



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution

**BAIKUNTH TEACHERS' TRAINING
COLLEGE, AMLORI, SIWAN**

- Name of the Head of the institution **DR. SHYAM SHANKER PANDEY**
- Designation **PRINCIPAL**
- Does the institution function from its own campus? **Yes**
- Alternate phone No. **9431011261**
- Mobile No: **9450405437**
- Registered e-mail ID (Principal) **dr.shyam009@rediffmail.com**
- Alternate Email ID **bttcollegesivan@gmail.com**
- Address **VILL-AMLORI, PO-AMLORI, PLOT
NO-99, NH-85**
- City/Town **SIWAN**
- State/UT **BIHAR**
- Pin Code **841226**

2.Institutional status

- Teacher Education/ Special Education/Physical Education: **Teacher Education**
- Type of Institution **Co-education**

- Location **Rural**
- Financial Status **Self-financing**
- Name of the Affiliating University **JAI PRAKASH UNIVERSITY, CHAPRA**
- Name of the IQAC Co-ordinator/Director **DR. PRADEEP KUMAR SINGH**
- Phone No. **9336401196**
- Alternate phone No.(IQAC) **9598924247**
- Mobile (IQAC) **9128204500**
- IQAC e-mail address **iqacbttc@gmail.com**
- Alternate e-mail address (IQAC) **bttcollegesivan@gmail.com**

3.Website address

<http://www.baikunthteacherstraini.ng.com/>

- Web-link of the AQAR: (Previous Academic Year)

[NA](#)

4.Whether Academic Calendar prepared during the year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link:

<http://www.baikunthteacherstraini.ng.com/Academic%20Calender%202022-23.pdf>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.45	2023	21/04/2023	20/04/2028

6.Date of Establishment of IQAC

14/02/2019

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NIL	NIL	NIL	Nil	00

8. Whether composition of IQAC as per latest NAAC guidelines **Yes**

- Upload latest notification of formation of IQAC [View File](#)

9. No. of IQAC meetings held during the year **04**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- (Please upload, minutes of meetings and action taken report) [View File](#)

10. Whether IQAC received funding from any of the funding agency to support its activities during the year? **Yes**

- If yes, mention the amount **25000**

11. Significant contributions made by IQAC during the current year (maximum five bullets)

1. Completion of the first cycle for Accreditation by NAAC was major achievement by the IQAC in this academic year 2022-23
2. One day National Seminar on "Education in Mother Tongue"
3. Four days "Teacher Orientation Programme"

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
Submitting the SSR for five years 2017-2022	SSR Submitted to NAAC with in the stipulated timeline. The college geared up for the peer team visit during the moth of Apr 2023
One day National Seminar	The college has successfully conducted National Seminar on
Four days Teacher Orientation Programme	The college has successful conducted teacher Orientation programme and suggestion to all teachers use for teaching learning process by TLM expository method and ICT. Teacher has also introduced to PPT and various technological instruments for digital class.
2(f) & 12(B) FROM UGC	College has successfully achieved 2(f) & 12(B). Now we are going to start different type of project under UGC and various body.

13. Whether the AQAR was placed before statutory body? Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
GOVERNING BODY OF THE COLLEGE	25/05/2023

14. Whether institutional data submitted to AISHE

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• Mobile (IQAC)	9128204500				
• IQAC e-mail address	iqacbtcc@gmail.com				
• Alternate e-mail address (IQAC)	btccollegesiwam@gmail.com				
3.Website address	http://www.baikunthteacherstraining.com/				
• Web-link of the AQAR: (Previous Academic Year)	NA				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	http://www.baikunthteacherstraining.com/Academic%20Calender%202022-23.pdf				
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Name of the statutory body	Date of meeting(s)
GOVERNING BODY OF THE COLLEGE	25/05/2023
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2022	11/12/2022
15. Multidisciplinary / interdisciplinary	
The objective of NEP-2020 is to prepare the students as global citizens so that the all-around development of the students can take place, this is possible only when teaching work is done	

<p>through a multidisciplinary approach keeping in mind the concept from the root to the world.</p>
<p>Baikunth Teachers' Training College is an multidisciplinary college . In which we apply interdisciplinary content. It has maintained course B.Ed. with 100 intake capacity. In these courses covers multidiscipline such as pedagogy of Math, Physical Science, Biological Science, History, Geography, Civics, Economics, English, Hindi, Urdu, etc. we are committed to follow the direction of NEP regarding this.</p>
<p>16.Academic bank of credits (ABC):</p>
<p>Yes, Baikunth Teachers Training College has started ABC system for newly student from current session.</p>
<p>17.Skill development:</p>
<p>Baikunth Teachers' Training College is a Teacher Training College. We initiate and promote Teaching and learning Skills of each and every learner throughout the year. the College Organize Skill Program Such as- Introductory Skill, Black Board Skill, Stimulus Variation Skill, Questioning Skills, Explaining Skill, Objectives Writing Skill, Teaching Aid Skill, Lesson Closer Skill...etc. All the commissions formed in independent India emphasized skill development but in NEP-2020, emphasis was laid on teaching practical skills along with theoretical skills. For example, doing teaching work through students' soft skills communication, subject discussion, etc.</p>
<p>18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)</p>
<p>To prepare the students as Global citizens by integrating all Indian languages and cultures through Indian knowledge system integration so that the students can be imbued with the spirit of Vasudeva Kutumbakam is at the core of Indian culture. Our college have integrated of Indian Knowledge system and implemented Teaching in Indian Language and culture which as guided in curriculum by the Regulatory Authority NCTE. We also promote to learn the regional Language. Which are included in BTET Syllabus.</p>
<p>19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):</p>
<p>The purpose of NEP-2020, education should be such that it should not only give knowledge to the students but also be employable. Baikunth Teachers' Training College is a premier college for teachers Training Course. It has maintained their legacy of strong commitment to produce about 100 Skillful teachers at the</p>

end of every session. we have dedicated at least 100 visionary, futuristic and competent teacher as well as best citizen of our nation. It is our example of focused outcome based education.

