SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

BAIKUNTH TEACHERS' TRAINING COLLEGE AMLORI, SIWAN (BIHAR)

VILL-AMLORI, PO-AMLORI, PLAT NO.99, NH-85, DISTT-SIWAN
841226
www.baikunthteacherstraining.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Baikunth Teachers Training College, Amlori, Siwan, Pin-841226. Affiliated to J.P. University is run and managed by "MAA VINDHYAVASINI SHIKSHA NAYAS" trust, Nai Basti Malviya Nagar, Siwan established in 21/06/2010. By its founder president Shri Ramendra Rai with the objective of social educational and economic upliftment of society. This Institute is recognized by NCTE vide letters no: -ERC/7-138.6.24/NCTE/B.Ed/2012/13272 (For 100 seats of B.Ed course) The institute is going to complete its nine glorious years. Baikunth Teachers Training College was granted recognition from NCTE on 2012 and also got NOC from State Govt. affiliation was given by J.P University, chapra, Bihar to run B.Ed course with 100 intake of students for the academic session 2012-13. After this selection committee was appointed for the appointment of principal and teaching faculty of B.Ed course were 15+1 appointed. The institute is situated on a land (campus area) measuring 7083 sq. mts. And has built up space of 5912.69 sq. mts. This institution has big Class room, Multipurpose Hall, Seminar Hall, Method Teaching Rooms, Language Lab, Social Science Lab, Science Lab, Computer Lab, Sick Room well equipped Psychology. Common rooms for boys and girls, spacious library and playground. College has got its own water resource a large plant of aqua guard plant has been installed to supply fresh and clean water, separate toilet facilities are available for boys and girls and staff. The faculty members are highly qualified with long teaching experience acquired at various prestigious institutes of the country. Presently there are three Ph.D holders and one net as faculty in the institute. Five faculty members have been registered for Ph.D Programme. The institute has very good library, well stocked with books, national and international journals, magazines, newspapers etc. It has a well-developed and a wellmanaged reference section housing encyclopedias, handbooks, manuals dictionaries etc. It has a computer searchable database which contains bibliographic records of books, serials and theses, accessible through INFLIBNET (Information Library Network). Participation of students in sports and co-curricular activities is a regular feature in the college.

Vision

The Vision of the Baikunth Teachers Training College is to provide quality to the students with the exposure of practical Application of the knowledge and Practice of life skill so that can contribute to self- development and development of Nation**.** To inculcate in our children love for learning. To Nurture well rounded personality where confident, creative and able to adjust and adopt any circumstances of environment. To lead by example and be good role models so that are our children imbibe our qualities and take pride in what they do.

- Physical development of the students
- Mental and emotional development
- Ethical Integration
- To provide a unique learning experience that will enable the students to realize their potential and mold their overall personality.
- To make available equal opportunities and ensure support without prejudice based on gender, class, caste, religion, and economic status.
- To make available globally competitive education infrastructure compatible to the changing challenges of India's nation-building processes. To make the complete human being.

Mission

We all The AARYANS' dedicate ourselves to keep our chariot of knowledge running inspired by our missionary zeal and untiring efforts to apply the latest educational techniques maintain the ethos of traditional Bhartiya system of Learning.

- To pursue knowledge through curricular, co-curricular and extra- curricular activities and to develop the learners personality with strong value base.
- To empower the rural masses by educating them and by creating in them the social, political and cultural awareness.
- Striving continuously to provide quality teacher training.
- To nurturing scientific based tempered Person with socio-economic cultural based life enabling work to creative thought with dynamic personality.
- To make motivator for doing work in positive way for society who are very poor or discarded and lies on border lines.
- Collaboration with the local institutions and inhabitations for the development of the surrounding.
- Promoting national and traditional values among the students.
- To effectively execute various activities under the academic and social responsibility of Baikunth Teachers' Training College.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Dedicated Principal committed Management and experienced and diligent faculty.
- Emphasis on empowerment and enlightenment of students through gender equality and value based education aimed at fostering informed global minds.
- Competitive and learner friendly academic environment.
- The college fosters a spirit of belongingness, camaraderie and warmth with very congenial relationship between the faculty and students.
- Holistic development of students.
- Emphasis on community and social work along with classroom activities.
- Student support system and mentoring process.
- Environment initiatives like Waste Management System have been installed.
- An auditorium with the seating capacity of 250 students.
- A host of student support services and welfare schemes for both staff members and students.

Institutional Weakness

- Lack of educational awareness among parents.
- Lack of ultra mechanism.
- No hostel accommodation for the students.
- Number of volumes and journals in the department library need to be increased.
- Soft skills and communication skills of students need to be improved.

Institutional Opportunity

College campus: - The College has a spacious campus & playground with scope for further improvements in the creation of infrastructure and other physical facilities.

Reach: - Baikunth Teachers' Training College located on Siwan to Gopalganj road is situated beside NH-85; main city siwan at distance for 6 km. is situated. This is quite convenient and accessible for the students from surrounding feeding areas, especially girls who were not allowed by the parents to travel to long distance colleges have got an opportunity here to achieve their dreams and uplift careers.

