



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

BHARATHI COLLEGE OF EDUCATION

KANDRI , MANDAR RANCHI

835214

bharathiedu.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Bharathi College of Education affiliated by **Ranchi University**, established in the year **2012**, has aesthetically designed with large landscape lawns, garden which create very conducive atmosphere for teaching learning activities. The college has emerged as an advanced center of study & research for quality education in the State.

The imposing lush green campus boast of airy class rooms, finest laboratories like science lab, psychology lab, modern computer lab with 24 hours internet facilities, a well-equipped library endowed with relevant titles, journals etc. With the existing volume of modern infrastructure and assets like a big Multipurpose Hall with projector, Seminar Hall, Seminar Room, Common Rooms for both boys and girls, Sports Room, Play Ground, Administrative Rooms, Hostel facilities etc., the institute is strongly committed to provide quality education to its students which may enable them to accomplish their cherished educational goals.

The college is run by the **Bharathi Educational Trust** which was established in 2009, and since then has been performing a vital service of imparting quality education in rural area of Jharkhand and for betterment of Schedule Tribe, Schedule Cast and Other Backward cast students.

Vision

We realize that education is fundamental for the complete development of individuals. As a premier teaching institute, we endeavor to harness his inherent potential through meeting the growing needs of higher technical education. As we grow, we will expand into new technologies, methodologies, disciplines, resources and even attitudes.

To achieve this Bharathi College of Education will ensure the highest quality of faculty, resources and infrastructure. These will be structured with a focus as academic excellence and versatility in approach that will meet the ever-increasing needs of the students. Supporting this, is the institute's commitment to education. This will encourage and assure students in their pursuit of knowledge.

All this is a reflection of the Institute's responsibility to build a society that is vibrant and growing through knowledge sharing and enhancing.

OUR VISION

- Academic integrity and accountability.
- Sincerity, dedication & team work.
- Tolerance towards the view of others.
- Intellectual excellence and creativity.
- Activities that promote public good, democratic principles of freedom and justice.
- Unfettered spirit of exploration, rationality and enterprise.

Mission

• **OUR MISSION**

- To provide experience -based learning for multifaceted development.
- To set standards for professional preparation of educational leaders.
- To foster innovative and responsible integration of technology in education.
- To instil the spirit of inquiry through research.

Mission of the college is in tune with its vision. To achieve the mission, the college has specific objectives which are based on: Programme Objectives (PO) which are to acquire managerial and administrative skills and to develop the spirit of inquiry through research, integrate diversified tools and technology into the teaching and learning process etc. The college organizes seminars, webinars and workshops on topics related to education. To foster professional attitudes and behaviour, the institute organizes personality development and soft skills training programs.

Aligning to the latest developments in the field of teacher education, the faculty members are motivated to participate in Faculty Development Programs, conferences, workshops, seminars and also adopt innovative teaching techniques using the digital technology platforms like online teaching.

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

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Being a Teacher's Training College, it had separate training Set up for the secondary level for all students of Graduate and their imagination emphasize to build up the career. Our strengths our local people, teachers and students and the respectable Governing Body of the college who are always solicitous all round development of the college environment with a gravity and innovative steps. We have a strong faculty member who are continuously engaged to enrich different programs which are related to curriculum structure and always advocating to extend or guide professional quality and quantity education also.

To strengthen innovative teaching learning process with the students in the classroom transaction, our teachers are well-versed and well-acquainted to maintain standard of the institutional excellence.

Institutional Weakness

- Lack of English communication skill is the major setback of the students' growth.

- Due to the economic background of students and the paucity of time available to them,
- limitation on implementing of value added courses.
- Greater number of behavioral problems in new students.

Institutional Opportunity

- The College has to devise mechanisms for making it possible for our students to get entry into institutes of global repute.
- To arrange more number of National Level /International Level conferences.
- To arrange specialized Training programs by the faculty.
- Scope for interdisciplinary and sponsored projects.
- Scope for improvement of digital literacy amongst women.

Institutional Challenge

Institutional challenges are the factor of the college to maintain development of all sorts of activities which are required.

- We have to decide all-round development of the college with a strong Faculty members and Teaching Learning Procedure would be the first priority for which University Curriculum Structure would be followed.
- Curriculum Structure would be reviewed time to time and presented to the students for which they would be accepted this procedure.
- Steps have been taken as per University concern for examination through Semester wise.
- College Authority always tried to give scholarship facilities to the students who belong to economically and educationally backward section of the society.

So, challenges are foot stepping of all-round development of the college. To reach the target of aims and objects of the college we have to determine for successful implementation of the professional course in this rural area.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The duration of the B.Ed. (Bachelor of Education) programme is of two academic years consisting of four semesters. The academic year commences from July of every year and ended June after two years. Each semester is six months duration including regular classes, assignments, practice teaching, and examinations.

The curriculum has been designed to integrate the study of subject knowledge, human development, and pedagogical knowledge and communication skills. The programme comprises three broad curriculum areas: Perspective in Education, Curriculum and Pedagogic Studies, and Engagement with the Field. The courses

under each of these curriculum based on a close reading of original writings, seminar/ term paper presentation and continuous engagement with the field. Transaction of the courses done using a variety of approaches, such as case studies, discussions on reflective journals, observation of children, and interactions with the community in multiple socio-cultural environments.

Information and Communication Technology (ICT), gender, yoga education, and disability/ inclusive education form an integral part of B.Ed. curriculum.

Teaching-learning and Evaluation

Teaching Learning & Evaluation is the main role of every academic year. There is an arrangement for online admission into B.Ed. course which is running in fruitful way. This is our Training College, so our learners are always trying to make how to teach future learners & this procedure has been taken since commencement of the academic course.

On every year at the time of new session , in the first day of commencement of classes freshers are invited to present in the induction meeting to intimate them with the teaching learning method, ICT facilities for teaching learning, evaluation system, practice teaching, use of library, proper dress code and I-card. They are administered with the rules and regulations of the college. College Prospectus is provided to the student for wide information.

Teachers trained to the trainee students for preparing learning design through different skills and how to teach in proper way through ICT. The Institute always ensures to enrich teaching learning process to participative learners in the different courses throughout the learners. In our teaching learning procedure seminars, workshop, project work, school Internship programme, and conduction of evaluation are to be conducted by the teacher with the support of the college authority in every academic year. Overall, every sorts of appropriate methodology, modern techniques are applied to follow the learning management system which is more meaningful.

After completion every academic year there is a strategy to arrange external and internal evaluation program and its result called learning outcome which are conducted by the examinee body. Throughout the year, the result in each semester examination is highly satisfactory.

Infrastructure and Learning Resources

The college spreads over a compact area of **4511 Sqm** Land Infrastructure and learning resources facilities. There are sufficient Class Rooms, Smart Class Room, Laboratories along with a big Multipurpose Hall, Seminar Room, Staff Room, Administrative Office, Computer Room, Store Room, etc. Library Reading Room with sufficient books and journals exists which are related to the teaching learning process. Our maintenance Committee also gives priority to promote good teaching learning environment the infrastructure facilities available are utilized to the optimum level for academic programme, administrative function, co-curricular and extra-curricular activities and examination and evaluation work. It is to improve the quality of education. To maintain effective institutional management the college forms different committee like IQAC committee, Grievance Redressal committee, Anti ragging and sexual harassment committee etc. The Institute also keeps a provision of expenditure for maintenance of campus infrastructure with supportive facilities.

Student Support and Progression

Every year Institute publishes a Prospectus where admission procedure, and other activities throughout the year have been written elaborately for which students can learn their duties and responsibilities. Financial assistance to poor and meritorious students through scholarship and student concession are provided time to time in favour of the students as per maintenance Committee. Students belong to SC/ST/OBC categories are taken care by the Institute. Examination Schedule matter, Annual Sports meet, Seminar, Orientation, Workshop are generally arranged in the college for which students can take part their competition. Institution provides infrastructure for participation of cultural, social and other activities. Every year in the college Annual Programme the student who stood 1st, 2nd in the class are invited and awarded and provided certificate of excellence.

To facilitate the college activities throughout the year an Alumni Organization by outgoing students have taken initiative in various academic activities and administrative programme.

Governance, Leadership and Management

The vision of the college is to develop the excellent academic benefit to the students throughout the year in all respect. This institution has a strong Governing Body with a good leadership activities. Different academic with sports and cultural committees and sub-committees are constituted to implement the institutional strategic plans. The Governing Body of the college play a vital role to appoint teaching and non-teaching staff as per NCTE guideline and approval which accordance to the affiliated body as and when required. The mission of the college is universal access of learning irrespective of the caste and creed and among all the society. College Account Section observes all sorts of income and expenditure including academic, administrative and other cases which are taken for the development purposes of the college also. College accountant the purchasing procedure with the guideline drawn up by the Governing Body of the college. The institution regularly conducts Audit by an accountant. The institution has a Grievance Redressal committee to maintain good Governance.

Institutional Values and Best Practices

Institutional values reflected through various innovative measures. The institute has a vast open land in the college building where several of trees are surrounding the boundary wall. In the regular manner trees plantation programme have been done to increase the beautification of the college campus. Management motivate students in the plantation programme inside the college. Arrangement of seasonal flower garden are also made to make the sense of beauty of the institution. Thus this institution always take steps for maintenances of modesty, discipline, tolerance to different faiths and co-operative understanding with the essential values whatever obstruction raise in any circumstances.

Institute in regular way has emphasized to improve information technology based on academic section particularly teaching learning procedure as one aspect of best practices in the classroom transaction.

Research and Outreach Activities

Being a Training Institution there is no such research scholar related matter, only the trainee students who are admitted into the course they have to personally enrich their knowledge by innovative thinking during their session. Only our teachers with college authority organize sports and cultural activities, conduct excursions,

study tours, field survey and survey works, workshops, seminars, conferences which are related in teaching learning courses.