20.Distance education/online education:

These is no any distance education/online education run by the college though we have initiated online classes during pandemic era. Our college also organized webinar successfully. Online education organized by institution through Zoom and Google Meet.

Extended Profile

1.Student

2.1	100
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	100
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	50
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	94
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5	94
Number of graduating students during the year	

File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	100
File Description	Documents
Data Template	View File
2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	6398474.00
4.2 Total number of computers on campus for academic purposes	27
3.Teacher	
5.1 Number of full-time teachers during the year:	16
File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	16
Part B	
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. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
Baikunth Teacher's Training College, Amlori, Siwan, Bihar is	

recognized by National Council for Teacher Education (NCTE) and affiliating with Jai Prakash University, Chapra to execute their prescribed course curriculum. Curriculum and Academic Programmes attempt to meet the Vision, Mission, and Objectives of teacher education. There is no any change in curriculum by university for current academic year. There is no role of the college/faculty in curriculum design. You may inform any practice of discussion in the staff meetings about the curriculum based on the feedback of the students about their difficulties in understanding the subject or answering the questions. The college may write to the university about the difficulties experienced by the students and the faculty's opinions on the curriculum. But there should be evidence for it in the form of minutes of the staff meetings and also copies of the letters to the university should be enclosed.

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

<p>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 year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni</p>	<p>B. Any 5 of the above</p>
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File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

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 Website of the Institution Prospectus Student induction programme Orientation programme for teachers

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://www.baikunthteacherstraining.com/Aim%20And%20Objective.aspx
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

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**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year****14**

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

1.2.2 - Number of value-added courses offered during the year**01****1.2.2.1 - Number of value-added courses offered during the year****01**

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**100****1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year****100**

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance

Three of the above

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

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

94

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

94

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

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 Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

Teacher education is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given. Procedural knowledge that creates teachers for different levels of school education skills that are specific to specialization in enjoy communicating your understanding to others, Confidence and organizational skills.

Critical thinking is a core academic skill that teaches undergraduate and postgraduate students to question or reflect on their own knowledge and information. This skill is required for students working on assignments and conducting research. It is also an invaluable skill in many workplace scenarios. Critical steps to improve critical thinking include analysis, interpretation, current, and evaluation. Negotiators communicate to clarify their preferences, attitudes and perspectives, to exchange information and to persuade the other side of their ideas and beliefs. For these reasons, communication ability is considered an important skill in a negotiator

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

Diversity expresses itself in so many different ways, so it can be daunting to try and start conversations around bringing it to the classroom. The good news of our institution is already full of students and staff with diverse and amazing backgrounds, abilities and skills. All you have to do is start highlighting that diversity. Start slowly and intentionally. Don't be afraid to admit when you don't know the answer, but always try to keep learning and growing. Listen to what others around you are saying, and look for feedback and ways to continuously improve. Change doesn't happen overnight, but the most important step is getting started.

7 ways to encourage a culture of diversity -

- Examine your teaching materials
- Get to know your students
- Be willing to address inequality
- Connect with parents and community
- Meet diverse learning needs
- Hire diversely
- Support professional development opportunities

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

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe 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 in not more than 100-200 words

Baikunth Teachers' Training College follows the curriculum in a way as to provide varied experiences to the students. In order to achieve this aim students are given professional training in teaching by the following measures:

Collaborative group learning, both inside and outside the classroom; Individual student research and discovery; Research and discovery by students and faculty together: When discussing social development, prospective teachers in one program reflect on their own social development and on the ways in which their teachers influenced them. This introspection helps prospective teachers examine their own beliefs and learn how these beliefs might influence their future work with families. For example, one faculty member teaches about issues of power in society (gender, caste and minority status, for example) by asking students to analyze their own cultural perspectives (such as their cultural history, language, and literacy). In one program, prospective teachers are asked to look at their own cultural experiences and history, think about the match between their family, community culture and their school culture, and then discuss ways in which some children's home and school cultures differ.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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 Students Teachers Employers Alumni Practice Teaching Schools/TEI	<p>Two of the above</p>								
<table border="1"> <thead> <tr> <th data-bbox="86 405 536 488">File Description</th> <th data-bbox="536 405 1436 488">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 488 536 591">Sample filled-in feedback forms of the stake holders</td> <td data-bbox="536 488 1436 591" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 591 536 663">Any other relevant information</td> <td data-bbox="536 591 1436 663" style="text-align: center;">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Sample filled-in feedback forms of the stake holders	View File	Any other relevant information	No File Uploaded			
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Any other relevant information	No File Uploaded								
1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	<p>Feedback collected, analyzed and action taken</p>								
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Any other relevant information	View File								
TEACHING-LEARNING AND EVALUATION									
2.1 - Student Enrollment and Profile									
2.1.1 - Enrolment of students during the year									
<p>100</p>									
2.1.1.1 - Number of students enrolled during the year									
<p>100</p>									

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	No File Uploaded

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

50

2.1.2.1 - Number of students enrolled from the reserved categories during the year

50

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	No File Uploaded

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

13

2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

13

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	No File Uploaded

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 Describe the assessment process 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, in not more than 100-200 words.