Institutional Challenge

- Socio-economic backward condition of students
- Limited internet connectivity in the college.
- Keeping pace with fast changing technology.
- Slow learners.
- Weakness communication skills.
- Placement in the best ICSE, CBSE schools.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

This criterion relates to how a course is either assigned by a university or is fully complemented or enriched by an institution, with the mission and vision statement of the institution based on the permissible freedom in course design is compatible. It also considers the practices of an institution in introducing a wide range of program options and courses that are relevant to regional and national needs in line with emerging trends. Flexibility and diversity are also estimated through this criterion for stakeholder involvement in different levels of learners, career orientation, multi-skill development, and annual updation. The focus of this criterion is captured in the following criterion statements that explain the qualitative aspects and good practices expected of an institution:

- The institution has a clearly stated and communicated purpose, vision, mission and values.
- The institution ensures the continued relevance of its programs and existing courses are modified to meet emerging needs.
- The institute develops and deploys action plans for achieving the objectives and effective implementation of the curriculum.
- The institute receives and uses feedback from students, alumni, employers, the community, academic peers and other stakeholders in curriculum development and planning. The major aspects identified under this criterion are: curriculum design and development, academic flexibility, feedback on curriculum, curriculum updates and best practice in curriculum aspects.

Teaching-learning and Evaluation

This criterion relates to College efforts to serve students of various backgrounds and abilities through effective

teaching-learning practices. Interactive instructional techniques that engage students in higher-order 'thinking' and inquiry through the use of interviews, focus group discussion, debates, projects, presentations, experiments, practical sessions, internships, and e-resources are important considerations. The criterion calls for substantial attention to how the institution supports and facilitates the use of ICT and other new and emerging technologies. It also helps in the adequacy and competence as well as the continued professional development of faculty handling programs of study. The efficiency of the techniques used to continuously evaluate the performance of teachers and students is also a major concern of this criterion. The focus of this criterion is captured in the following criterion statements that represent the good practices expected of an institution:

- The institution has a transparent admissions process and ensures that the defined admission criterion is equally applicable to all applicants.
- The institution provides clear information to students about admission and completion requirements, fee -structure and refund policies, financial aid, and student support services for all programs.
- The institution engages its students in active learning.
- The instructional approach and learning experiences are extensive and in keeping with the stated objectives of the program.
- Practice teaching plans are developed in partnerships that cooperatively involve school staff and custodial teachers.
- Student teachers are prepared to manage the diverse learning needs of students in schools.
- The assessment and evaluation plan is comprehensive, reliable, objective, and transparent and students are well informed in advance.
- Evaluation and evaluation results are used to improve the performance of students and course transactions.
- The college incorporates new technologies into its programs and encourages students and teachers to use and adopt technology in teaching-learning.

The key aspects identified under this criterion are:- Admission Process and Student Profile, Need for Catering to Divers, Teaching-Learning Process, Teacher Quality, Evaluation Process and Reform, and Best Practice in Teaching Learning and Evaluation.

Infrastructure and Learning Resources

The key aspects identified under this criterion are:- Admission Process and Student Profile, Need for Catering to Divers, Teaching-Learning Process, Teacher Quality, Evaluation Process and Reform, and Best Practice in Teaching Learning and Evaluation.

- The institution has adequate physical infrastructure facilities to run educational programs efficiently.
- The institution continuously enhances its infrastructure to keep pace with its educational development.
- The institution has effective mechanisms for maintenance and optimal utilization of infrastructure.
- The institution takes adequate care and considers the environmental issues associated with the infrastructure.
- The instructional infrastructure meets the requirements of the program and is better used.
- The institution ensures the availability of qualified faculty and staff required to achieve the stated objectives.
- Workload policies and practices encourage faculty to engage in a wide range of professional

and administrative activities and community engagements.
- The institution has an adequate library and computer facilities and other learning resources with easy access to all its constituencies.

The major aspects identified under this criterion are: physical infrastructure, infrastructure maintenance, library as learning resource, ICT as learning resource, other facilities, infrastructure and best practice in learning resource.

Student Support and Progression

The main objective of this criterion is the effort of an institution that provides students with the necessary support to facilitate good campus experience and their overall development. It also seeks information on student and alumni profiles and contributions to the institution and vice versa. The focus of this criterion is captured in the following criterion statements, which describe some of the good practices, expected of a quality institution:

- The institution has adequate teaching resources and a well-established mechanism to systematically review various library resources for adequate access and relevance and for decision making for acquisition.
- Various provisions in the institute support and enhance the effectiveness of faculty in the teaching and mentoring of students.
- The campus environment promotes improvement in students' motivation, satisfaction and developmental performance.
- The progress of the students at various stages of the programs is monitored and appropriate advice is given to the students.
- The institute develops the leadership qualities of the students through its involvement and involvement in various institutional activities.

The key aspects identified under this criterion are: student progress, student support, student activities and best practices in student support and progress.

Governance, Leadership and Management

This criterion helps to gather data on the policies and practices of an institution in terms of planning power, recruitment, training, performance evaluation and finance management planning. The participative management process and creative administration of human and material resources are relevant here. The focus of this criterion highlights the following criterion statements, which are representative of the good practices of a quality institution:

The institution is conscious of its quality provisions and has a well-established functional internal quality management system. The institution has an MIS to collect, align, select, integrate and communicate data and information on the educational and administrative aspects of the institution.

- The institution's offices and departments operate on the principles of participation and transparency. Academic and administrative planning goes hand in hand with the institution.
- The goals and objectives are communicated and deployed at all levels to ensure each

individual's contribution to institutional development.