The programme

1. Health awareness campaign
2. Blood donation camp
3. Sanitization
4. Safe drinking water use
5. Celebration of National and International day
6. Organization of Sports & Cultural activities
7. Educational Tour
8. Workshops
9. International Seminar etc

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BHARATHI COLLEGE OF EDUCATION
Address	KANDRI , MANDAR RANCHI
City	RANCHI
State	Jharkhand
Pin	835214
Website	bharathiedu.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details		
State	University name	Document
Jharkhand	Ranchi 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	29-06-2012	240	Permanent Recognition

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	KANDRI , MANDAR RANCHI	Tribal	1.4	3507

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education,	24	Graduation	English,Hindi	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	1				0				15			
Recruited	0	1	0	1	0	0	0	0	10	5	0	15
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	6	2	0	8
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
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/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	0	0	8	4	0	13
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	1	0	0	0	0	11	4	0	16
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/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	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	20	2	0	0	22
	Female	78	0	0	0	78
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	1	0	3
	Female	2	4	2	7
	Others	0	0	0	0
ST	Male	5	10	7	6
	Female	42	27	41	27
	Others	0	0	0	0
OBC	Male	12	20	10	11
	Female	21	15	21	24
	Others	0	0	0	0
General	Male	4	4	3	4
	Female	13	19	15	16
	Others	0	0	0	0
Others	Male	1	0	0	1
	Female	0	0	1	0
	Others	0	0	0	0
Total		100	100	100	99

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Multidisciplinary concept do exists in B. Ed. curriculum. The syllabus at present includes unique educational approach which allows the students to learn and explore distinct subjects or curriculum from
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	<p>various disciplines. Teacher Education is not limited to a particular discipline but rather is a blend of multiple knowledge content. Integrating a multidisciplinary approach in teacher education is a must so that the prospective teachers get a more holistic understanding of the world. Rather than looking at individual subject and their subject content in isolation, a multidisciplinary approach would integrate different realms of knowledge and make teaching learning more wholesome. At present our institution uses a multidisciplinary approach while transacting both the practical and theoretical aspects of curriculum.</p>
2. Academic bank of credits (ABC):	<p>Keeping in view the objectives of NEP 2020, our college roots for implementation of academic bank of credit in B.Ed. curriculum and believes that it will help to promote student centric education, learners, friendly teaching approach, develop interdisciplinary approach, provide opportunities to choose courses of one's own interest and learn at own pace.</p>
3. Skill development:	<p>The B.Ed. curriculum has scope of skill development through various field based activities and optional papers. On the lines of NEP 2020, our College encourages skill developments as needle work tailoring work, bamboo work, tie and dye, doll making, physical and health, meditation, yoga, environmental in optional papers opted by interested trainees. The internship program is an excellent opportunity for the trainee teachers to develop professional attributes of teaching profession. Various field based activities in the form of practicums and the co-curricular activities form the base of skill development. It is also fosters co-operation and other life skills which are necessary for teaching profession and human life as a whole.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>We are blessed to be born in India as we have been be stowed with the treasure of knowledge. In order to incorporate Indian knowledge system among our trainees we organize field visits to places of historical, ecological, cultural, commercial importance. The professional competencies of the trainee teachers are enhanced trough theoretical and practical knowledge of art, music and drama existing as apart of core curriculum. The existence of co-curricular activities in the B.Ed. programme offers endless opportunities to the trainee teachers to</p>

	showcase their differential aptitudes. The community based activities and awareness programs give an array of exclusiveness to the traditions and values inherent in our cultural system.
5. Focus on Outcome based education (OBE):	In align with NEP 2020, the B.Ed. syllabus in our college at present emphasizes the explicit declaration of learning out comes. The trainee teachers at the entry level are apprised of the tasks which they are expected to perform during and after completing the course and to measure what standard they have achieved professional excellence. The trainee are taught how to identify requisite learning outcome for their respective content areas and how they are going to assess their respective future students on the basis of the prescribed learning outcomes.
6. Distance education/online education:	Our college recognized as a regular college so there is no provision for Distance Education But after Covid -19 we follow online education mode for teaching and learning .NEP 2020 recognize the importance of leveraging the advantages of technology wherever traditional and in- person mode of education are not possible. Our College takes initiation to work ICT based education to meet the current challenges of providing quality education. ICT is incorporated in various aspects of teaching learning like as- online teaching, online assessment and use of E-resources.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, Electoral Literacy Club has been set up in the Institute. with NSS coordinator we conduct voter awareness programmes regularly
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?	The Coordinator for ELC has been appointed. The ELC is representative of final year students from BEd.
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	The Institute plans to have a series of activities for Voter awareness Campaigns, Campaigns for Ethical Voting, Street Plays, Voting Enhancement program for Disabled and Senior Citizens.

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.	
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.	The Institute plans to create awareness drives regarding democratic values and participation in electoral processes, surveys in the neighbor hood, publish articles in local newspapers and magazines.
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.	The institute plans to take this up for the coming year.

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
202	160	202	172	199
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		
Other Upload Files				
1		View Document		

1.2

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

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
50	50	50	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
102	60	103	107	99
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
102	58	103	105	85
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	99	65	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
16	16	16	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		

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
88.61600	35.28400	60.57603	35.55203	98.42699
File Description		Document		
Audited Income Expenditure statement year wise d		View Document		

3.2

Number of Computers in the institution for academic purposes..

Response: 35

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:

This institution is recognized by NCTE and affiliated to **Ranchi University**. The curriculum and syllabus approved by universities. University has now revised the existing curriculum and syllabus in the light of stipulations of the NCTE regulation. The institute prepares an academic calendar before the commencement of the academic session in accordance with the academic calendar of the affiliated university. We cannot make a plan for academic curriculum as we follow the NCTE regulations . Academic council of our institution frame out total teaching plan for their faculty members for each academic session. The teacher prepares their teaching plan for the entire academic session following the academic calendar to complete the syllabus within the stipulated time. In case of not competition of syllabus as per the plan, a teacher takes extra classes. Remedial classes also provide whenever needed. After completion of one-by-one-unit, internal evaluation is conducted by internal academic council of the college. Also, completion of all units one pre-examination mock test is conducted on whole syllabus by following the university question pattern. From this aforesaid evolution process the internal numbers is provided to the students.

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

1.1.2

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

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

- 1. Faculty of the institution**
- 2. Head/Principal of the institution**
- 3. Schools including Practice teaching schools**
- 4. Employers**
- 5. Experts**
- 6. Students**
- 7. Alumni**

Response: A. Any 5 or more of the above

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

1.1.3

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

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

Response: A. All of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 100

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

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

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

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

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: 3

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
3	3	3	3	3

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: 45.67

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
93	82	99	65	88

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: B. Any 3 of the above

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

1.2.5

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

Response: 49.63

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
100	100	99	65	100

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

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:

An educational institution performs a significant function of providing learning experience to lead their students from the darkness of ignorance to the light of knowledge. The key personal in the institutions that plays an important role to bring about the transformation are teachers. The teacher is the most important element in any educational programme. It is the teacher who is mainly responsible for implementation of the educational process at any stage. "This shows that it is imperative to invest in the preparation of teachers, so that; the future of a nation is secure.

Ranchi University has started two year B.Ed programme as per the directions of the NCTE Regulations. Academic and professional teachers are the result of the B.Ed. programme. The teacher education mission is to empower candidate to become ethical knowledge, and individuals who can prepare them for further career choice and advancement.

The curriculum prescribed by the University is the same that followed by the college and tremendous changes in acquiring and demonstrating knowledge, skills values and attitudes in students.

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

- Develops an understanding of the issues and challenges facing contemporary Indian society.
- Acquaints with prominent theories of learning, transfer of training and strategies to facilitate each one of these.
- Helps them in understanding the relation between language, mind and society.

- Develops interest in facilitating learning and development and enjoys teaching and organizing curricular and co-curricular activities.
- Readiness to accept the progressive changes in the field of education.
- Develops positive attitude to teaching profession and to coming generation.
- Harmony within oneself and with natural and social environment.
- To acquaint with professionalization of teacher education.
- Be sensitive to the social, professional and administrative contexts in which they need to operate.
- To be a professional and humane teacher.

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

1.3.2

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

Response:

'Unity in diversity'- keeping this term in mind the institution has admitted multi-lingual and multi-cultural students, come from various States.

- To facilitate the teaching learning process multi-lingual class is being run in front of the trainee teacher to make them more familiar.
- Trainee-Teacher are sent to the schools of different board for curriculum related survey and school internship.
- According present trend, Inclusive education that trainee teacher is sent to make them more familiar by visiting inclusive school as well as special school.
- Institution organised various national and international seminar or webinars for the students with the collaboration with other institutions to make them internationally familiarize.
- As this institution situated in the area of backward community, in admission process institution provides some special opportunity to the backward student, mainly in economical perspective.

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

1.3.3

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

Response:

As a Teachers Training Programme, B.Ed. course is basically a professional course so it helps the students for their professional development understanding in different aspects as follows:

- Practice teaching in school to enrich teaching learning skill.
- School survey to gain more knowledge about school education and associate pupils.
- Visit inclusive school to gather knowledge about inclusive education system.
- Developed their professional code and conduct during internship period.
- Professional skill development by presenting individual seminar and Workshop.
- Institution provide special class for competitive examination in the field of education.

The efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field are:

1. Teacher Educators during their teaching-learning process abstain from being biased and practice democracy among the student teachers among the student teachers.
2. Day starts with Morning prayers, followed by narration of a value based instance or story by student teachers values like social justice, equality of opportunity. This also develops the democratic freedom, tolerance and Communication skills of Student teachers & respect to all religions are inculcated in student teachers.
3. For the student teachers belonging to diverse background cultural activities with special emphasis on tribal and folk culture, debate, village camps are organized.
4. Group discussion encourages the Student teachers to think critically and also develops their reasoning ability.
5. Student teachers are encouraged to use library for extensive learning.
6. College has Wi-Fi campus Student teachers can use internet for updation of their knowledge regarding latest trends and researches in Education.