According to the government rule, The admission process of B.Ed course organized by government of Bihar through Combined Test (CTE). But at the time of admission our college distinguishes the moderate students and progressed students. Our college's admission committee members investigate the talent level on the behalf of previous education accordingly and classified them into moderate students and high-level learners. The high-level learner's students are urged to join different scholastic clubs and gatherings for Youth Festivals exercises. They are likewise propelled to take up subjects in whom they have performed well. The moderate students, then again, are guided alongside their folks to take up subjects and courses most appropriate for them.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	No File Uploaded

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 Mentoring / Academic Counselling Peer Feedback / Tutoring

Six/Five of the above

Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	
File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	View File
2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	<p>Two of the above</p>
File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	No File Uploaded
2.2.4 - Student-Mentor ratio for the academic year	
<p>10</p>	

2.2.4.1 - Number of mentors in the Institution

100

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

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 Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

Our institution adopts multiple mode approach to teaching-learning, In which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning. Method subject teacher as the mentor for the students of the concerned method subject in preparing a lesson plan, teaching materials and teaching aids. Mentoring arrangement in this regard is essential in order to actualize the participatory approach in the teaching-learning process. Organization of community outreach activities through the formation of different groups among the students under the guidance and supervision of a teacher as the mentor of a group of students for the said purpose. Scholastic & Co-scholastic activities are undertaken by the institution for making learning student-centered through the adoption of a Participatory approach as per the curriculum. Organization of Seminar cum Conferences on Microteaching, Pedagogical Analysis and Preparation low cost TLM, Lesson Planning with facilitating the students for active participation and presentation of papers.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	No File Uploaded

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

01

File Description	Documents
Data as per Data Template	View File
Link to LMS	Sudheducation. Com
Any other relevant information	View File

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

100

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	View File

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://www.youtube.com/watch?v=zPegpnUFhnA
Any other relevant information	View File

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

Our institution has provision for attending various faculty development programs. The college strives to enhance the facilities and equipment so that the faculty do not face any difficulty in the performance of its assigned tasks. Faculty members have been provided with the Audio-Visual aids, the LCD projector, OHP, etc through which learning is made effective & efficient. 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 multiculturalism, inclusiveness, and, straight away mentoring.

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

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of

Five/Six of the above

teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

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

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

The teachers and Students of our institution are actively involved in a dynamic teaching and learning process. In learning process involves challenging, refining, and improving understanding by being made to think hard. 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 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. For creative thinking understanding of the material with which they are being asked to be creative. 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. They are also fundamental to teachers improving their professional practice and to school development.

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

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 Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	All of the above
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 Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	Ten/All of the above
File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	View File

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

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback

All of the above

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

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 Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

All of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

All of the above

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

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

All of the above

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

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study

All of the above

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

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

Our institution attached with the school for internship. The process of internship in schools or school internship in which practice teaching is a major thrust occurs in the following ways as the procedural steps of the entire practice teaching protocol -

- The principal of the institute meets the heads of the schools to taking their consent for the said purpose.
- Discussion with the teachers in charge of school allotment with the student teachers about their preference in opting the schools out of the selected schools.
- Preparation of the allotment list of student-teachers for different schools with the selection of group leader and

allotment of one teacher educator as the supervisor.

- Sending the letter with the allotment list of the student teachers to the school heads through the group leader for prior discussion regarding the allotment of classes with proper adjustment in the timetable.
- Interactive session with the student teachers by the principal and faculty members before sparing the student teachers for their school internship.

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

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

100

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports

Nine/All of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	View File

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

The process of practice teaching has to be, as it actually is, in tune with the guidelines of the N.C.T.E. and Jai Prakash University, Chapra. Practice Teaching: Under the existing provision, each pupil teacher has to give a total of 60 lessons during the entire course of practice teaching. Of these, 60 lessons are given at the college, with the peer group (pupil teachers) in the presence of subject expert simulated teaching. Per day Lessons: In any case, the PTs do not transact more than two lessons in a day. During practice teaching, the PTs deliver 60 lessons (30 in each subject) with more emphasis being placed on effectiveness. Monitoring Mechanism: Teacher educators (preferably subject experts) check and approve all the lessons plans beforehand. The teacher educators observe all the lessons which are delivered during the simulation as well as in the field teaching. Feedback Mechanism: Teacher educators, PTs, and school teachers observe the lessons delivered by the PTs. While observing lessons, the teacher educators record their comments on a set evaluation Performa, which come as immediate feedback to the concerned PTs. In between, the PTs are trained in the technique of observing lessons (peer observation). It acts as a live source of feedback to and from the PTs.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	View File

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)	All of the above
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File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	No File Uploaded

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	Five of the above
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File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

16

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File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	View File
Any other relevant information	View File

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

05

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

2.5.3 - Number of teaching experience of full time teachers for the during the year

16

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

125

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

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words
 1. In house discussions on current developments and issues in education
 2. Share information with colleagues and with other institutions on policies and regulations

Management and the Principal of Baikunth Teaches Training College always look forward to systematic and objective analysis and

recording of controlled observations that may happen or have happened in the college. College authorities keep a close look at the emerging trends and needs of teacher education. In group discussions, the debates amongst the faculty are arranged to locate research themes and find answers to emerging questions and solutions for resolving issues in the field of general education and teacher education. The institution ensures access to the information on organizational performance (Academic and Administrative) to the stakeholders. Informal discussions between faculty and PTs provide feedback about the relevance of the course content, coverage, institutional climate, etc. The teacher educators collect more information from websites to find useful teaching ideas or more academic articles.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution
Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