- The institution has a mechanism for faculty, students and other stakeholders to seek information and / or make complaints.
- The institution has good resource management practices that support and encourage performance improvement, planning and implementation strategies.
- The financial resources of the institution are judiciously allocated and used effectively.
- Budgeting and auditing processes are routine and standardized.

The key aspects identified under this criterion are: institutional vision and leadership, organizational set up, Strategy development and deployment, human resource management, financial management and resource mobilization and best practices in governance and leadership.

Institutional Values and Best Practices

Does this criterion focus on the special efforts of an institution's values? That influenced its academic excellence. Any innovative practice is a path designed to advance the interest of the students and the institution. Institutions' internal quality assurance systems, best practices, and stakeholder relationships make institutions reflect on the quality culture. The focus of this criterion is captured in the following criterion statements and key aspects:- The institution exhibits sensitivity to changing educational, social and market demands.

- The institution is ready to foster an environment of creativity innovation and quality improvement.
- The institution caters to inclusive practices and better stakeholder relationships.
- The institution adopts quality management strategies in all educational and administrative aspects.

The institution strives to promote value-based education, social justice, social responsibilities and good citizenship among its student community.

Research and Outreach Activities

This criterion seeks information about the institution's policies, practices, and outcomes in the context of research and outreach activities. It relates to the facilities and efforts provided by the institution to promote research culture and their results. Serving the community through research and outreach activities, which is a social responsibility and also a core value displayed by institutions, is a major concern of this criterion. The focus of this criterion is captured in the following criterion statements that describe good institutional practices.

- The institution supports professional development activities that engage its teachers in research in education.
- The institute encourages faculty to publish in educational forums.
- The institution encourages its students and faculty to learn continuously. The institute encourages faculty outreach activities in research.
- Institute faculty are actively engaged in training and developing teaching and other teaching-learning materials.
- The institution incorporates practices based on research conducted by its faculty.
- The institution is responsible for community needs and conducts relevant extension programs.

The institution encourages its faculty to provide consulting services for the school sector and to actively engage in their respective areas of expertise.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BAIKUNTH TEACHERS' TRAINING COLLEGE AMLORI, SIWAN (BIHAR)
Address	Vill-Amlori, Po-Amlori, Plat No.99, NH-85, Distt-Siwan
City	Amlori
State	Bihar
Pin	841226
Website	www.baikunthteacherstraining.com

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Shyam Shanker Pandey	06154-9128204500	9431011261	-	bttcollegesiwan@gmail.com
IQAC / CIQA coordinator	Pradeep Kumar Singh	-9450405437	7488097166	-	pradeepkr101singh@yahoo.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

03-01-2023 07:21:27

State	University name	Document
Bihar	Jai Prakash Vishwavidyalaya	[View Document](#)

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	[View Document](#)	13-08-2012	1188	Permanent

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Vill-Amlori, Po-Amlori, Plat No.99, NH-85, Distt-Siwan	Rural	1.75	5912.69

2.2 ACADEMIC INFORMATION

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

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1				1				14
Recruited	1	0	0	1	1	0	0	1	11	3	0	14
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				6
Recruited	3	3	0	6
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	2	2	0	4
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	1	0	0	2	0	0	4
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	8	3	0	11
UG	0	0	0	0	0	0	0	0	0	0

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

03-01-2023 07:21:27

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	2	0	0	2

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

Programme		**From the State Where College is Located**	**From Other States of India**	**NRI Students**	**Foreign Students**	**Total**
UG	Male	37	0	0	0	37
	Female	63	0	0	0	63
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	8	8	4	2
	Female	8	3	2	4
	Others	0	0	0	0
ST	Male	1	0	0	1
	Female	0	0	3	1
	Others	0	0	0	0
OBC	Male	22	14	13	18
	Female	35	14	38	32
	Others	0	0	0	0
General	Male	7	4	11	12
	Female	19	1	29	30
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		100	44	100	100

Institutional preparedness for NEP

1. 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 through a multidisciplinary/ interdisciplinary approach keeping in mind the concept from the root to the world. Baikunth Teachers' Training College is an interdisciplinary college. 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.

2. Academic bank of credits (ABC):	NOT Applicable
3. Skill development:	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.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	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.
5. Focus on Outcome based education (OBE):	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 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.
6. 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 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	44	100

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)
Other Upload Files	
1	[View Document](#)

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	100	100

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

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
50	50	50	50	50

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

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	44	100
File Description			Document	
List of final year students with seal and signat			[View Document](#)	
Institutional data in prescribed format			[View Document](#)	

1.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	99	44	98
File Description			Document	
Institutional data in prescribed format			[View Document](#)	
Consolidated result sheet of graduating students			[View Document](#)	

1.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	44	100
File Description			Document	
Institutional data in prescribed format			[View Document](#)	
Enrollment details submitted to the state / univ			[View Document](#)	

2 Teachers

2.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	16	16	16

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	16	16	16

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

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
20	46	31	35	25

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

3.2

Number of Computers in the institution for academic purposes..

Response: 25

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

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

Response:

Baikunth Teacher's Training College, Amlori, Siwan, Bihar is abided by the affiliating and regulatory statuary bodies like National Council for Teacher Education (NCTE) and 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. Some Major change has been made in the syllabus in the last 5 years. 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.

Objective

We care for our values and belief and aim for a perfect. Balanced of complementary factors, ancient and modern traditional and innovative. Our students will be knowledgeable, confident, meticulous, Self-reliant, and above all great Ibizan. Preparing patriotic and Global citizens committed to humanistic values and democratic traditions with our strong ethos.