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: A. All of the above

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

1.4.2

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 92.8

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: 89.2

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
41	45	50	42	45

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

2.1.3

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

Response: 0.86

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
01	01	02	00	00

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

2.2 Honoring Student Diversity

2.2.1

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

Response:

The process of enrolling students to the B. Ed. programmes is through a transparent, well administered mechanism, complying with all the norms of the concerned regulatory/governing university. The State Government conducts an entrance exam for admission into the B.Ed. course and allots the students to the college. Induction programme is organised for the Freshers to ease the transition into new course. Ice-Breaking session, Physical Activities, Literacy Activities, Syllabus Orientation, orientation on School visits and internship, Enacting, Talks by professionals which includes alumni on various themes, Mentoring: Mentor mentee allocation, orientation to self-study courses are the main areas focused upon. Various subjects and the practicum of the programmes is explained to the students to ensure proper understanding and attainment of the learning outcomes. The institution conducts entry level test on school subject content to ascertain the subject proficiency and to understand the teaching aptitude of the student teachers. Immediate feedback is given to the students based on the performance in the test which helps the subject teachers to train the students in mastering the subject content as well as understand the strengths and shortcomings. Based on the student's performance, students are identified as advanced, average and slow learners. Internal assessments are conducted before the semester exams through various modes such as paper pencil test. Internal marks are given to the students for projects, assignments, participation in classroom activities etc. Based on the performance of the said, remedial measures are taken up for the students to improve in various faculties. Special training on communication, soft skills and personality development are given throughout the course for the wholistic development of the students Remedial classes are conducted after each semester exams targeting those students who need individual attention. Slow learners enrol themselves for these special classes to get help from subject experts. Question banks are created by all the subject faculty to help the students. The medium of instruction is bilingual, which helps students coming from various language backgrounds. Peer tutoring is provided by taking help of advanced learners who have some mastery over a subject and allocating them to help the others. Identified students with subject expertise are allotted classes to be taken. Students with excellent skills in art, craft and other co-curricular areas are given provision to showcase their skill set and give training to others. Advanced learners are made part of research activities carried out by the college. For average learners, well framed Time table which includes all type of activities and classes is top most priority. Guest lectures, extension lectures, workshops, seminars, field trips are arranged for all the students to address the diversity among them.

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: C. Any 3 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

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 16.83

2.2.4.1 Number of mentors in the Institution

Response: 12

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

Experiential Learning- During the teaching in the classroom, the teacher and the student are face to face and the learning difficulties of the students are removed through the interaction and the teacher uses Various methods to give the best knowledge to his students. He tries his best so that the student can Understand the topic. Various approaches are adopted by the college teachers for teaching-learning in Which problem on translation its solution, village teaching, brainstorming online mode etc. is prominent. Experiential learning is defined as a process in which knowledge is created through the transfer Of experience. Knowledge arises as a result of the assimilation of experiences and their transformation. This theory emphasizes the central role of experience in the learning process. Experiential learning is well used in the college. Co-curricular Learning- It plays an important role in making learning interesting and enjoyable. Problem solving methods- The use of this method develops thinking, contemplating and decision making Power as well as develops scientific attitude. The use of this method develops the ability to solve problems. Therefore, problem solving method is used by college teachers in various teaching methods. New ideas and original ideas come through the upheaval in the mind. Online mode of Education- Even in the time of COVID-19 Pandemic, the college continued its classes of B. Ed . Through online mode of Education. We completed the course. Students from different places Connected with their class, changing this challenging time into an opportunity. Learning is an all time and universally occurring process which occurs not only psychologically but also socially. Due to this Covid-19 Pandemic the teaching-learning process of our institution was conducted online mode for the academic year 2020-21. Hence, the faculty members of the institution had accomplished experiential learning, participative learning, problem solving, methodologies, and brain storming, focused group discussion etc. in online mode itself. Our institution even adopted internship programme of B.Ed. 3rd semester through online mode [virtual Internship] successfully. Nearly all teachers are using Google Classroom Application to teach their respective subjects. What's App Group is created for all students to discuss their issues with teachers about various subjects. It instilled techno-pedagogical skills among student-teachers.

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: 31.25

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
5	5	5	5	5

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: 49.5

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 other relevant information	View Document
Any additional Links	View Document

2.3.4

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

- 1.Understanding theory courses**
- 2.Practice teaching**
- 3.Internship**
- 4.Out of class room activities**
- 5.Biomechanical and Kinesiological activities**
- 6.Field sports**

Response: A. Any 4 or more of the above

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

2.3.5

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

Response:

Our course is a professional course so our all experts cum teachers always try to develop in professional attributes in students and we are continuously monitor them. We prepared them on various aspect. First of all we develop their personality, compactness attitude etc. We taught them how to use various type of

teaching learning materials, how to write on the blackboard and during the training session how to handle classes with what type of skill they will implement in the classrooms. With improved their questioning skill, elaboration. We taught them as good citizens what will be his/her role. We participate them that type of activity where they will enrich everything about it. We organise for them lots of activity where they will enriched. There are environmental awareness program, social responsibility, Swachh Bharat programme and also health camp. We organise many types of seminar webinar, workshop, debate quiz calculation drama dance etc. We organise many field survey on different course of various semesters.

Various provisions in the college support and enhance the effectiveness of the faculty in teaching and Mentoring of students. The working environment of the college is conducive for the overall development of the faculty as well as the student teachers. Mentor teachers are chosen for their ability to model quality teaching practices that honor diversity and create classroom environments that support personal, social and academic success for all students. They are enriched further by arranging talks on the themes like multi-culturalism, inclusiveness and, straight away on mentoring. The principal of the college encouraged them to work in this direction for the all-round development of student teachers and direct contact with each student teachers. After this meeting with all the faculty members discussed various aspect of this mentoring process. Teachers can also contact the mentor either directly through mobile in special circumstances. Student teachers openly share their problems before their mentor and look forward to meeting their expectation. Effort has been made by mentees with the help of mentors to remove their vulnerabilities. Teacher student has started work on communication skills and fear of stage with the help of their mentors. Student teachers were seen expressing their thoughts independently without any fear, it seems to be the great effect of mentoring process. They feel free to suggest any remedial/corrective/reformative steps which the college tries its level best to translate into material success. Faculty members have been provided with the Audio-Visual aids, the LCD projector etc. Through which learning is made effective & efficient. The college strives to enhance the facilities and equipment's so that the faculty does not face any difficulty in the Performance of its assigned tasks.

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

2.3.6

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

1. **Special lectures by experts**
2. **'Book reading' & discussion on it**
3. **Discussion on recent policies & regulations**
4. **Teacher presented seminars for benefit of teachers & students**

5. Use of media for various aspects of education

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

Response: C. Any 3 of the above

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

2.3.7

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

Response:

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

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

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

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

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

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

File Description	Document
Documentary evidence in support of the claim	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: B. Any 6 or 7 of the above

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

2.4.2

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**
- 9. Mobilizing relevant and varied learning resources**
- 10. Evolving ICT based learning situations**
- 11. Exposure to Braille /Indian languages /Community engagement**

Response: B. Any 6 or 7 of the above

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

2.4.3

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

- 1. Workshop sessions for effective communication**
- 2. Simulated sessions for practicing communication in different situations**

- 3.Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’**
- 4.Classroom teaching learning situations along with teacher and peer feedback**

Response: B. Any 3 of the above

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

2.4.4

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

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

Response: C. Any 2 of the above

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

2.4.5

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

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**

4. Identifying and selecting/ developing online learning resources

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

Response: B. Any 4 of the above

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

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: B. Any 4 of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

- 1.Library work**

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

Response: B. Any 3 of the above

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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

During Third semester of our B.Ed programme, includes a 90-days school internship program to enhance the professional skills of Trainee teachers.

Our college sends our student teachers for internship in certain schools as per the specific guidelines of N.C.T.E/ D.E.O.

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

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

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

2.4.9

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

Response: 2.91

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

Response: 35

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

2.4.10

Nature of internee engagement during internship consists of

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

Response: D. Any 2 or 3 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:

Our institution plays an important role during school internship programme. We adopt various type of effective monitoring mechanisms to guide our Trainee teachers on a proper way. Trainee teachers are continue practice in specific school according to their subject. During this time our expert's teachers visit different schools almost every day. They work on improving the skills of the trainee teachers, they also guide the trainee teachers after leaving the classes.

Every day the trainee teachers come up with specific learning design on the subject which they will teach and teachers check it. Sitting on the back bench teachers observe intern teaching procedure and check the report cards. Our supervisors work on the teaching skills of the student teachers and guide them in a specific way.

These are the things we emphasize on

- skill of introducing the lesson,
- skill of elaboration
- skill of reinforcement
- Skill of use of Teaching learning materials
- Art of questioning

During the internship student teachers are gain a lot of official experience from others teachers. These are school record keeping, first aid management, community games, various type of cultural programme, gardening beautification etc.

Teachers also observe there, voice modulation, Board work, and innovation during teaching, interaction with students, class room management.

As far as, the role of mentors is concerned they provide guidance, advice, feedback and support to the pupilteachers serving variously as role model, counselor, advisor depending on the specific goal and objectives negotiated with the mentee. The role of mentors includes the following aspects:

Under the internship program after discussing with supervisor mentors help the trainees for keen observation and teaching program with responsibilities.

- 1.To explain the lesson's concepts of teaching to the trainees which they have to deliver in the Classroom situation.
- 2.To provide feedback on the teaching method employed and the teaching materials used.
- 3.To encourage to the trainee for innovation in various units and help in the selection of new scheme and suitable course materials.
- 4.To assist in understanding what activities are to be done with children in which part of the Curriculum.
- 5.Continuous discussion with the supervisor on the progress of the trainee and other topics.

6.To provide opportunities to the trainee to participate in all the curricular and co - curricular Activities of the school from morning assembly till the end.

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

2.4.12

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

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

(* ‘Schools’ to be read as “TEIs” for PG programmes)

Response: A. All 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: B. Any 4 of the above

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

2.5 Teacher Profile and Quality

2.5.1

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

Response: 100

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: 12.5

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

Response: 2

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

2.5.3

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

Response: 7.5

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

Response: 120

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

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

The institution observes the discussions on current development conducted by the teachers in connection the issues in education. In order to improve the academic capability to the students teachers will well acquainted with updated syllabus and curriculum. As a result, all teachers' staff will be involved in this discussion and take part in the professional course. The institution strictly adheres the in house discussion which are correlated with all round development of the college as well as various issues in education. Teachers will engage themselves to keep updated in computer with the latest software so that they can develop modern teaching aids. The institution takes arrangement for the teachers to participate in the various seminars. This information with knowledge be shared with the colleagues of this institution to enrich the teaching learning procedure. It should also be shared with the other faculties of the college to make develop the curriculum structure along with policies and regulationsThe teaching learning process is aligned with PLOs and CLOs. The teaching learning process develops skills and competencies in teachers. Understanding of concepts of education pedagogical knowledge, curriculum knowledge and professional development of student teachers is given priority during teaching learning process. Various philosophical perspectives are developed in the student teachers. Inclusiveness and ability to innovate is

cultivated among the student's teachers and understanding of socio cultural environment and overall environment of students to meet the challenges in education is developed. Skills to incorporate ICT in teaching learning process are developed through rigorous ICT trainings. Thus the college aims at holistic development of student teachers.