Baikunth Teachers Training College sticks to the academic schedule which is being given by the Jai Prakash University for Conduction of the nonstop internal evaluation system. The academic calendar involves the dates of commencement and completion of the syllabus, time tables of internal exams It set out the dates of the term-end examination. The timetables have been arranged and executed in a like manner. The teachers define teaching plans as indicated in the academic calendar and guidelines of the Jai Prakash University. The time table of external examinations fixed by the University and the same is display on the notice board for the students. Any changes converse to the students well in advance. Principal & Teachers clear doubts of students with advice about writing correct & appropriate answers. 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	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	View File
2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually	Five of the above
File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	View File
2.6.3 - Mechanism for grievance redressal related to examination is operationally effective	
<p>There is complete transparency in internal assessment. Norms directed by the J.P. University Chapra have been adopted in the college. At the beginning of the session, faculty members expose the students to various components of the evaluation process during the session. Internal assessment test programs are organized according to the university and students are informed in advance. The college appoints a senior supervisor for the smooth conduct of college examinations. If the students are facing any problems, they are solved by the principal of the college. The grievances are deliberated during the conduct of theory examinations and deliberated with the Principal and forwarded to</p>	

the University in the examination section if necessary. Students are constantly evaluated by faculty regarding theory lectures, labs, assignments, and unit tests. Midterm marks are assigned based on defined strategies and displayed on the notice board. Questions if discussed with any faculty and HOD.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

The academic calendar is prepared by the college according to the guidelines of the Jai Pakash University University and according to the temporary date sheet of the university examinations. In the year-wise, practicals are prescribed in terms of planning of departments, timetable, attendance review, mid-term tests, and science subjects. Students with small attendance are notified according to their names and fined. 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. Similarly, annual celebrations are also held at the end of the academic year. The head of each department monitors the quality of teaching-learning through daily monitoring of teaching-learning activities. Continuous counseling is also done through departmental meetings and staff meetings.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the

teaching learning process in not more than 100 - 200 words.

Programme Learning outcomes

- To apply the principles and practices of teaching to new or complex environments
- To describe principles, theories and terminologies used in teaching.
- To cooperate effectively as a part of teams and in interdisciplinary context.
- To apply effective oral, written and visual communication skills to present ideas.
- To engage responsibly and sensitively with cultural, historical and interdisciplinary global context.

Course Learning Outcomes

- To critically analyze disparate sources of information about teaching.
- To understand significant curriculum and assessment theories, models in teacher education.
- To plan and develop an independent methods and technologies that is appropriate to teaching.
- To apply technical skills in creating and formatting digital content.
- To demonstrate critical thinking on professional knowledge and skills.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

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

Baikunth Teachers' Training College followed an evaluation pattern of marks for internal evaluation and marks for final. The College organized different types of test exam, and also different methods like- observation, interview, discussion etc. Class tests are conducted on a regular basis and the performance of students of different levels is evaluated by test scores. The evaluation system is flawlessly designed to evaluate student performance at each stage of the program. The college provide the facilities for practice teaching in schools. After completion of this practice of teaching in schools, a feedback session is conducted in the institution in the presence of the principal and the teacher educators as faculty members to share with the student-teachers regarding their experiences in the schools and to give some suggestions for further improvement in their teaching performance.

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

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

94

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	View File

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

Baikunth Teachers Training College has a mechanism in place to cater to the students coming from different areas of the state. Due importance is given to design, revision, and effective delivery of curriculum in the most efficient manner the evaluation system is flawlessly designed to evaluate student performance at each stage of the program.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

50

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

00

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

00

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

All of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

All of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

03

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	No File Uploaded
Any other relevant information	No File Uploaded

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

01

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
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	No File Uploaded
Any other relevant information	No File Uploaded

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

05

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

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

100

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

100

3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

100

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	No File Uploaded

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

B TTC organized various program on Azadi ka Amrit Mahotsaw, Tree Plantation. Awareness through role-playing (Natak) on various social aspects like AIDs awareness, Gender discrimination, and equal opportunities for education R.T.E Act by the institution. The Scout & Guide adopts one village every year and involves the local community in various activities. In this order celebrate the van Mahotsav week for caring for plants and safe life. Tree plantation is carried out in nearby areas and awareness for people community. Our Scout and Guide activities are controlled by the Scout and Guide Trainer of the Hindustan Scout & Guide Organization. In this college, we have executed Scout & Guide activities throughout the year and also during the annual camp. They are instrumental in converting students into responsible citizens of the country. Through Scout & Guide, various programs are organized to spread awareness about health care cleanliness, energy conservation, environment protection, social equality, Leadership, Disaster Management & Co-operation, etc.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	No File Uploaded

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

01

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the

year	
02	
3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year	
02	
File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	No File Uploaded
3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year	
01	
File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	No File Uploaded
3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges	Three/Four of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

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 Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

The institution has all made necessary infrastructure facilities as per NCTE norms. The following facilities are available in the infrastructure allocation of the institution are facilities for classroom teaching, laboratory work, a library with reading facilities, an ICT lab, a common room for both boys and girls separate, toilet facilities both for staff and students, storeroom, health and physical resource centre, seminar room, principal office with attached bathrooms, multi-purpose hall and guest room and canteen. In addition, our institution has a spacious playground for the outdoor game & open space for various programme annual sport meet, community-related programme, on the campus & celebration of Independence Day, Republic Day, Saraswati Puja & Teacher's Day etc. are organized in our multipurpose hall & our ground for the purpose of social and cultural activities

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

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

03

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	www.baikunthteacherstraining.com
Any other relevant information	View File

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

6398443.35

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

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 Describe the features of Library Automation in not more than 100 – 200 words.