- Baikunth Teachers Training is translated into academic Programme, research, and academic activities by using the Innovative ideas of faculty members.
- To strive to promote value-based education which develops social responsibilities and good citizenry among in student community.
- To develop and deploy an action plan to ensure the effective Implementation of the curriculum through day-to-day activities within the classroom and outside the classroom.
- To engage the students in active learning through various curricular activities and different learning resources like library computer lab, psycho lab, language lab, and ICT lab.
- To provide a congenial campus environment that promotes motivation and enhanced the performance of all students.
- Multimedia-based environment creations and innovative research methodology practice in order to solve classroom problems in specific and general to educational problems to action research.

Specify the various steps in the curricular development process (Need Assessment, development of Information database pertaining to the feedback from faculty, students, alumni, employers, and academic experts, and formalizing the decisions in statutory bodies.) college follows rules regulation and syllabus as prescribed by the Jai Prakash University, Chapra. Baikunth Teachers Training College also contributes and takes initiative in developing a positive environment for teaching, catering to fulfill their need by conducting various extension activities. Regular feedback from students is usually taken through

holding seminars etc. by maintaining the quality of Education.

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

1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the last completed academic year 1.   Faculty of the institution 2.   Head/Principal of the institution 3.   Schools including Practice teaching schools 4.   Employers 5.   Experts 6.   Students 7.   Alumni

Response: A. Any 5 or more of the above

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

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through 1.   Website of the Institution 2.   Prospectus 3.   Student induction programme 4.   Orientation programme for teachers

Response: A. All of the above

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

1.2 Academic Flexibility

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	14	14	14	14

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	14	14	14	14

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

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

Response: 3

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	3	3	3

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

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	44	100

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

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

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

Response: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	44	100

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

1.3 Curriculum Enrichment

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

Response:

Fundamental or coherent understanding of the field of teacher education

Teachers need a variety of skills, education and training to become proficient in their careers. They also need superior interpersonal skills, such as patience and the ability to remain calm in stressful situations. Collaborative skills enable them to work productively with their colleagues.

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.

Interventions commonly take the form of questioning, listening, giving information, explaining some phenomenon, demonstrating a skill or process, testing understanding and capacity, and facilitating learning activities.

Equally clear, we need expertise, we need content. As coaches we need to know about our game; Regarding faith, practice and teachings as religious teachers; And, as pedagogy, ethics, human development and development and social life. Good teachers have a deep knowledge of the subjects they teach, and when teachers 'knowledge falls below a certain level, it is a significant barrier to students' learning.

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

1.Enjoy communicating your understanding to others.

2.Have confidence: You will need the confidence to look calm and professional even when tired and stressed.

3.Have great organisational skills

4.Work effectively in groups

5.Be able to deal with conflict

6.Motivate your students to do their best

7. Empathise with your Students

8. Give feedback

9. Emotional Intelligence,

10. Critical Thinking,

11. Negotiation and Communication Skills

Emotional intelligence is the ability to understand, use and manage one's emotions in a positive way to overcome stress, communicate effectively, empathize with others, overcome challenges and thwart conflict. According to Daniel Goleman , an American psychologist who helped to popularize emotional intelligence, there are five key elements to it:

Self-awareness.

Self-regulation.

Motivation.

Empathy.

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

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

Response:

Diversity is everything that makes people different from each other. This includes many different factors: race, ethnicity, gender, sexual orientation, socio-economic status, ability, age, religious belief or political belief.

Students go to institution to be prepared for the workforce, so teaching must effectively address and embrace the realities that come with living and working in a diverse institution, community and country. Diversity in the classroom doesn't just improve social skills, it can also have an impact on academic results. It improves critical thinking skills and encourages academic confidence.

7 ways to encourage a culture of diversity -

1.Examine your teaching materials

2.Get to know your students

3.Be willing to address inequality

4.Connect with parents and community

5. Meet diverse learning needs

6.Hire diversely

7.Support professional development opportunities

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? 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.

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

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

Response:

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:

The college follows a student-centered approach, an approach to education focusing on the needs of the students. The college follows and promotes the teaching methods such as active learning, cooperative learning, and inductive teaching and learning: inquiry-based learning, problem-based learning, project based learning, discovery learning, etc. It seeks to promote.

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.

In addition to above

- Teaching skills are taught through Micro Teaching and Mega lessons, five lessons per teaching subject. Experts are also invited to deliver lectures on micro and macro teaching before the commencement of practice teaching.
- Student teachers develop 'School Profile.' They visit school, observe daily routine, and also interact with the permanent teaching staff of the of practice teaching schools.

- In the course of practice teaching, the student teachers participate in all the curricular and extra curricular activities of the school and assist the school teachers in decorations, conducting morning assemblies arranging sports events, annual day celebrations etc.

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

1.4 Feedback System

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

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

Response: D. Any 2 of the above

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

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

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

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	[View Document](#)
Action taken report of the institution with seal and signature of the Principal	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 88.8

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

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

Response: 23.84

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

2021-22	2020-21	2019-20	2018-19	2017-18
65	59	60	39	75

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

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

Response: 6.31

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	18	1	2	1

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

2.2 Honoring Student Diversity

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

Response:

The college distinguishes the moderate students and progressed students at the time of admission. 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.