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:

Continuous internal evaluation System is one of the important pillar of any Educational Institutions, because through this system a teacher can identify various type of needed students in school and also a teacher can evaluate himself. So our institution consider this matter very seriously. After the admission of trainee teachers in our college, the teaching process continues according to the specific syllabus and the internal evaluation process continues in line with it. Examination holds at least two or three units in the first two to three months. Then results published. According to their needs, teachers guide them in different ways. Then before the final semester arrangement has been made for further test exam. On the full courses according to the specific syllabus, to see how they are prepared. Then the result published on the wall.

The time tables have been arranged and executed in like manner. The teachers define teaching plans as indicated in the academic calendar and guidelines of the Ranchi University. The time table of external examinations fixed by the University and the same is display on notice board for the students. Any changes are conversed to the students well in advance. Every teacher conducts regular class tests on the related topic. Principal & Teachers clear doubts of students with advice about writing correct & appropriate answers. The regular monitoring is done by the college Governing Council. The Principal heads curricular and extracurricular review meetings on regular basis to check the execution and progress of all the activities in the academic calendar. Based on these review meetings some changes in schedules of activities are made if required.

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

2.6.2

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

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

Response: B. Any 3 of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Mechanism to deal with examination related grievances is transparent time-bound and efficient to the students well in advance to ensure proper conduct of formative test investigators are assigned to each hall practice theory and University examinations are conducted in the college itself.

The student can approach the teachers, College examination officer and principal to redress the examination related grievance as per the norms of University. All the students are clearly informed about the evaluation procedure weightage of internal and external marks allotment as per the university norms.

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

Timely feedback on individual group performance

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

Provision of improvement opportunities

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

Access tutorial and remedial support

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

- Remedial coaching
- More support to slow learners
- Method of success examination
- How to score good marks in curriculum papers

Provision of answering bilingually

Most of the students are preferred to answering bilingually. The College provide guidance program for how to choose or write the exam papers in bilingual.

- Slow learners
- Average students are provided a practice to write exams in bilingual

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

2.6.4

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

Response:

The institution strictly adheres to the academic calendar for the conduction of Unit test, Class test, half yearly test are conducted in the different semester. In the starting of session academic plans are to be prepared and to be implemented by the principal with the consultation of the faculties. Continuous internal evaluation shows the students writing skill. Their performance activities will focus after evaluation. As per university curriculum structure it is prepared and semester wise evaluation are conducted students can improve themselves before the final semester. Their process will be gradually increased with that way.

COMPLIANCE OF CONTINUOUS INTERNAL EVALUATION WITH ACADEMIC CALENDAR

- Classes and time table
- Course files and lecture plan
- Internal examination
- Question paper setting
- Exam sheets evaluation
- Assignments and quizzes
- University exams

The academic calendar is prepared by the college according to the guidelines of the Ranchi University and according to the temporary date sheet of the university examinations. In the semester system, practical are prescribed in terms of planning of departments, time table, attendance review, mid-term tests and science subjects. Assignment work is awarded to students and marks are awarded before the commencement of the final examination. The syllabus is discussed by the staff members of each department and prior notice is given regarding the conduct of the mid-term and final examinations. Co-curricular activities are conducted simultaneously from time to time and information in respect of the same is displayed on the notice board. The head of each department monitors the quality of teaching-learning through daily monitoring of teaching-learning activities. Continuous counseling is also done through staff meetings.

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:

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

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

2.7.2**Average pass percentage of students during the last five years****Response:** 97.24**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
100	96	99	63	100

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

2.7.3

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

Response:

Display of internal assessment marks before the term end examination

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

1. Timely feedback on individual or group performance-

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

1. Provision of improvement opportunities-

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

1. Access to tutorial or remedial support-

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

For example:-

- Remedial coaching
- More supportive slow learners
- Method of success examination

- How to score good marks in papers

1. Provision of answering bilingual-

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

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

2.7.4

Performance of outgoing students in internal assessment

Response: 98.04

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

Response: 100

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

2.7.5

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

Response:

Under curricular aspect Regarding teaching learning and evolution the programs offered by the institution with the syllabus of the each programmes. The institution has taken various steps by the faculty members to maintain assessment tasks which are reflected their course learning outcomes. The teachers also introduce the students to the specified areas of which they are going to give them knowledge. Teacher should inform the trainee student how to perform their assessment work in the evolution programme. Students need in this respect the discussed and their will lectured.

The institution caters to the learning needs to the students in the following manner: -

Developing teaching competency

Performance is trade through preparing of teaching plan & its classroom transaction through observation by teacher educators as mentor & school teachers.

Teaching skill

Performance is trade through the interaction with students during teaching-learning process in the form of questioning skill, blackboards work, explanation, practical performance skills, communication skill, etc.

Research skills

Performances are track by research guide during presentation of synopsis & submission of dissertation by the term of final semester. In this task research skill of knowing scientific steps of research, preparations of tools & data analysis are assessed.

Self-identify development

It is important to develop self-identity for a teacher through different work shop like ICT, language proficiency & seminars in which observation are done by mentor to cater their learning needs.

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

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.63

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Data as per Data Template

[View Document](#)

3.1.2

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

Response: 0

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

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

3.1.3

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

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

5. Organizing research circle / internal seminar / interactive session on research

Response: C. Any 2 of the above

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

3.1.4

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

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

Response: C. Any 2 of the above

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

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: 6.94

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
36	18	15	21	21

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

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
First page of the published book/chapter with seal and signature of the Principal	View Document
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	View Document
Data as per Data Template	View Document
Any additional information	View Document

3.3 Outreach Activities

3.3.1

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

Response: 8.4

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
14	5	4	08	11

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

3.3.2

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

Response: 35.08

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
85	85	69	41	48

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: 48.24

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
97	98	96	62	98

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:

To influence and sensitize the students and also regarding to their all-around development, institution arranged different types of outreach activities as follows:

1. Institute organized the plantation programme on 5th June in every year as World Environment Day.
2. Trainee Teachers have been celebrate Yoga Day and to develop their ethical values of life.
3. On 2nd October, institution organized “Swachh Bharat Abhiyaan” to partial fulfilment of the current course of the trainee teachers. In this programme trainee teachers have been completed their duties like cleaning, sanitizing and waste management at nearby locality of the institution and also Mask, Sanitizer have been given to the local people from the end of institution during Covid 19 Period.
4. Follow up programme was conducted by the trainee teachers to follow up the local community about the plantation and “Swachh Bharat Abhiyaan”.
5. During COVID-19 pandemic period, Institution has distributed food and cloths surroundings the college.
6. Institution has been taken an initiative regarding management of waste water in local area and informed the local administration like, near by villeges, Panchayat Office, B.D.O. Office etc.
7. Trainee teacher aware the local people about the drainage system which also conscious the local people about the importance of cleanliness

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: 27

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
4	8	1	6	8

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Any additional information	View Document
Link for additional information	View Document

3.4 Collaboration and Linkages

3.4.1

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

Response: 4.2

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
5	4	2	5	5

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: 8

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: 8

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: B. Any 5 or 6 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:

The institution possesses 30 rooms which are required different accommodation in connection with the teaching learning process as well as other facilities. Faculty members are provided with adequate assistance for convenient use of the different facility for teaching.

There are 6 laboratory rooms, 01 library, 01 conference hall, 04 smart classroom, 01 ICT room, 01 seminar hall, 02 Students' common rooms(BOYS and GIRLS), 02 Staff room, 01 Principal room, 01 Administrative room, 02 office rooms and 04 classrooms, 1 Record Room, 1 Visitor Room, 1 Canteen with Kitchen & 1 IQAC Room.

To facilitate the classroom transaction different teaching learning equipment are moderated in the college. They are blackboard, whiteboard, LCD projector, printer, computer (desktop) and others.

In college Spacious Class Rooms with Boards & Projector, Dedicated Music Rooms, Digital Library, Latest Configured Desktop Computers, Software's with Printers and well equipped up to mark laboratories. •

- Big playground for playing Kabaddi, Volley Ball, Badminton, Kho - Kho, Long Jump etc.
- Saparate Common Room for Girls & Boys. •
- Fire Extinguishers.
- 60KVA Genset
- Green Enery through Solar Power of 20KVA.
- Inverter for power backup.
- Running Canteen/Mess
- Water Coolers for regular water supply.
- Sanitary napkin for girls in the wash rooms.
- IT Infrastructure:
 - Wi-Fi enabled campus
 - ICT lab
 - Staff Room with ICT facility
 - Audio system
 - Public Address system for the ease of communicating important information to the students.
 - Internal and external surveillance system (CCTV) cameras. security and smooth administration.

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

4.1.2

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

Response: 100

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

Response: 5

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

Response: 5

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
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: 19.69

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
5.25	4.20	21.02	.20600	32.02

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Adoption of Library Automation at Bharathi College Of Education, College has adopted an Integrated Library Management System (ILMS) to automate library operations. The library uses advanced software, a comprehensive and versatile library automation tool designed by experts in Library and Information Science, database design, software development, and networking.

Key Features of the Software

Software is a fully integrated, user-friendly, cost-effective, multi-user library automation software package. It encompasses all aspects of library management and ensures smooth and efficient library operations. The software includes several modules, each designed to handle specific functions:

Acquisition

- Supports the base operations of the library.
- Allows users and members to submit suggestions for new books, journals, etc.

Cataloguing

- Simplified process for quick and easy use.
- Enables cataloguing of books, CDs, journals, and more.

Circulation

- Manages the process of book issue, return, and renewal.
- Sends due date reminders to users via email.
- Generates a summary of the entire circulation status.
- Provides a powerful and versatile search facility, allowing users to search the database using

various fields such as Accession Number, Call Number, Author, Title, Edition, Year, Publisher, Subject, Keywords, Department, and Availability.

Serial Control

- Records periodicals and journals subscribed by the library.

Report Management

Generates all types of statistics and reports for management.

Includes reports such as:

- Catalog (primary/author/title)
- Accession registers list of books by author/title/publisher/year, subject/call number
- Books with unique titles
- Frequently issued books
- Books issued/returned/reserved
- Stock verification report
- Journal list

System Administration

- Sets overdue notices and generates templates for due books.
- Sends due date reminders to users via SMS.
- Includes functions for data backup, export, and import.
- Facilitates yearly stock verification. Bar-Coding System All books in the library are bar-coded. A scanner is used at the circulation counter for transactions.