The library working is computerized Software is being used for issuing books and maintaining records. The keywords used for the effective retrieval of books in the library are author, title, and publisher. The library has four distinct sections. These are acquisition, cataloging, circulation, and serial control. The college library has computer and internet facilities. Details on the access to the staff and students and the frequency of use are as follows as access to the staff:- Teachers and students use computers and the internet to access various kinds of information regarding teaching subjects, teaching-learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of audiovisual teaching aids, the role of electronic media in education, recent researches related to educational developments and educational complexities, etc., Teaching staff to compare the educational developments of other countries with their educational

practices of the indigenous system.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://www.baikunthteacherstraining.com/Facilities.aspx
Any other relevant information	View File

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

The library of BTTC is located on the ground floor. The strength of capacity of students is 50 at one time. It content book & journal 3800. There are text & reference books, national journals, encyclopedias, etc. The book is available for students and faculty for reading. The book is kept secure and the library staff takes care of them. BTTC has adequate learning resources and a well-established mechanism to systematically review the various library resources for access and relevance. The teacher educator collects more information library/e-library find useful teaching ideas or more academic articles. They consult magazines & journals in the college library. This is the way the teachers get enriched.

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	No File Uploaded

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases

All of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	View File

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

603192.00

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

597

File Description	Documents
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 academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	http://www.baikunthteacherstraining.com/Facilities.aspx
Any other relevant information	View File

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

Baikunth Teachers Training College continuously updates its IT facilities. Purchased IT equipment includes desktop computers, digital lectures, projection systems, language cum-career labs, and various software for these. The college IT lab is equipped with 27 computers and a server that runs on Windows 7, 8, 10, and Linux Oases to support mastery of basic IT skills for students.

The college has a dedicated lease line of fast internet connectivity and a Wi-Fi facility. ICT facilities are used extensively by both faculty and students to access the internet retrieve implicit consulting e-libraries, share ideas through email, Facebook, WhatsApp groups & also preparation & study micro-teaching by the teacher used ICT accessories.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

2:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

**4.3.3 - Available bandwidth of internet connection in the Institution (Leased line)
Opt any one:**

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	No File Uploaded

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system

Five or more of the above

Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.youtube.com/channel/UCiPLIilFwjBGPBBwCceEqJw/videos
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

1280719.00

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

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. Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

The college has a building maintenance committee for the upkeep of infrastructure. Teachers submit their requirements to the Principal regarding classroom furniture and others. The college development fund is utilized for the maintenance and minor repair of furniture and other electrical equipment. Baikunth Teachers Training College checked the stocks annually in which the equipment available in various laboratories and in the library are

physically checked and verified. Library Committee and the Purchase Committees along with ministerial and support staff conduct this work and identified the damaged items and books and recommended purchasing & writing again. After proper recommendation by both Committees, items and books are procured on the demand of the concerned teacher in charge. All formalities related to the purchase and disposal of old damaged equipment and books as laid down in the Store and Purchase Rules. Regarding the maintenance of indoor games like Volley Ball court/Badminton/Gym/TT Courts on the college sports in charge consult coaches. In their guidance accommodations are arranged. Computers/Printers and other IT accessories maintenance through AMC is done regularly and non repairable systems are disposed of accordingly.

File Description	Documents
Appropriate link(s) on the institutional website	http://www.baikunthteacherstraining.com/
Any other relevant information	View File

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 Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning	All of the above
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File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	No File Uploaded

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable

Seven/Eight of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

A. All of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	No File Uploaded

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)

Four of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	No File Uploaded

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
27	94

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	No File Uploaded

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

12

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

39

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

Baikunth Teachers' Training College has its own student council. The representative body (that are known to different names) of the students in which students are elected section-wise and group-wise every year at the start of the academic year. The election/selection for different posts continues to be unanimous.

The student representatives coordinate various activities and responsibilities entrusted by the college to them. They act as a link between students and the faculty members, and the college. Their representatives provide feedback about various activities undertaken by the faculties and the college as well as how the decisions of College authorities are received by the students.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	No File Uploaded

5.3.2 - Number of sports and cultural events organized at the institution during the year

05

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	No File Uploaded

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

Baikunth Teachers' Training College is committed to strengthening its ties with its former students. The Alumni Committee is an initiative by the students and the present batches of students take the lead in all possible efforts to make the alumni association of the college a robust platform. Baikunth Teachers' Training College established an Alumni Relations Cell in 2017 to strengthen the association with the alumni, and to afford opportunities to the present student to draw support and inspiration from the former students. The Alumni Committee of Baikunth Teachers' Training College participate college-level seminar that hosted successful alumni from various fields. Alumni speakers shared their expertise in key development areas such as soft skill development, career growth, management of stress and anxiety, and several other relevant topics.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	View File

5.4.2 - Alumni has an active role in the regular institutional functioning such as
Motivating the freshly enrolled students
Involvement in the in-house curriculum development
Organization of various activities other than class room activities
Support to curriculum delivery
Student mentoring
Financial contribution
Placement advice and support

All of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	No File Uploaded

5.4.3 - Number of meetings of Alumni Association held during the year

02

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	No File Uploaded

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. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

The Baikunth Teachers' Training College has a respective Alumni Association. The Association has been helping the college in its regular growth and development process efficiently, by providing positive feedback. The Senior Teacher of the College is the President of the Alumni Association. Other members include faculty and students.

The alumni's contributions to the growth and development process are given below-

- The Alumni help in establishing Networking with all students.
- It helps the college in updating the placements of pass-out students.