The system adopted for moderate students:

Moderate students are identified on the behalf of Graduation & Higher Secondary level percentages. The students are isolated into different groups and given separate topics to attempt the questions. The topic is distinguished and they are asked to step through exams that are exceptionally detailed by their needs. University questions are given to them to be tackled. The guardians are called by the educators to make them mindful of the students' academic performance and how they should be regulated to achieve great results. Directing meetings for both the students and guardians are coordinated at customary intervals. In a few cases, the healing and instructional exercise classes were additionally led for the students. Students are given assignments on an achievement basis so that they can start exploring and creating.

Progressed students:

Progressed students are also identified by the marks obtained in school and college/university examinations. They are motivated to join skilled courses and are guided in a legitimate way to seek after different Vocation Choices. Students are urged to attend college clubs and ceremonies that are associated with youth festivities and inter-college competitions such as deliberations, proclamations,

exams, writing articles, college production, and so on. The bright students are further given some mini projects and surveys to enhance their research skills. They are given additional lab work and additional scholastic tasks to use their abilities and clean them

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

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through 1. Mentoring / Academic Counselling 2.   Peer Feedback / Tutoring 3.   Remedial Learning Engagement 4.   Learning Enhancement / Enrichment inputs 5.   Collaborative tasks 6.   Assistive Devices and Adaptive Structures (for the differently abled) 7.   Multilingual interactions and inputs

Response: C. Any 3 of the above

File Description	Document
Relevant documents highlighting the activities to address the student diversities	[View Document](#)
Photographs with caption and date, if any	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response: No Special effort put forth in accordance with learner needs

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 10:1

2.2.4.1 **Number of mentors in the Institution**

Response: 10

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

2.3 Teaching- Learning Process

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

Response:

The institution has mentoring arrangements in its limited applications which are organized for the following purposes.

Method subject teacher as the mentor for the students of the concerned method subject in preparing a lesson plan, teaching materials and teaching aids, selection of the appropriate method of teaching, type of questions to be asked as per the nature of the topic in relation to the subject and level of education, type of evaluation questions to be asked at the end of the teaching. 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. In the same way, every teacher is assigned the task of a mentor for a group of students.

Lesson plan practice in different schools in relation to the school internship program under the guidance and supervision of a teacher educator as the supervisor plays the role of a mentor for this purpose.

Participation of faculty members in the orientation programs and refresher courses facilitates them to do their project work may be in the form of seminar presentation/examination under the guidance of a professor as expert acts as the mentor for the faculty member for the said purpose has also bearing on the mentoring arrangements in our institution.

The following 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.

Organization of feedback sessions to get responses from the students on the learning faced by them and to take measures accordingly by the institution.

To facilitate the students to have their Computer-Assisted Presentation(CAP) through Powerpoint use on the topic they like in relation to their method subjects.

Organization of cultural competitions relating to the various interest, aptitudes, and attitudes of the students with coverage of various needs of students – Rabindra Sangeet (Solo), Recitation, Debate, Flower Decoration, etc.

List to a place of learning and organization of Games & Sports as per the needs of the students.

Focused Group Discussion

Using this strategy involves gathering students from similar streams like Science, and Arts together to discuss a specific topic of interest. It is a form of qualitative research where questions are asked about their perceptions attitudes, beliefs, opinions, or ideas. In a focus group, discussion participants are free to talk with other group members; unlike other research methods, it encourages discussions with other participants. It generally involves group interviewing in which a small group of usually 8 to 12 students. It is led by a teacher in a loosely structured discussion of various topics of interest.

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

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

Response: 6.25

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

2021-22	2020-21	2019-20	2018-19	2017-18
01	01	01	01	01

File Description	Document
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link of LMS	[View Document](#)

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

Response: 95

2.3.3.1 **Number of students using ICT support (mobile-based learning, online material, podcast,**

virtual laboratories, learning apps etc.) for their learning, for the last completed academic year

Response: 95

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

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

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

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	[View Document](#)
Geo-tagged photographs wherever applicable	[View Document](#)
Data as per Data Template	[View Document](#)
Link of resources used	[View Document](#)

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

Response:

Various provisions in the college support and enhance the effectiveness of the faculty in teaching and mentoring students.

- The working environment of the college is conducive to the overall development of the faculty as well as the student teachers.
- Mentor teachers are chosen for their ability to model quality teaching practices that honor diversity and create classroom environments that support personal, social, and academic success for all students. They are enriched further by arranging talks on the themes like multiculturalism, inclusiveness, and, straight away mentoring.

- The teachers are provided with additional space in the college for establishing direct rapport with the needy students. They feel free to suggest any remedial/corrective/reformative steps which the college tries its level best to translate into material success.
- Faculty members have been provided with the Audio-Visual aids, the LCD projector, OHP, etc through which learning is made effective & efficient.

There is 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.

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

2.3.6 Institution provides exposure to students about recent developments in the field of education through 1. Special lectures by experts 2. 'Book reading' & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: A. Any 5 or more of the above

File Description	Document
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

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

Creativity, innovation, and learning

Creativity and innovation are fundamental to all disciplines and an essential part of the learning process,

forming an important dimension of learning how to learn. They are also fundamental to teachers improving their professional practice and to school development.