Benefits of Library Automation

The automation of the library with software has several benefits:

- Efficiency: Streamlines daily library operations, including book issuance, return, and cataloguing.
- Accuracy: Reduces errors in record-keeping and book tracking.
- Accessibility: Enhances the retrieval of books and resources through a powerful search facility.
- User-Friendly: Simplifies the user experience with reminders for due dates and easy cataloguing.
- Management: Provides comprehensive reports and statistics for effective library management and administration.
- Security: Ensures data backup and secure handling of library resources.

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

4.2.2

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

Response:

Institution has remote access to library resources used by both students and teachers frequently at the **Bharathi College of Education**.

The library has a Digital Library with a computer and internet facility with an open-access for both students and staff. The Details regarding staff and student access and the frequency of use are as follows:

Teachers use computers and the Internet to access a variety of resources, tools and information about teaching topics, teaching-learning process, teaching strategies, self-study report of technologies, classroom, interactions, various innovations in teaching aids, effective use of audio visual teaching aids, role of electronic media in education, recent research related to educational development and academic complexities etc.

It helps them access, learn and compare the existing educational development of other countries along with their educational methods of indigenous systems.

Frequency of use: The library is used almost every working day:

- By Teaching Staff: as and when required
- By Students: as and when required

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

4.2.3

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

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

Response: E. None of the above

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

4.2.4

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

Response: 0.7

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
.49160	.64220	.66330	.065201	1.63782

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

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: 27.96

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: 1236

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: 1356

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: 1217

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: 719

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: 1567

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: A. All 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:

Institute has updated ICT facility with Wi-fi

The institution is totally technology enabled since 2012. There is 24*7 internet and Wi-Fi connection available for the staff and students. There have Projectors, LCD projectors, laptops, audio-visual equipment like, PD, microphones, speakers, camera and video camera. All these resources are well utilised to make teaching-learning meaningful.

The Available ICT facilities in the institution are as follows:

College Administrative Office: is furnished with high configured systems with printers. The office is well connected with internet and Wi-Fi, and Biometric system to monitor the movement of the staff.

Computer Lab: Well-furnished with a server with high configuration and LAN connection, headphones, interactive board with LCD projector and Internet and Wi-Fi Connected.

Technology Enabled Classrooms: All the classrooms are well furnished with a Computer, LCD projector and SMART class rooms are with interactive board and with internet and Wi-Fi connection. Audio system, and with internet and Wi-Fi connection.

Accessibility: The staff and Student-Teachers have an access to internet and Wi-Fi connection. Each student-teacher is given a separate user name and pass word. Each student is given more than 30 minutes to browse the net. The staff and student-teachers use the available computers in the institution for curricular and co-curricular activities like power point preparation, seminar and assignments, etc. The staff and student teachers also use the ET equipment for seminars and for preparing teaching learning materials. The staff avail the ICT facilities to enhance their teaching competencies and for their research.

Software: The institution uses predominantly Windows 7 and 8, MS office 2010, 2013 and Tally 9, Photoshop, Library Software and LMS (learning Management System) with ILMS (Integrated Library Management System).

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 5.77

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
Link for additional information	View Document

4.3.4

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

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

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document
Link for 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: 47.56

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
65.02	16.32	19.25	14.85	36.02

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

4.4.2

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

Response:

Institution has many classrooms, seminar room's students' common room, staff room, administrative room, library and playground for sports and cultural activities. The Building has separate toilet facility for staff and students. For smooth functioning of the institution under the guidance of the governing body various committee has been formed to look after the various academic activities. Student's welfare scheme such as scholarship facility offered by the state government are also notified to students. In the college building a playground for outdoor games, like Kabaddi, Kho- Kho etc. Students play there properly. The college has a well-stocked library with around more above books and a few journals. There is a reading room in the library and students can borrow books sharing their library cards. The college has maintenance committee that oversees the maintenance of buildings classrooms and laboratories. Adequate house staff is employed to meticulously maintain hygiene cleanliness and infrastructure on the campus so as to provide congenial learning environment classrooms, staff rooms, seminar halls and laboratories, etc are cleaned and maintained regularly by Non-teaching staff assigned for each floor. Washroom are well maintained. Dustbins are placed in every floor. The green corner of the campus is well maintained by the staff. Optimum working condition of all properties/ equipment on the campus is ensured through annual maintenance of CCTV cameras & water purifiers. Apart from the college called upon the electrician and plumber, according to their need. Parking facility is well organized. The campus maintenance is monitored through surveillance cameras.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: B. Any 4 or 5 of the above

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

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: A. All 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
Upload any additional information	View Document
Report of the Placement Cell	View Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View Document
Data as per Data template	View Document

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 52.1

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
57	76	00	52	51

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

5.2.2

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

Response: 9.8

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 10

5.2.2.2 Number of outgoing students progressing from PG to M.Phil.

Response: 00

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

Response: 00

File Description	Document
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Data as per Data Template	View Document
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5.2.3

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

Response: 12.36

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
15	10	6	10	15

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:

Bharathi College of Education is a training institution. Trainee students are admitted in 2-year B.Ed. course. After completion of their course they leave the college. During training learning process they are engaged in different co-curricular activities like sports meet, cultural activities, college magazine, Alumni Meet, observation and celebration of different occasions.

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

Committees

All programs have committee for each course that comprise of student members. For each committee it provide feedback on all aspects of the programs and respective course committee meetings are held regularly at least twice in each Year. Cultural Committee and Sports and Recreation Committee students have strong representations in all cultural and sports and games events with the help of organization and management.

Organization of special events

Students organize and celebrate the national Teachers day on September 5th every year honouring respective teachers and presenting cultural programs. Cultural and sports competitions celebrations, National day celebrations that include independence day, republic day, National science day, women's day celebrations, environment day celebrations and social service activities. Bharathi College of Education conducts a lot of Competitive competition like poetry, essay writing competition, debate etc.

There are fifteen committee are working in college

S.No	Name
1	IQAC COMMITTEE
2	EXAMINATION COMMITTEE
3	CULTURAL COMMITTEE
4	ADMISSION COMMITTEE
5	STAFF WELFARE COMMITTEE
6	ANTI RAGGING & SEXUAL HARASSEMENT
7	STUDENT WELFARE COMMITTEE
	<ul style="list-style-type: none">• FEEDBACK COMMITTEE• SPORT AND RECREATION COMMITTEE• GUIDANCE AND COUNCELLING• MENTOR-MENTEE COMMITTEE
8	CURRICULUM PLANNING AND DEVELOPMENT \$ ACADEMIC

	COUNCIL COMMITTEE
9	ETHICS & CODE OF CONDUCT COMMITTEE
10	RESEARCH DEVELOPMENT \$ EXTENSION ACTIVITY COMMITTEE
11	ALUMINI ASSOCIATION COMMITTEE
12	LIBRARY COMMITTEE \$ COLLEGE MAGZINE COMMITTEE
13	MAINTENANCE COMMITTEE
14	GRIEVANCE REDRESSAL COMMITTEE
15	GOVERNING COMMITTEE

File Description	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: 24.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	28	13	21	34

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

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 College has a registered Alumni association named BHARATHI COLLEGE OF EDUCATION ALUMNI ASSOCIATION. It has been working properly from 2017. A large number of students are active with alumni association. Top ten students are honoured with awards in this convention and the first rank student get support for higher studies in the college and the trainees in various methods are also honoured with awards, so the students present their responses, visit the college, and give corrective suggestions regarding the college.

Contribute to the development of the organization

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

- Arrange felicitation program for former trainees on special achievements – felicitating them. To assist in planning and execution of various professions oriented activities of the college.
- Conducting meet and programs and related activities with the current year trainees in the academic work of the college.
- Organizing professional preparation activities like seminars, workshops, lectures, educational conferences, curricular guidance etc.

File Description	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: C. Any 2 or 3 of the above

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

5.4.3

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

Response: 12

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

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

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

5.4.4

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

Response:

The Alumni Association has been functioning in the institution and since then organizes Alumni Conference every year in the college. During the past years, it is observed that a large number of alumni attend this program. Their feedback is taken and considered for any corrective suggestions regarding the college.

Alumni Mentorship:

Alumni mentors are appointed in the institute where the vision, mission and values of the institute are discussed and feedback is taken. Their feedback is recognized for planning and development of the institute and curriculum, curriculum development and its needs, development and necessary steps are taken to develop Alumni Mentorship and simultaneously cultural values are discussed and their arising issues are also resolved in which guidance is provided by keeping.

Alumni as advisors:

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

Contribution of Alumni to the Institution:

Alumni have been a great contribution in the development of the institute, whether it is for any student of the institute to get a job or a student needing help in the country or abroad, the alumni always support those students. Alumni participation in the admission process is very much helpful.

Every year the Alumni help in the admission process. Alumni or students encourage and guide people living around them to get admission in the institute if they want to join the B.Ed program and also discuss the features of the college. Some Fee relaxation for the students who get admissions done by

Alumni are given.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission. The institute follows the hierarchy of leadership to ensure effective organizational working and incremental improvement. Keeping in view the vision and mission of the Institute, the top layer of hierarchy identifies needs to be addressed in the areas of: Enhancing quality of management education Introducing contemporary courses Promoting inter institutional.

VISION

- Academic integrity and accountability
- Sincerity dedication & team work
- Tolerance towards the views of others
- Intellectual excellence and creativity
- Activates that promote public good, democratic principles of freedom and justice
- Unfettered spirit of exploration, rationality and enterprise

Mission

Bharathi College Of Education provides students with quality educational experiences and support services that lead to the successful completion of degrees, transfer, certificates, career/technical education and basic skills proficiency. The college fosters academic and career success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning environment.

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

6.1.2

Institution practices decentralization and participative management

Response:

As the institution is affiliated to **Ranchi University**, the college utilizes decentralization and participatory management in keeping with its creed of leadership and democratic traditions.

All faculty members participate in the management process of the institution:

- The principal of the college supervises the teaching plans of his staff.
- Each teacher organizes the daily work based on his/her assigned task.
- Different committees are divided in which some teachers are also given the leadership and responsibility of heading and coordinating the cells.
- The IQAC and Other Council/ committee meetings are conducted and decisions are taken democratically.
- Different committees are formed and their members are appointed. The work is done in a democratic manner by organizing some meetings.
- Faculty members in the institute take the lead in organizing seminars, workshops, career guidance counselling sessions, inter-departmental and inter-college duties work, departmental tours and study tours etc.
- Faculty members are given the freedom to introduce creative and innovative measures for the benefit of everyone in the organization.
- Each faculty member can determine the nature, pattern, and duration of special and remedial classes for students.