- It furnishes information about job opportunities in schools.
- It has given many healthy suggestions for the augmentation of the college.
- Helps in publicity.

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

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 Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

The leadership and governance at Baikunth Teachers' Training College based on participative management and decision making ensure an environment conducive to attaining the vision and the mission of the college. The college motto All round development of students is the guiding force in policies and actions towards attaining to empower the rural masses by educating them and by creating social, political, and cultural awareness. The Vision of the Baikunth Teachers Training College is to provide quality to the students with the exposure to the practical application of the knowledge and practice of life skills so that can contribute to the self-development and development of the Nation.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.1.2 - Institution practices decentralization and participative management Describe the process of

decentralization and participative management practiced in the institution in not more than 100 - 200 words

Baikunth Teachers' Training College adopts the human relationship for college work. The college has a decentralization and participative management that is seen on various staff committees and other forums. The Staff committee is chaired by the Principal. Every faculty in the college is a member of two or more committees in the college. Teachers' engagement in the overall functioning of the college through the staff committees. The principal has full power for running the college. Teachers convene and participate in committees that fulfill admissions and academic/workload requirements of the college. Teachers are appointed as representatives in the Governing Body for all responsibilities. Another noteworthy aspect of participative management in the college is students' representation in the executive bodies of various departments, societies, and committees. Student office bearers are assigned responsibilities of leadership, and management of department/committee fests, seminars, webinars, etc.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	No File Uploaded

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

Financial Affairs: Baikunth Teachers Training College is a self-financed institution. Salaries and other expenditures are directly controlled by the Trust management. Funds are collected from the student's fee as per norms as a part of a self-generated resource that is spent for the salary. Fees and funds available with the college are directly controlled by the Trust. Audits are periodically conducted to ensure complete transparency. Payments are made through a bank account.

Academic Affairs: The college offers a B.Ed course. Admission is taken on the basis of an entrance examination conducted by the state government. Admission is done as per the guidelines issued by the government from time to time on NCTE norms.

Administrative Affairs: The college has transparent administrative management. Every employee from top to bottom is part of the

college administration. Teaching as well as non-teaching are given additional tasks in addition to their normal duties at the beginning of the session. Deep interest is taken by the employees to complete the assigned tasks. Various committees are formed at the beginning of the session every year to look into the various activities of the college.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

Baikunth Teachers Training College has designed specific short-term and long-term plans. The strategy followed by the college is quite specific and action-oriented. The committees of the college had decided the strategic plan for development of students in service area. The time-bound strategic plan developed by the college is effectively implemented and supported with appropriate faculty.

TET/CTET/STET & Other Teacher Eligibility Examination-

All newly admitted students are compulsorily involved in special classes, in which the college organized TET/CTET/STET & Other Teacher Eligibility Examination. They discuss and learn about Child Psychology, philosophy, specificity of the education system, teaching-learning process, a system of continuous assessment, language parts for language first and language second, and science or social science. Besides this, All students are also given a guided tour of the campus and various facilities. Students are made aware of time table, program structure, and syllabus of courses before the program starts. Class committees are held regularly to seek feedback from students and appropriate steps are taken for the teaching-learning process.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://www.baikunthteacherstraining.com/TE T.PDF
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

Baikunth Teachers Training College has a organizational structure in which, The Principal is the academic and administrative head of the institution.

Governing Council:

Baikunth Teachers' Training College has a respective Governing Body. The council's purview of working is academic as well as administrative. Some of the areas of decision are important financial decisions, Infrastructure related decisions, Approval of curriculum Changes in policy matters, Issues relating to NCTE and Government Strategic planning.

Academic Council:

Academic council consists of senior faculty members and the Principal. The council ensures the academic readiness of the institute to meet corporate requirements. The body reviews the syllabus from time to time and evaluates the academic performance and progress of the Institute.

Appointment Committee:

The institute has an appointment committee which consists of Governing Body and the Principal of the College. Along with its member, there is a representative of the University and an invited professor level person of a local college.

Policies & Service rules:

The institute follows its own service rules and policies under the UGC norms, recruitment and promotion policies which are closely

monitored by the governing council.

File Description	Documents
Link to organogram on the institutional website	http://www.baikunthteacherstraining.com/
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	No File Uploaded
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

The planning and implementation of all the activities of various bodies and committees are carried out by the members of the respective bodies through a well-organized system of planning and evaluation. Minutes of staff meetings are duly recorded for maintenance and transparency of records. Various activities and plans in the college are formulated according to the guidelines of the State Higher Education Department, Jai Prakash University Chapra, and the vision and mission of the college. The management of the institution encourages and ensures support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes. The Chairman of the institution raised the suggestion of the Academic Committee in front of

Governing Council members during the meeting which was approved after an extensive discussion on the profile of guests, benefits, exposure to students, time management, etc. The students interacted with professionals and took guidance from their experiences which helped them to grow as individuals and prepare themselves as per current teaching trends.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

Baikunth Teachers' Training College is a non-profitable institution. There are many welfare measures for teaching and non-teaching staff.

Welfare measures for teaching and non-teaching staff:

Provident Fund:

The maximum teaching and nonteaching staff of the institution are covered under EPF Scheme. It is dependent on the year of the appointment.

Salary advance provision in case of emergency, and Personal loan from the Bank where there lies salary account through the guaranteed ship of the institution.

Salaries are disbursed on the last working day or just complete of every month. A respective salary finds for every staff with other allowance along with EPF.

Staff Development Program: Baikunth Teachers' Training College gives a training program in work skills related to their work for

teaching and nonteaching staff.