Learning involves challenging, refining, and improving understanding by being made to think hard. Sometimes, to understand new concepts and broaden perspectives, our approaches to thinking need to be creative, imaginative, and lateral, as well as linear. One characteristic of the creative process that makes it particularly powerful is that it requires not only knowledge and understanding of the domain being investigated, but also a willingness to question and not be constrained by existing knowledge. Learners should understand how they can question or challenge established knowledge to help them to formulate their own understanding, and imagination can play an important role: 'One cannot think creatively unless one has the knowledge with which to think creatively. Creativity represents a balance between knowledge and freeing oneself of that knowledge' For creative thinking understanding of the material with which they are being asked to be creative. Creative practice needs to complement diligent and deliberate practice that develops foundational skills – not be a substitute for it.

An alternative and probably more accurate, representation would be to include creativity as a process involved in skills at all levels represented in the taxonomy, and increasingly so with higher-order skills. It might be thought that remembering factual information does not involve creative processes. Creative approaches can be very helpful in remembering information. The processes used by champions at the World Memory Championships are highly creative as they use the mind's capacity to recognize and remember chunks or patterns that have meaning to the individual much more effectively than isolated facts.

In life skills education, Students are actively involved in a dynamic teaching and learning process. The methods used to facilitate this active involvement include working in small groups and pairs, brainstorming, role play, games, and debates. Must be grounded in an understanding of the content being investigated. It is vital that learners have sufficient to deepen and extend learning, rather than be an enjoyable but superficial activity, it

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

2.4 Competency and Skill Development

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

1. **Organizing Learning (lesson plan)**
2. **Developing Teaching Competencies**
3. **Assessment of Learning**
4. **Technology Use and Integration**
5. **Organizing Field Visits**
6. **Conducting Outreach/ Out of Classroom Activities**

7. Community Engagement
8. Facilitating Inclusive Education
9. Preparing Individualized Educational Plan(IEP)

Response: B. Any 6 or 7 of the above

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

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: B. Any 6 or 7 of the above

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

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

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

Response: B. Any 3 of the above

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

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

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

Response: B. Any 3 or 4 of the above

File Description	Document
Documents showing the different activities for evolving indicated assessment tools	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: B. Any 4 of the above

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

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

1. Planning and scheduling academic, cultural and sports events in school

2.Planning and execution of community related events
3.Building teams and helping them to participate
4.Involvement in preparatory arrangements
5.Executing/conducting the event

Response: C. Any 3 of the above

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

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

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

Response: B. Any 3 of the above

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

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

The institution in collaboration with the school, in its locality, Village Panchayats conducts the community outreach activities for partial fulfillment of the requirements of the B. Ed. Program in particular and community-based awareness programs as extension activities beyond the B. Ed. Curriculum. The institution collaborates with the schools for internship programs conducted by the students in the schools by keeping and maintaining a healthy rapport with the school authorities. Information was obtained from the school heads where the student teachers are engaged in their internship work.

While preparing the academic plan, the topmost priority is given to the suitable period for the school and the institution during which the school internship will be conducted.

Conducting the school internship program in different schools with proper stress and intention to fulfill its purposes.

Practice Teaching: The newly developed curriculum has focused on school internships where practice teaching plays a vital role in making them effective teachers along with providing ample scope to be a good sociable human beings by accepting them as regular teachers during their stay in the schools for delivering 60 practice teaching lessons as per the NCTE norms. During 16 weeks of the practice teaching program in the school, they would have been exposed to the practice of micro-teaching skills, pedagogical analysis with simulation, and mini teaching works during the pre-practice teaching days.

School Experience / Internship: The trainees would have been allotted to different practice teaching schools for delivering their 60 lesson plans where the same weightage has been given to the participation of the trainees in the organization of different co-curricular activities in the concerned schools like other regular teachers. Besides, they have to conduct the construction of achievement tests on two school subjects, prepare the reflective journal, and conduction of action research projects relating to the problems faced by the trainees in the schools come under the purview of school experience which is popularly known as school internship now.

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

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

Response: 10

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

Response: 10

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

2.4.10 Nature of internee engagement during internship consists of

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

Response: B. Any 6 or 7 of the above

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

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

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.

Teachers of concerned schools are also encouraged to observe the lessons delivered by the PTs to their students. This helps PTs to know their weakness through independent and unbiased observation. They are also encouraged to give their suggestions to improve the lessons plans off the PTs as per the need of students and the content.

Regarding the details of practice teaching in schools, a student-teacher generally delivers two/four lessons covering one composite method subject she/he opted for per day. These are observed by the teacher educators or concerned subject teachers and maintain the record of their observations in the supervisor observation book known as the Supervision Book. As far as the feedback and monitoring mechanisms are concerned, the principal of the institution used to go to the various practice teaching schools to discuss with the headmaster, teacher educators, school teachers, and the student-teacher regarding the progress of this task. Besides, through interaction with the headmaster and the school teachers with respect to their concerned subjects he gets the feedback about student teacher's classroom performance and also interacts with the teacher educators as his colleagues regarding the progress and the problems the student–teachers are facing in taking and managing the classes. 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	Document
Documentary evidence in support of the response	View Document
Link for additional information	View Document

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

    1. Self
    2. Peers (fellow interns)

    3.Teachers / School* Teachers
    4.Principal / School* Principal
    5.B.Ed Students / School* Students

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

Response: C. Any 2 or 3 of the above

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

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

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

Response: A. All of the above

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

2.5 Teacher Profile and Quality

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

Response: 100

File Description	Document
English translation of sanction letter if it is in regional language	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response: 31.25

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

Response: 5

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

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

Response: 6.56

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

Response: 105

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

2.5.4 Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Community and academic peers are invited for formal/informal talks with the PTs, and teaching and non teaching staff of the college. Input from parents of the PTs and interaction with the neighborhood provide general feedback about the course and the related curricular/co-curricular activities. Their suggestions are always welcome. Thus, most of the feedback is focused on curriculum-related academic and training aspects and as a result, it is observed that it helps all concerned in achieving institutional goals and in the creation of professional teachers.