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:

Our Institute organization maintains accountability with full transparency in terms of administrative, financial, and academic, as well as other functions. Academic process like admission process, syllabus, internal quality assurance, library management etc, has been fully integrated. The organization has a system equipped with advanced technology to maintain the information in an orderly manner.

Finance

In the office, we have a computerized financial account automation software system which has been active to ensure transparency in financial functions. The fee structure and admission procedure is available for the public on the university and college website, which helps them while choosing the branch. Institute appoints internal & external auditors every year. The institute calls for the budget from every portfolio in-charge to prepare the budget of college before the commencement of every financial year. The amount of salary of all the staff members is made in their bank account.

Academic Affairs:

In our institute the admission process is conducted on the basis of the merit list of students as per **Ranchi University** norms and the academic work is done as per the annual calendar of the same university.

Administrative Affairs:

All Non-academic employees in our institution contribute to the administrative work of the institution. At the beginning of the semester, they do their administrative work such as Scholarship work, Fees collection, related to student's works as well as academic work according to the rules and they complete all these tasks with enthusiastic interest.

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:

Having affiliated to **Ranchi University, Bharathi College of Education** follows the academic syllabus prescribed by the University. The institute applies and functions with the following strategies and methods:

Semester 1:

- Institution Introduction, Faculty Introduction, Student Introduction along with the Talent Hunt Programme are conducted
- Method distribution, 15 committees are distributed.
- Micro teaching & lesson Plans are given to the students.
- Unit tests are arranged during the academic work of the students
- The Internal exam is organized after the completion of academic work
- The External exam is organized by the University.
- Throughout the year, various activities are carried out during the period of academic work.

Semester 2:

- Regular Curriculum and academic calendar are followed
- Co-curriculum activities are organized in the institute.
- Lesson and the unit test is organized in academic work itself.
- The internal exam is conducted in and by the institute and the external exam is conducted by the university.

Semester 3:

- Regular Curriculum and academic calendar are followed
- Internship in a semester is given to the students in schools near their home.
- Workshop of Internship programme is conducted.
- Students are sent for internships in schools of their choice. Every week a day students submit allotted submissions and report their work to the faculty. After completion of internship students return to the college and their internal viva is organized.

- After a few days, the university organizes an external interview.

Semester 4:

- Regular Curriculum and academic calendar are followed.
- Students are taken to schools for lessons in their early days
- Students are taught various activities along with unit tests.
- Students are prepared for annual lessons.
- The external exam and annual lesson are organized by the university.

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:

General organizational structures of college consist of NCTE, Higher education policy, University, Maintenance Committee, Principal, Faculties, student teachers, administrative faculties, committee co-ordinators and executive members. Principal is the head of the institution. The administration responsibilities have been well segregated among the faculty members and non-teaching staff. Student Counselling & Guidance Committee decisions are based on student's needs. The functions of the institution are carried out by the head of the institution through a series of committees. The teacher educators assign various committees among student teachers for the performance of the same. The college has a student union that is proactive in bringing the student issues to the concerned authorities and assists in bridging the gap between the administration and the students. There are nearly 15 committees which undertake various college activities and tasks which make the governance of the college decentralized. Also, the staff association is consulted for making important decisions pertaining to the college.

15 committees:-

1. IQAC Committee
2. Governing Committee
3. Admission Committee
4. Curriculum planning and development \$ Academic Council Committee

- 5.Examination Committee
- 6.Maintenance Committee
- 7.Grievance Redressal Committee
- 8.Alumni Association Committee
- 9.Anti-Ragging & Sexual Harassment Committee
- 10.Student welfare committee -
 - Feedback committee
 - Sport committee
 - Guidance and counselling committee
 - Mentor-Mentee committee
- 11.Staff Welfare Committee
- 12.Research and development committee \$ Extension Committee
- 13.Library committee \$ College Magazine Committee
- 14.Cultural Committee
- 15.Ethics & code of conduct 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: B. Any 5 of the above

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

6.2.4

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

Response:

The last IQAC meeting was organized in the institute at the beginning of the academic year in which the principal and staff of the college were present with IQAC Coordinator. In this meeting, discussions were held keeping in mind the work done during the year: distribution of syllabus, working of 15 different committees, micro lessons, distribution of syllabus based domain, submission work, examination oriented work, teacher development work, seminar, workshop, internship work and keeping in mind the development of the student, different work were distributed to each teacher in this meeting. Along with curricular, some co-curricular activities were discussed and intimated among them keeping in mind the development of the organization with a focus on the time of completion and quality.

At the beginning of the academic year in our institution, the work is distributed equally to each teacher, so that the teacher and students can develop themselves along with the development of the institution

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:

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

- Every staff member is given leave to attend seminars, workshops, orientation and refresher.
- Every staff member is encouraged to publish research papers in national/international journals.
- Each staff member is also encouraged to publish new books.
- Administrative/non-teaching staff are also provided with the skills or equipment required for their work.
- The institute also helps the staff members financially and other assistance to improve their professional performance.
- Organization has prescribed and given a well-defined Performance Appraisal System.
- The staff members of our college are also felicitated for their good professional work.
- Staff members of our college are also referred to faculty development programs for their own development.
- A staff employee is paid in advance even if earlier salary is required in case of emergency.

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: 100

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
16	16	16	16	16

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

6.3.3

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

Response: 17

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
5	1	1	5	5

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

6.3.4

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

Response: 56.25

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
9	9	9	9	9

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

6.3.5

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

Response:

In **Bharathi College of Education**, the performance of teachers and academic staff is evaluated after the completion of the session. The purpose of this evaluation is to improve the service of the teachers and to show interest in research. The college evaluates and analyses faculty performance through those qualities. Suggestions are given to them to improve their performance that also include the work he/she is engaged or given other than teaching. The non-academic employees also try to improve their performance as per the suggestions and observations received from the authority and colleagues. In this regard, at the end of every academic session, non-academic employees are given an Appraisal report which to be filled by them and submitted and their salary is increased based on this.

All the staff of the college also submits their self-evaluation report. Based on the self-assessment report, Experts are also invited for discussion and guidance, which gives corrective suggestions and works to improve by implementing them.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The accounts of our institution are audited regularly. 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 every six months by the accountant of the institution. The accountant thoroughly verifies the income and expenditure details and the compliance report of internal audit is submitted to the management of the institution through principal. External audit is conducted once in every year by an accountant.

Process of the Internal Audit

Internal Audit is conducted by an Internal Auditor

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

All observations/objections of external auditors are communicated through their report. These objections are examined by the accountant of the institute consisting of Assistant Accounts, accountant, concerned Head of the Department and any other member nominated by the Management. Draft report is submitted to the Treasurer and Management, for finalizing the compliance report of the Institute.

Process of the External Audit

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

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document
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: 4.15

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
20.16500	.04700	0	.32000	.20200

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

6.4.3

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

Response:

The institution always monitors the effective and efficient use of available financial resources for the infrastructure development to support the teaching-learning process.

The College is a self-financed institute and tuition fees are the main source of income so fees approved by the University norms are collected from students. Alumni fees add on resources for mobilization of funds. All the administrative and academic heads along with coordinators of different committee (viz., Research and Development Committee, library committee (for the purchase of books / journals), maintenance committee (for repair and maintenance cost) software and internet charges, printing and stationary, equipment and consumables, furniture and fixtures), Sports and Recreation Committee cultural committee etc., will submit the budget requirements for the coming academic year. The account department prepares an annual budget estimate duly considering the proposals received and also the recommendations of the principal and management.

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 is actively functioning in **Bharathi College of Education**. IQAC has contributed to the quality assurance strategy in the teaching learning process. In the beginning of the academic year, IQAC organizes a meeting with the members. During the meeting IQAC discusses and plans for the entire academic year. IQAC gives a proper mechanism for quality assurance, College calendar, student council, day celebration, competitions, seminars, workshops.

The important function of this committee is to develop new methods and systems for conscious continuous and catalytic improvement and to promote developmental steps towards learning. This committee works to improve the quality of Institutional and students. The committee always works relentlessly for the progress and development of students Under this committee, development oriented and quality oriented programs of students are organized in which expert subject related lectures and motivational lectures are also arranged through which the academic and non-academic aspects of the trainees are strengthened and the process of overall development of the students is carried out.

This committee also undertakes practical education work for the professional development of the trainees in which school lessons and internship programs are organized through which the trainees are motivated to become teachers.

This committee monitors the progress of the trainees by appointing mentors and advisors for the trainees

and if any defects are found, necessary steps are then taken to remove them through corrective suggestions. Thus every activity of the trainees is kept under observation.

This committee evaluates and monitors various aspects of the functioning of the college. Under this committee, facilities of conducive environment for quality education, organization of faculty workshops for adoption of knowledge and technology required for participatory learning, seminars on quality related themes are also held.

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

6.5.2

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

Response:

Bharathi College of Education conducts a periodical analysis of the study process in which the entire year's work is planned before the commencement of the session. To do this, planning of work and academic calendar are prepared which includes the planning of the academic work, various activities, evaluation patterns and tools to be used throughout the year to promote teaching knowledge and skills. The IQAC committee makes suggestions regarding the quality of the curriculum and the various methods and techniques used for the same and also takes steps to bring about necessary improvements to the faculty to bring about effectiveness in the teaching method. The IQAC committee considers the suggestions given by the committee and deliberates on them. The queries or problems faced by the trainees and faculty in the college are put in the suggestion box which is resolved at the end of the month. To make the trainees perform well in the professional world, the teachers teach the trainees using as many systems as possible and efforts are made to become excellent candidates and also guide them to survive in the competition. The IQAC committee also evaluates the course taught by the faculty through examination, which results in analysis of the results, in which the academic achievements and weaknesses of the trainees are analyzed and remedial classes, extra classes are also conducted for such trainees. During this classes, the issues are discussed in terms of their difficulties and efforts are made to improve them. From the beginning of the year, efforts are made to identify the abilities of the trainees through various activities and competitions, meetings are organized and discussed and mentors are also appointed for the students who are coming.