CL/EL/ML:- Baikunth Teachers' Training College facilitates 30 leaves with payment every year for every teaching and non teaching staff.

Staff Picnic :- Baikunth Teachers' Training College also conducts regular staff picnic for co-opretion and co-ordination between staffs.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

03

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	View File
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	No File Uploaded

6.3.3 - Number of professional development /administrative training programmes organized

by the institution for teaching and non-teaching staff during the year.

01

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	No File Uploaded

6.3.4 - 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

01

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	No File Uploaded

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

Baikunth Teachers' Training College uses an effective evaluation system to improve teaching and other staff. The institution uses self Performance Based Appraisal System (PBAS) for teaching and nonteaching. The institution also evaluates through regular monitoring of the works. The institution has also Student feedback through the administration of performance appraisal of faculty by the students and interactive sessions with the students on the techniques for evaluation to improve their teaching, research, and service of the faculty and other staff.

A confidential self-appraisal paper for teaching and non-teaching staff member is prepared by the Principal of the college. Performance appraisal of the faculty members on their teaching performance and academic growth. The student's Feedback report is kept confidential and it's revealed in the meeting of the college

by Governing Body.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

Baikunth Teachers' Training College conducts an external audit of the college books of accounts for the respective financial year. For this purpose, the college contacts a qualified chartered accountant with approval from the Governing Body. The last audit of books of accounts was done for the financial year 2022- 23 by the auditors. All vouchers are examined by an internal financial committee on a half-yearly basis. The expenses incurred under various heads are completely checked by confirming the bills and vouchers. In the event that any discrepancy is discovered, the same is brought to the notice of the principal. A similar cycle is being followed throughout the previous five years. The chartered accountant meticulously audits the finance-related documents for all transactions. It is an audit of the balance sheet, general fund income and expenditure, and receipt and payment account . The college budget includes recurring expenses such as salaries, electricity, internet charges, maintenance costs, stationery, other consumable fees, and non-recurring expenses such as lab purchases, furniture, and other development expenses. The expenditure will be monitored by the accounting department as per the allocated budget.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

00

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

Baikunth Teachers' Training college is a non-profitable institution. The only sources of revenue are the fee realized from the students as per norms of the NCTE and the affiliating university. The college invests the maximum budget on the salaries of staff. The college committees ensure timely and routine maintenance and upgradation of laboratories, library, computing facilities, classrooms, and equipment and facilities. According to the requirements submitted by conveners of committees and teachers-in-charge, a budget is prepared and submitted to the Competent Authority for approval.

The Budgeted fund are spent in the following Areas

- Salaries to: Teaching Staff Non-Teaching Staff

- Purchase of Books, Software etc.
- Conferences and Seminars
- Faculty Development Programs
- National and International Conferences
- Sports and Cultural Activities
- Student council, etc.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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 Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The college formulated and established a Nine-member Internal Quality Assurance Cell (IQAC) in 2019 so as to respond to the changing educational, social, and market demands. The cell makes assessments of different aspects of the functioning of the college and monitors their functioning. It gives suggestions from time to time i.e. from the beginning to the end of the course. This cell also examines and addresses the suggestions received through different modes such as verbal, communicated, or through Suggestion Box and allied channels. The cell also development and application of quality benchmarks/parameters for the various academic and administrative activities of the College & Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

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

other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

The IQAC at Baikunth Teachers' Training College encourages and ensures continual reforms in teaching learning methodologies. The Vision of Baikunth Teachers' Training College is 'To Develop Man, To Develop Nation'. The college works according to its mission & vision. It is a B.Ed. college so the teaching-learning process is important here. Teaching-learning is a continuous process that promotes skills and knowledge and develops new proficiencies required to excel which in turn requires students to learn.

The IQAC of Baikunth Teachers' Training College takes a continuous review of teaching-learning process structures & methodologies of operations and learning outcomes at periodic intervals. To sustain the quality of its academic programs, the stakeholders' feedback and the previous years' results are the benchmarks for further improvement.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

06

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	No File Uploaded

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF	Two of the above
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File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://www.baikunthteacherstraining.com/IQAC.PDF
Link to Annual Quality Assurance Reports (AQAR) of IQAC	Nil
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

The approach of IQAC has always focused on the process of learner-centered teaching-learning and it has formulated policies to evaluate and evaluate it from time to time. Accordingly, the IQAC complies with teaching, learning activities, and reviews, and modifies after taking suggestions. To see the learning outcomes, the IQAC periodically reviews the teaching process and suggests

gradual and regular expansion, upgrades, and addition of expected materials, equipment, infrastructure, and more.

There are two programs that Institutions keep track of the incremental improvements

TET/CTET/STET & Other Teacher Eligibility classes

Baikunth Teachers' Training College is organizing the teacher eligibility classes for student success. The college maintain the time table of college but it focus for more and more and learning outcomes.

Many Cells for work decentralization

Baikunth Teachers' Training College make a regular committee for every new session. Teachers-incharges of each committee hold regular meetings and information is collected on the percentage of syllabus covered by each teacher. The result of each committee is discussed and analyzed in detail in a meeting of the department with the Principal to identify the weak areas and take corrective action.

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	View File

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 Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

Regarding the utilization of energy , The related committees has to be constituted in the institution to check the use of various energy sources that available in the institution which are as follows -

1. Always try to utilize the natural resources of light .
2. To pay attention switching of the lights, fans, A.C when the classes are not held.
3. To Encourage the student, Teachers and other staff to

educate the uses of non conventional energy and avoid the used of conventional energy.

