2	2	0	2	2	 Remark : DVV has made changes as per the report shared by HEI.
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
---	---	---	---	---
100	100	100	86	100 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
100	100	0	86	100	 Remark : DVV has made changes as per the report shared by HEI.
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 : A. All of the above
	     Answer After DVV Verification: B. Any 4 of the above
	Remark : DVV has made changes as per the report shared by HEI.

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 : A. Feedback collected, analysed and action taken and feedback available on website
	     Answer After DVV Verification: B. Feedback collected, analysed and action has been taken
	Remark : DVV has made changes as per the report shared by HEI.

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
---	---	---	---	---
80	85	73	72	59 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
48	49	49	40	27	 Remark : DVV has made changes as per the report shared by HEI.
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 : 200 Answer after DVV Verification: 100 Remark : DVV has made changes as per the report shared by HEI.
2.3.4	**ICT support is used by students in various learning situations such as** 1. **Understanding theory courses**

         14-11-2024 04:04:54

	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 : DVV has made changes as per the report shared by HEI.
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 : DVV has made changes as per the report shared by HEI.
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)** Answer before DVV Verification : B. Any 6 or 7 of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark : DVV has made changes as per the report shared by HEI.
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

Answer before DVV Verification : A. Any 8 or more of the above
Answer After DVV Verification: D. Any 2 or 3 of the above
Remark : DVV has made changes as per the report shared by HEI.

2.4.3	**Competency of effective communication is developed in students through several activities such as**
	1. **Workshop sessions for effective communication**
	2. **Simulated sessions for practicing communication in different situations**
	3. **Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'**
	4. **Classroom teaching learning situations along with teacher and peer feedback**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: C. Any 2 of the above
	Remark : DVV has made changes as per the report shared by HEI.
2.4.4	**Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses**
	1. **Teacher made written tests essentially based on subject content**
	2. **Observation modes for individual and group activities**
	3. **Performance tests**
	4. **Oral assessment**

	5. **Rating Scales** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 or 4 of the above Remark : DVV has made changes as per the report shared by HEI.
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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 2 of the above Remark : DVV has made changes as per the report shared by HEI.
2.4.9	**Average number of students attached to each school for internship during the last completed academic year** 2.4.9.1. **Number of schools selected for internship during the last completed academic year** Answer before DVV Verification : 34 Answer after DVV Verification: 11 Remark : DVV has made changes as per the report shared by HEI.
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** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark : DVV has made changes as per the report shared by HEI.

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)** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 or 3 of the above Remark : DVV has made changes as per the report shared by HEI.
2.4.13	**Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include** 1. **Effectiveness in class room teaching** 2. **Competency acquired in evaluation process in schools** 3. **Involvement in various activities of schools** 4. **Regularity, initiative and commitment** 5. **Extent of job readiness** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 of the above Remark : DVV has made changes as per the report shared by HEI.
2.5.2	**Percentage of fulltime teachers with Ph. D. degree during the last five years** 2.5.2.1. **Number of full time teachers in the institution with Ph.D. degree during last five years** Answer before DVV Verification : 8 Answer after DVV Verification: 6 Remark : DVV has considered the given input as per the supporting documents provided by HEI.
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: {{TABLE}} Answer After DVV Verification :

Table for 3.2.1:

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	4	2	3

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

Remark : DVV has made changes as per the report shared by HEI.

3.3.1	**Average number of outreach activities organized by the institution during the last five years..** 3.3.1.1. **Total number of outreach activities organized by the institution during the last five years.** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
56	27	16	23	21 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
46	12	14	7	9 | Remark : DVV has made changes as per the report shared by HEI.
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4.2.6	**Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways** 1. **Relevant educational documents are obtained on a regular basis** 2. **Documents are made available from other libraries on loan** 3. **Documents are obtained as and when teachers recommend** 4. **Documents are obtained as gifts to College** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made changes as per the report shared by HEI.

4.3.3	**Internet bandwidth available in the institution** 4.3.3.1. **Available bandwidth of internet connection in the institution, in MBPS** Answer before DVV Verification : 10 Answer after DVV Verification: 100 Remark : DVV has made changes as per the report shared by HEI.

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
141.94195	104.65997	74.99184	67.93315	96.22169

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14.67	5.49	11.24	7.04	14.49

Remark : DVV has made changes as per the report shared by HEI.

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 : DVV has made changes as per the report shared by HEI.
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 : DVV has made changes as per the report shared by HEI.

6.5.3	**Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.** 6.5.3.1. **Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.** Answer before DVV Verification:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	6	12	4	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	12	4	16

Remark : DVV has made changes as per the report shared by HEI.

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 : B. Any 4 of the above
Answer After DVV Verification: C. Any 3 of the above
Remark : DVV has made changes as per the report shared by HEI.

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:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
315750	40800	29800	0	0

Answer After DVV Verification :

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

3.16	0.41	0	0	0

Remark : DVV has made changes as per the report shared by HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of full time teachers year wise during the last five years..** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>15</td><td>14</td><td>15</td><td>16</td><td>16</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>14</td><td>14</td><td>15</td><td>16</td><td>16</td></tr></table>
2.1	**Total expenditure excluding salary year wise during the last five years (INR in lakhs)..** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>9714773</td><td>6941221</td><td>7569528</td><td>10790687</td><td>14308950</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>75.73</td><td>46.63</td><td>51.76</td><td>82.25</td><td>115.75</td></tr></table>