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: 2.2

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
3	1	1	3	3

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

6.5.4

Institution engages in several quality initiatives such as

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

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

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

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: C. Any 2 of the above

File Description	Document
Supporting document of participation in NIRF	View Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	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:

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

IQAC has always been contributing towards organizational improvement within the committee including project based learning, and feedback of program outcomes, introduction of training sessions to trainees, MOUs with various organizations including schools, competitive examination classes, efforts to strengthen digital and multimedia content in the library. Steps are taken for enhancement in mentoring system Organization of Alumni Meets, organization of workshops and co-curricular activities for students and this co-curricular activities promotes the program of creating a healthy lifestyle among the trainees through sports, Alumni support is taken to strengthen the institution and involve them in programs for the development and progress of the institution.

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:

BHARATHI College of Education is committed to function in a manner that reduces its Carbon footprint and harmful impact on the environment. The College's Green Policy emphasizes the need for sustainable practices, which are economically viable too.

The faculty, students and other staff are fully acquainted with this policy and implement it completely. Right from the time the students join the college, they are trained to conserve energy by switching off the lights and fans in classrooms when they leave after the class. Leaking taps are repaired immediately. A good percentage of the power requirements of the College are met by the renewable energy sources. The college campus has solar lights on its streets. This helps in energy conservation.

The classrooms are all well-ventilated with natural light coming in from huge windows. LED lights and energy saving lights are used in the college.

Rain water is harvested to prevent water wastage. The college campus is environmentally friendly with huge trees spread out across the beautiful garden. These help in maintaining pollution free environment. The campus is cleaned regularly and students are also involved in cleaning during the annual holidays. Water is drawn from a well that is present in the campus.

The purpose of the green audit of Bharathi College of Education is to ensure that the practices followed in the campus are in accordance with the Green Policy adopted by the institution.

The methodology includes: Physical inspection of the campus, observation and review of the documentation, interviewing key persons, measurements and recommendations.

FINDINGS OF GREEN AUDIT

The college has adopted the 'Green Campus' system for environmental conservation and sustainability. There are three main pillars i.e. zero environmental foot print, positive impact on occupant health and performance and total commitment of student and teachers towards environmental literacy. The goal is to reduce CO2 emission, sustainable energy and water use, while creating an atmosphere where students can learn and be healthy. The college is housed in a green 2 acres campus Initiatives implemented by Bharathi College of Education are:

- Increased LED lighting
- Use of Solar lights
- Regular cleaning of tube lights and bulbs to avoid accumulation of dust on them.

Green initiatives adopted by the students

- Rain Water harvesting.
- Use of plastic banned in college campus.
- Smoking free campus.
- Litter free campus.
- Sapling plantation.
- Installation of water-saving faucets in toilets .
- Thorough cleaning of Campus once a week.

Ensure that improvements, purchases and developments are environmentally sound. Regarding energy consumption the college has taken the following key core areas to sustain and manage energy consumption, regulation and conserve natural environment in the campus by implementing structured awareness programmes of NGC (National Green Corps) and through energy consumption models such as Natural Lighting in Classrooms, 100% Power Backup, LED Light fixtures Effective peak load management, maintaining air conditioning and water coolers on optimum temperature settings, Repair, Re-use and frequent maintenance of equipment to ensure sustainable longevity.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.2

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

Response:

Institution follow waste Mangement system properly in the campus

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

1. Solid waste management

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

2. Liquid waste management

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

3. E-waste Management

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

Everyday our institution and surrounding area of the campus are cleaned by our Group- D staff. They are very careful and efficient to make our campus clean and tidy. Waste baskets and dustbin are kept in the every corner of our campus. Plastic is prohibited in our college campus as far as practicable. For dumping of plastic materials we provide separate bin. Toilets and washroom are clean twice regularly and properly. Waste chemicals and garbage are properly disposed.

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

7.1.3

Institution waste management practices include

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

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting
2. Waste water recycling
3. Reservoirs/tanks/ bore wells
4. Economical usage/ reduced wastage

Response: A. All of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Any additional link	View Document

7.1.5

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

Response:

Our institute is a pollution free healthy environment place. As the institution is full of nature and picturesque, the mind feels peaceful here. Cleanliness is given more importance and is maintained regularly with the help of cleaners. The rules of the organization are followed by the staff to maintain the cleanliness of their department. Our institute has lush green plants and trees which make the environment pollution free. The institute has RO plant and water cooler for clean and purified water. The institute has ventilated classrooms which minimizes electricity consumption. The main objective of our institute is “Cleanliness reigns supreme”. Hence, every classroom and college are cleaned up daily by cleaners with institute-owned cleaning equipment.

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

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: A. All of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.7

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

Response: 7.75

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
4.935	4.05	4.32	4.51	6.85

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.8

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

Response:

In our institute, educational teaching materials are available in sufficient quantity and the environment of the institute is completely healthy. The qualified staff and faculty are constantly striving for various activities and programs under the academic work and committee work. The well-equipped environment of the institute makes the trainees enthusiastic in the study work. The library of the institute has books available for continuous enhancement of knowledge and easy access to all information. The campus environment is full of natural beauty, sports ground and various programs and cultural activities are conducted throughout the year keeping in mind the interest of the students. Every employee of the organization makes an important contribution to the development of the organization, achievement of goals and objectives. Activities like literacy program, health treatment, plays, role-play, rally, cleanliness program, school visits are conducted by the institute to develop social qualities and personal and moral values among the trainees.

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: A. All of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Any additional information	View Document
Link for additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practices-I

Title:

HOUSE- WISE DISTRIBUTION

Goal:

To develop the inner strength of the trainees, to work in group, to commence leadership quality and develop their confidence level

Context: Students are divided into four houses namely Dayanand, Vivekanand, Shradhanand and Hansraj along with the faculties as their house masters and mentors. Student are also assigned as College Head Boy and College Head Girl along with House captains and Vice House Captain.

The Practices:

All the activities are performed according to their houses.

Evidence of Success:

The development found every year in the cognitive, academic and behavioural aspects of students is a success-result of our practice. Moreover, all the documents for the success of the trainees are stored in a file form.

Best Practices-II**Title: Plantation programme**

Plantation programme A very noble objective of plantation programme" is to save and protect to the environment by plantation work in every year on 5th June "world environment Day" of the plantation programme are organised by the institution and administration through the active participation of training teachers, faculties and other members of the institution. In previous year huge number of plants distributed to the local area for plantation under the surveillance of the institution also new planted feedings wire protected with the princess and regular follow up was done by trainee teachers and faculties. Again an awareness program was organised in every year in the institution collaborate with students and local members of community. Further in the year 2020 online instruction where given to the trainee teacher to actively arrange the plantation programme in their own locality due to covid-19 lockdown period and near about 80% students successfully completed their tasks.

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:**

The main distinctiveness of our organization is to work in line with the vision and mission of the organization where a healthy balance among curricular, co-curricular and extracurricular activities is made.

The college starts its functioning with a prayer which must be a common practice in all the schools and the Prayer-Assembly with a 7-slots in them regularly performed is our legacy now. Every student coming to us and joining our academic program adopts this and continues with this practice. Every year, we see

them and us growing in our methods and their performance.

This practice helps all the teachers and students meet in the morning with happy faces and it keeps motivating both staff and students on higher goals of learning.

The institute takes pride in receiving positive feedback for this practice from experts, coming and visiting our college, parents of the enrolled students, and teachers.

Teachers have opined that their abilities and rapport with students have steadily improved with the help of this practice.

Students find the teachers approachable to come and discuss their queries on the moments and days of difficulty.

The outline of the Prayer-Assembly is as mentioned below:

1. Welcoming Address

2. Prayer

3. Bhajan

4. Speech

5. Questions of GK

6. Daily News Reading

7. National Anthem

This practice has proved to be an extra-mile walk for us to interact, preach and guide the young minds which help them build self-confidence, regain assurance and develop a spiritual stable mind.

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 :

On additional information, the institution has performed different programme:

- The institution has arranged a drinking water tap for the villagers living adjacent to college surrounding.
- The institution has arranged a flower garden and vegetable garden at college compound.
- The institution takes programme showing the honour to the reputed, and veteran person in different aspects like District Sportsman, performer in cultural activities.

BHARATHI COLLEGE OF EDUCATION is a self-financing institute. The college has good support services like spacious Classrooms, Seminar Hall, Conference room, library, reading room, well-equipped laboratories, sports rooms, common rooms, play grounds, etc. Office work and library are fully computerized. Internet and e-mail facilities are available. The approved intake of students in the B.Ed., course is 100. The college offers co-education. Till date, the college has trained 11 batches of B.Ed. The performance of the college students in the University examinations has been exceptionally good. BCE has a well-qualified, experienced faculty. Twelve staff members have Ph.D. degree in Education and other related subjects. There are eleven non-teaching staff members. The College maintains its own updated official website <https://bharathiedu.com/>. The college is run by the Bharathi Educational Trust. Bharathi Educational Trust was established in the year 2009, and since then has been performing a vital service to students. Through each of its institutions, the Society offers individuals the opportunity for a well-rounded education, in the discipline of their choice, while equipping them with all the skills required to function as responsible members of society and face the many challenges associated with the continually evolving industrial and economic scenario. Spread over a sprawling campus, the complex houses, Satish Kumar Sinha Memorial College of Nursing, Bharathi College Of Nursing and a girl's Hostel.

Concluding Remarks :

Bharathi College of Education was established in **2012** for B.Ed Program of 2-years duration with two units allotted as per the rules and regulation of NCTE with an objective of serving quality education and promoting social service to mankind to cater the needs of education and society at large. Since the day of inception, we have continued our efforts on improving the standards and contributing to the quality of education.

The Institute develops course objectives and action plans for effective implementation. To advance the primary mission of teaching through the generation and application of knowledge, the institute supports and encourages scholarly and service activities of faculty as well as students.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p>Average Number of Value-added courses offered during the last five years</p> <p>1.2.2.1. Number of Value – added courses offered during the last five years</p> <p>Answer before DVV Verification:</p> <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>7</td><td>7</td><td>7</td><td>7</td><td>7</td></tr></table> <p>Answer After DVV Verification :</p> <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>3</td><td>3</td><td>3</td><td>3</td><td>3</td></tr></table> <p>Remark : DVV has made the changes as per shared reports.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	7	7	7	7	7	2022-23	2021-22	2020-21	2019-20	2018-19	3	3	3	3	3
2022-23	2021-22	2020-21	2019-20	2018-19																	
7	7	7	7	7																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
3	3	3	3	3																	
1.2.3	<p>Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years</p> <p>1.2.3.1. Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years</p> <p>Answer before DVV Verification:</p> <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>100</td><td>100</td><td>99</td><td>65</td><td>100</td></tr></table> <p>Answer After DVV Verification :</p> <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>93</td><td>82</td><td>99</td><td>65</td><td>88</td></tr></table> <p>Remark : DVV has made the changes as per shared reports.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	100	100	99	65	100	2022-23	2021-22	2020-21	2019-20	2018-19	93	82	99	65	88
2022-23	2021-22	2020-21	2019-20	2018-19																	
100	100	99	65	100																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
93	82	99	65	88																	
1.2.4	<p>Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through</p> <p>1. Provision in the Time Table</p> <p>2. Facilities in the Library</p> <p>3. Computer lab facilities</p> <p>4. Academic Advice/Guidance</p>																				

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: B. Any 3 of the above
 Remark : DVV has made the changes as per shared clarification.