Informal discussions between faculty and PTs provide feedback about the relevance of the course content, coverage, institutional climate, etc.

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.

Organization of Group Activity for personality development through group discussions and mock interviews, conduction of school internship, organization of community outreach activity, participation in the seminar – cum – workshop on micro-teaching skills, pedagogical analysis, lesson planning, etc. envisioned in the B. Ed. curriculum creates learning environments that foster positive social interaction, active engagement in learning and self - motivation. The institution ensures that the student teachers develop proficiency in working with children from diverse backgrounds and exceptionalities through the teaching of individual differences, inclusive education, equality of educational opportunities, and removal of gender disparities from the theoretical standpoint of the curriculum transaction. And through the organization of Group Activity for personality development through group discussions and mock interviews, conduction of school internship, organization of community outreach activity, participation in the seminar – cum – workshop on micro-teaching skills, pedagogical analysis, lesson planning, etc. envisioned in the B. Ed. curriculum from practicum standpoint.

The institution ensures access to the information on organizational performance (Academic and Administrative) to the stakeholders in the following ways.

Through the Information Board and Notice Board of the institution.

From the members of the managing committee, Teaching and Non-teaching staff of the institution, Personal meet with the Principal of the institution,

Through the participation in the academic and cultural programs of the institution, From the website of the institution which is functioning in up-to-date form.

The teacher educators collect more information from websites to find useful teaching ideas or more academic articles. They consult magazines & journals in the college library. This is the way the teachers get enriched. Exploring our own classroom practice is yet another innovation that is under experimentation.

File Description	Document
Documentary evidence to support the claims	View Document
Link for additional information	View Document

2.6 Evaluation Process

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

Response:

Internal Assessment through the unit test, oral test, external evaluation of B.Ed. theory papers of the university conducted examination, examination of practicum and teaching practical by both external and internal examiners and some few are internal exclusively are used for student learning. Stress on internal assessment of the performance of the students through Unit Tests & Oral Tests in order to get immediate feedback on the learning progress of the students.

Facility to each student for his/her active participation in the Seminar cum Workshop conducted on Micro Teaching skills, Pedagogical Analysis, Preparation of low-cost TLM, Lesson Planning, etc.

The institute has a fully automated examination system from the generation of admit cards to the declaration of results. The results are declared as per the academic calendar and all grievances of students are addressed timely.

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 PrakashUniversity.ThetimetableofexternalexaminationsfixedbytheUniversityandthesameisdisplay on the notice board for the students. Any changes converse to the students well in advance.

1.Preparatory Exams are conducted every year before university exams.

2.Every teacher conducts regular class tests on the related topic.

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

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

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

5.Provision of answering bilingually

Response: A. Any 4 or more of the above

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

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

There is complete transparency in internal assessment. Norms directed by the J.P. University Chapra have been adopted in the college.

1.At the beginning of the semester, faculty members expose the students to various components of the evaluation process during the semester. 2.Internal assessment test programs are organized according to the university and students are informed in advance.

3.To ensure the proper conduct of formative tests, two observers are allocated in each hall. The course is evaluated by faculty members within 15 days from the exam date.

4.Correct answer scripts are confirmed by HOD at random to ensure a standard evaluation process.

5.Correct answer sheets are sent by the students for their verification and any grievance is redressed immediately. The marks obtained by the students in internal assessment tests are displayed on the notice board of the department.

Departmental level: 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

College Level: 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 the University in the examination section if necessary.

03-01-2023 07:21:28

Redressal of grievances at the university level: After forwarding such questions through the college examination section, the questions related to the result, improvement in mark sheet, and other certificates issued by the university are handled in the examination section. Students are allowed to apply for reevaluation, recruitment, and a challenging assessment by paying the required processing fee to the university if students are not satisfied with the university's assessment through college.

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

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

Response:

The academic calendar is prepared by the college according to the guidelines of the Jai Pakash Univesity 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	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

2.7 Student Performance and Learning Outcomes

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

Response:

PROGRAMME LEARNING OUTCOMES (PLOs) :

On the completion of the B.Ed. (2 years) In the program, student teachers will be able to develop:

Content Content Competency:

To impart relevant knowledge with respect to foundation and methodology courses, to promote.

Mastery over the required content.

To know, select and use teaching methods.

To understand the paradigm shift in conceptualizing disciplinary knowledge in the school curriculum,

To acquire necessary competencies for organizing learning experiences, and

To select and use appropriate assessment strategies for facilitating learning. to analyze the content, textbooks, and syllabus.

Pedagogical Skills:

To impart teaching skills and strategies to transfer the given content suitably in classroom situations

To innovate and experiment with classroom practices.

Professional Ethics:

To imbibe and uphold qualities of a good teacher, to be just and impartial,

To show love and respect for the individuality of the child,

To inspire and professionally help the parents with the care and guidance of their wards,

To preserve the proper balance of his/her life as a person of character and be an example to others his/her intellectual honesty and moral integrity as well as loyalty to the institution to which he /she belongs

To develop a professional attitude, to help demonstrate commitment to values such as loyalty, love, service, equality, and excellence.