4. The institution has clear policy and guidelines for energy conservation and its use.
5. An Energy monitoring committee has to be constituted in the institution to check the use of various energy resources that available in the institution.
6. The Energy monitoring committee shall conduct energy audit biannually and must submit report to the head of institution.
7. Use of LED bulbs must be promoted in the institution,
8. Priority needs to be given to energy efficient ISI marks equipment during purchase.
9. An arrangement of solar panels which covers 30% need of our institutional utilizing energy.
10. Regular maintenance of batteries, solar panels electric wires A.C, Fans, Bulbs, Computes, CPU, Printers and other electrical appliances.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

BTTC will adopt the principals of the maximum sustainable waste management ; so the college will apply a squander various leveled approach to the removal of the waste. The college recognizes the importance of meeting these legal pre requisites and deal with its waste responsibility diminish the volume of waste, reuse and recycling where passable. Always try to follow CPCB procedure there is legal requirement for all who produce keep or dispose hazardous/radioactive/chemical waste of any type of waste to comply with various regulations under National and International environment protection legislation.

1. To make student and teachers and understands the importance of environment and its problem areas.
2. To continuous educate student and teachers to create awareness amongst public too.

3. To protect and conserve ecological system and recourses within and outside of the campus.
4. Segregation of waste on daily basis in dustbins.
5. Reducing the quantity of solid waste disposed off inside the campus.
6. Re-using and recycling the solid waste wherever possible in compost bin.
7. Try to making efforts for plastic free campus.
8. BTTC arranged energy year waste management meeting in quarterly basis.
9. Computer and science lab waste collected always in E-dustbin.

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

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant

Three of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	View File

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

Three of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

Green and Clean Campus

B TTC Amlori siwan campus is a place where environment friendly practices and education combine to promote sustainable and eco-friendly practices continuously. The green campus concept offer an institution on opportunity to take a lead in redefining. Its environmental concern and develop new paradigms by creating sustainable solution to environmental and social needs of inhabitants.

A: Green Campus emphasizes on the following

1. Greenery to provide pollution free air and carbon skink.
2. A neat and clean campus
3. Mine mise waste and consumption of waste and energy

Cleanness on Campus

1. Provide door mats each class and every departments
2. Head sanitizers present in each basis and toilets.
3. Covid protection sanitizers installed in college campus.
4. Use of LED bulbs and lamps.
5. Eco-friendly cemented food path inside the campus.

Pollution free healthy environment

1. Use of reusable bottles and glasses
2. Composting pit installed inside the campus.
3. E-dustbin and green/blue dustbin helps cleanness.
4. Always used dust Proof chalks.

5. Try to maintained plastic free campus.
6. Paper less Offices

Green Cover

1. A large no of tree planted inside the campus.
2. Herbs and shrubs plants also planted.
3. Large no of flower pots and flowers plants planted.
4. A large green field with full of grass.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

All of the above

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

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

0.97332 LAKH

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	No File Uploaded

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

Leveraging local environment, location knowledge and recourses, community practices and challenges.

Baikunth Teachers Training College is situated in Vill+Post-Amlori plat no.99 NH.85 via Siwan to Gopalganj Road in Siwan district state of Bihar. It holds significant place in the educational map of our country and state due to its locational advantage. The college offered as a center of many competitive and university exams from time to time as well as the IGNOU exam held in 2022-23. This institution also held (National, University and college level seminars/webinars organized regularly, ie women empowerment , NEP 2020 Right to education, Scout and guide camp etc.) Activities in every year. Beside these activities the institution held in college sports completion, covid vaccination camp and health checkup camp with collaboration of Maa Vindhyavasini Nayas Nai Basti Siwan.

The Institution organized rally for cleanness that aware for students teachers and nearby villagers. every year provide mentoring system through Guidance and counseling with help of some wise councilors'. The institution organized every year tour provide knowledge for nearby places, to the students. The students are able to know there culture geographical knowledge tradition history etc. This institution always try to use for its locational resources.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

<p>7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized</p>	<p>B. Any 3 of the above</p>
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File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	No File Uploaded

<p>7.2 - Best Practices</p>
<p>7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website) Describe any two best practices successfully implemented by the institution as per NAAC format</p>
<p>Best Practices</p> <p>1. Carrier Guidance Programme</p> <p>B TTC Amlori Siwan has a pioneer in adopting and using modern educational Technology to enrich the teaching learning Process. In the order of this context in 2022-23. The institution organized "Carrier Counseling Programme" through IGNOU senior assistant director Dr Aasif Iqbal. The Guided about the carrier alternatives for the students and the also explained how to choose his/her own</p>

carrier for students they always try to choose his/he carrier choose about their interest skills knowledge and capacities. If in this way you choose your carrier So the carrier always adopt in your life.

2. TET/STET/Other Eligibility Test

B TTC Provides TET/STET/CTET Classes as regular classes.

Our teachers always try to make effort in large number of students qualify in many teachers eligibility test. In this current year a large number of students qualifying in CTET/BTET/STET and BPS C exams .

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

Institutional Distinctiveness

Baikunth Teachers' training college always focuses keenly on the holistic development of the students and provides them with every opportunity and resource to facilitate their holistic development. In order to institutional Distinctiveness in this year (2022-23) the institute facilitate health checkup camp provide with the help of Maa Vindyawasini Nayas Nai Basti, Siwan organized inside the campus whose details are given below in brief.

The health checkup camp for students and staff

The institute has an intake only 100 B.Ed students at time of its inception in 2022-23.As visible from vision and mission statements the institute has been focusing on the holistic development of the students while always aiming at excellence in education and meeting the quality standards set by accrediting and regulatory bodies.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File