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
50	50	50	50	50

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
41	45	50	42	45

Remark : DVV has made the changes as per shared clarification.

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

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

Answer before DVV Verification : A. Any 5 or more of the above
 Answer After DVV Verification: C. Any 3 of the above
 Remark : DVV has made the changes as per shared clarification.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made the changes as per shared clarification.

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 the changes as per shared clarification.

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)**

	<p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above Remark : DVV has made the changes as per shared clarification.</p>
2.4.2	<p>Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as</p> <ol style="list-style-type: none"> 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above Remark : DVV has made the changes as per shared clarification.</p>
2.4.3	<p>Competency of effective communication is developed in students through several activities such as</p> <ol style="list-style-type: none"> 1. Workshop sessions for effective communication 2. Simulated sessions for practicing communication in different situations 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ 4. Classroom teaching learning situations along with teacher and peer feedback <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made the changes as per shared reports.</p>
2.4.4	<p>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</p>

	<ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made the changes as per shared clarification.</p>
2.4.5	<p>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</p> <ol style="list-style-type: none"> 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has made the changes as per shared clarification.</p>
2.4.6	<p>Students develop competence to organize academic, cultural, sports and community related events through</p> <ol style="list-style-type: none"> 1. Planning and scheduling academic, cultural and sports events in school 2. Planning and execution of community related events 3. Building teams and helping them to participate 4. Involvement in preparatory arrangements 5. Executing/conducting the event <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has made the changes as per shared clarification.</p>
2.4.7	<p>A variety of assignments given and assessed for theory courses through</p> <ol style="list-style-type: none"> 1. Library work 2. Field exploration 3. Hands-on activity 4. Preparation of term paper 5. Identifying and using the different sources for study

	<p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made the changes as per shared clarification.</p>
2.4.10	<p>Nature of internee engagement during internship consists of</p> <ol style="list-style-type: none"> 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 <p>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 the changes as per shared clarification.</p>
2.4.13	<p>Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include</p> <ol style="list-style-type: none"> 1. Effectiveness in class room teaching 2. Competency acquired in evaluation process in schools 3. Involvement in various activities of schools 4. Regularity, initiative and commitment 5. Extent of job readiness <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has made the changes as per shared clarification.</p>
2.5.2	<p>Percentage of fulltime teachers with Ph. D. degree during the last five years</p> <p>2.5.2.1. Number of full time teachers in the institution with Ph.D. degree during last five years</p> <p>Answer before DVV Verification : 13 Answer after DVV Verification: 2</p> <p>Remark : DVV has made the changes as per shared clarification.</p>
2.6.2	<p>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</p> <ol style="list-style-type: none"> 1. Display of internal assessment marks before the term end examination 2. Timely feedback on individual/group performance

	<p>3. Provision of improvement opportunities</p> <p>4. Access to tutorial/remedial support</p> <p>5. Provision of answering bilingually</p> <p>Answer before DVV Verification : A. Any 4 or more of the above</p> <p>Answer After DVV Verification: B. Any 3 of the above</p> <p>Remark : DVV has made the changes as per shared clarification.</p>										
3.1.3	<p>In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:</p> <p>1.Seed money for doctoral studies / research projects</p> <p>2. Granting study leave for research field work</p> <p>3. Undertaking appraisals of institutional functioning and documentation</p> <p>4. Facilitating research by providing organizational supports</p> <p>5. Organizing research circle / internal seminar / interactive session on research</p> <p>Answer before DVV Verification : A. Any 4 or more of the above</p> <p>Answer After DVV Verification: C. Any 2 of the above</p> <p>Remark : DVV has made the changes as per shared report.</p>										
3.1.4	<p>Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include</p> <p>1. Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations</p> <p>2. Encouragement to novel ideas</p> <p>3. Official approval and support for innovative try-outs</p> <p>4. Material and procedural supports</p> <p>Answer before DVV Verification : B. Any 3 of the above</p> <p>Answer After DVV Verification: C. Any 2 of the above</p> <p>Remark : DVV has made the changes as per shared clarification.</p>										
3.2.1	<p>Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years</p> <p>3.2.1.1. Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years</p> <p>Answer before DVV Verification:</p> <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>53</td><td>26</td><td>24</td><td>27</td><td>31</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	53	26	24	27	31
2022-23	2021-22	2020-21	2019-20	2018-19							
53	26	24	27	31							

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
36	18	15	21	21

Remark : DVV has made the changes as per UGC care list.

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
19	10	4	13	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	5	4	08	11

Remark : DVV has excluded days and jayanti activities.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
97	96	97	64	98

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
85	85	69	41	48

Remark : DVV has excluded those students participated in days and jayanti activities.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	13	2	10	21

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	8	1	6	8

Remark : DVV has made the changes as per shared clarification.

3.4.2	<p>Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years</p> <p>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</p> <p>Answer before DVV Verification : 13</p> <p>Answer after DVV Verification: 8</p> <p>Remark : DVV has made the changes as per shared clarification.</p>																				
4.1.3	<p>Percentage of expenditure excluding salary for infrastructure augmentation during the last five years</p> <p>4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <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>8.37175</td><td>5.63650</td><td>31.35580</td><td>.20600</td><td>42.45810</td></tr></table> <p>Answer After DVV Verification :</p> <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>5.25</td><td>4.20</td><td>21.02</td><td>.20600</td><td>32.02</td></tr></table> <p>Remark : DVV has made the changes as per shared report.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	8.37175	5.63650	31.35580	.20600	42.45810	2022-23	2021-22	2020-21	2019-20	2018-19	5.25	4.20	21.02	.20600	32.02
2022-23	2021-22	2020-21	2019-20	2018-19																	
8.37175	5.63650	31.35580	.20600	42.45810																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
5.25	4.20	21.02	.20600	32.02																	
4.2.3	<p>Institution has subscription for e-resources and has membership/ registration for the following</p> <p>1. e-journals</p> <p>2. e-Shodh Sindhu</p> <p>3. Shodhganga</p> <p>4. e-books</p> <p>5. Databases</p>																				

	<p>Answer before DVV Verification : A. Any 4 or more of the above</p> <p>Answer After DVV Verification: E. None of the above</p> <p>Remark : DVV has made the changes as per shared clarification.</p>																				
4.3.4	<p>Facilities for e-content development are available in the institution such as</p> <p>1. Studio / Live studio</p> <p>2. Content distribution system</p> <p>3. Lecture Capturing System (LCS)</p> <p>4. Teleprompter</p> <p>5. Editing and graphic unit</p> <p>Answer before DVV Verification : C. Any 2 or 3 of the above</p> <p>Answer After DVV Verification: D. Any 1 of the above</p> <p>Remark : DVV has made the changes as per shared clarification.</p>																				
4.4.1	<p>Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)</p> <p>4.4.1.1. Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <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>79.75256</td><td>29.00530</td><td>28.55693</td><td>35.28083</td><td>54.33107</td></tr></table> <p>Answer After DVV Verification :</p> <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>65.02</td><td>16.32</td><td>19.25</td><td>14.85</td><td>36.02</td></tr></table> <p>Remark : DVV has made the changes as per considered Expenditure incurred exclusively on maintenance of physical and academic support facilities</p>	2022-23	2021-22	2020-21	2019-20	2018-19	79.75256	29.00530	28.55693	35.28083	54.33107	2022-23	2021-22	2020-21	2019-20	2018-19	65.02	16.32	19.25	14.85	36.02
2022-23	2021-22	2020-21	2019-20	2018-19																	
79.75256	29.00530	28.55693	35.28083	54.33107																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
65.02	16.32	19.25	14.85	36.02																	
5.1.1	<p>A range of capability building and skill enhancement initiatives are undertaken by the institution such as:</p> <p>1. Career and Personal Counseling</p> <p>2. Skill enhancement in academic, technical and organizational aspects</p> <p>3. Communicating with persons of different disabilities: Braille, Sign language and Speech training</p> <p>4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two</p> <p>5. E-content development</p> <p>6. Online assessment of learning</p> <p>Answer before DVV Verification : A. All of the above</p>																				

	<p>Answer After DVV Verification: B. Any 4 or 5 of the above Remark : DVV has made the changes as per shared clarification.</p>
5.1.4	<p>Institution provides additional support to needy students in several ways such as:</p> <ol style="list-style-type: none"> 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident) <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 3 or 4 of the above Remark : DVV has made the changes as per shared clarification.</p>
5.4.2	<p>Alumni has an active role in the regular institutional functioning such as</p> <ol style="list-style-type: none"> 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support <p>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 the changes as per shared report by HEI.</p>
6.2.3	<p>Implementation of e-governance are in the following areas of operation</p> <ol style="list-style-type: none"> 1. Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5. Examination System

6. **Biometric / digital attendance for staff**
7. **Biometric / digital attendance for students**

Answer before DVV Verification : A. Any 6 or more of the above

Answer After DVV Verification: B. Any 5 of the above

Remark : DVV has made the changes as per shared clarification.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made the changes as per shared clarification.

6.5.4 Institution engages in several quality initiatives such as

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

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

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

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

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

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

Remark : DVV has made the changes as per shared clarification.

7.1.3 Institution waste management practices include

1. **Segregation of waste**
2. **E-waste management**

3. **Vermi-compost**
4. **Bio gas plants**
5. **Sewage Treatment Plant**

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

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

Remark : DVV has made the changes as per shared clarification.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students on roll year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>100</td><td>100</td><td>99</td><td>65</td><td>100</td></tr></table> <p>Answer After DVV Verification:</p> <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>202</td><td>160</td><td>202</td><td>172</td><td>199</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	100	100	99	65	100	2022-23	2021-22	2020-21	2019-20	2018-19	202	160	202	172	199
2022-23	2021-22	2020-21	2019-20	2018-19																	
100	100	99	65	100																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
202	160	202	172	199																	