Effective Citizen Ethics:

To understand different values such as morality, social service and accept responsibility for the society to create leaders in all walks of life and thus be agents of change in the society by breaking the fetters of all

social evils for the betterment of the people of our country and for a better world.

Effective Communication:

To boost confidence and promote abilities to communicate effectively,

To plan, teach, and organize school-related /community-based activities and programs,

To collaborate with parents and the community for the betterment of students.

COURSE LEARNING OUTCOMES (CLOs):

After the completion of the course the student will be able to:

- Childhood & Adolescence
- Understanding of Educational Technology Language Across the School Curriculum
- Understanding Discipline and Pedagogy: Language, Social Science, Sciences, Mathematics, Commerce
- ICT Basics
- Learning, Teaching & Assessment Knowledge & Curriculum Contemporary Education in India
- Techniques, Methods & Approaches of Pedagogy Understanding Self, Personality & Yoga Inclusive
- Education Educational Evaluation Guidance & Counseling Value Education

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

2.7.2 Average pass percentage of students during the last five years

Response: 76.13

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	97	44	100	97

File Description	Document
Result sheet for each year received from the Affiliating University	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

Regarding the details of practice teaching in schools, a student-teacher generally delivers two/four lessons covering one composite method subject she/he opted for per day. These are observed by the teacher educators or concerned subject teachers and maintain the record of their observations in the supervisor observation book known as the Supervision Book. As far as the feedback and monitoring mechanisms are concerned, the principal of the institution used to go to the various practice teaching schools to discuss with the headmaster, teacher educators, school teachers, and the student-teacher regarding the progress of this task. Besides, through interaction with the headmaster and the school teachers with respect to their concerned subjects he gets the feedback about student teacher's classroom performance and also interacts with the teacher educators as his colleagues regarding the progress and the problems the student–teachers are facing in taking and managing the classes. 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.

The institute has a mechanism in place to cater to the students coming from across the country. 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.

Class Tests: These tests are conducted on a regular basis and the performance of students of different levels is evaluated by test scores.

The Institute followed an evaluation pattern of marks for internal evaluation and marks for final

The Program Outcomes and Program Specific Outcomes are helpful in developing the framework of teaching and learning. The Course outcomes facilitate a clear understanding of the course expectations and also support the process of learning. The Course outcomes also present a clear picture of employability, skill development, and entrepreneurship prospects of the course. Further, the outcomes help to understand the various cross-cutting issues pertaining to gender, environment, values, and professional ethics.

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

2.7.4 Performance of outgoing students in internal assessment

Response: 100

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

Response: 100

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

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

Response:

The Baikunth Teachers Training College has a mechanism in place to cater to the students coming from different areas of the country. 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.

Regarding the details of practice teaching in schools, a student-teacher generally delivers two/four lessons covering one composite method subject she/he opted for per day. These are observed by the teacher educators or concerned subject teachers and maintain the record of their observations in the supervisor observation book known as the Supervision Book. As far as the feedback and monitoring mechanisms are concerned, the principal of the institution used to go to the various practice teaching schools to discuss with the headmaster, teacher educators, school teachers, and the student-teacher regarding the progress of this task. Besides, through interaction with the headmaster and the school teachers in respect to their concerned subjects he gets the feedback about student teacher's classroom performance and also interacts with the teacher educators as his colleagues regarding the progress and the problems the student–teachers are facing in taking and managing the classes. 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.

Baikunth Teachers Training College follows the assessment process:

- Understand exactly what is expected from them
- Have a clearer understanding of the assessment criteria
- Understand what they have to do
- Know how to prepare themselves for the assessment
- Perform to the best of their ability (when they are fully informed about the assessment) have greater confidence in the assessment method and the teacher's/assessor's judgment

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

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and

documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

Response: C. Any 2 of the above

File Description	Document
Sanction letters of award of incentives	[View Document](#)
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

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

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

Response: D. Any 1 of the above

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

3.2 Research Publications

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

Response: 0.44

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	02	04	00	01

File Description	Document
First page of the article/journals with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 0.31

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	3	2	0	0

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

3.3 Outreach Activities

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

Response: 2

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	2	2	2

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

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

Response: 93.47

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

2021-22	2020-21	2019-20	2018-19	2017-18
94	92	95	44	90

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

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 73.87

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	0	40	90	98

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

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

Response:

Baikunth Teachers Training College is affiliated with Jai Prakash University, Chapra. 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.

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.

BTTC organized a program on world literacy day, world water day, and Nasha Mukti Abhiyan for aware literacy health, and saving water. 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.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

3.4 Collaboration and Linkages

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

Response: 1

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	1	1	1

File Description	Document
Report of each linkage along with videos/ photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 0

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

File Description	Document
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

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

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

Response: D. Any 1 or 2 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Teaching, Learning & Infra Facilities

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.

The institution has the following infrastructure facilities for the co-curricular activities-

1. Multi-purpose hall for workshop &cultural programme.
2. Games & sports room for indoor games.
3. Storeroom for storing purposes.

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 multi-purpose hall & our ground for the purpose of social and cultural activities

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

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

Response: 40

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

Response: 4

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

Response: 10

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

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

Response: 76.43

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	12	30	35	24

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

4.2 Library as a Learning Resource

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

Response:

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:

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.

Frequency of use: -

The library is used almost on each working day.

a. By Teaching staff: - on as and when required basis.
b. By students: - on as and when required basis.

Computer and internet services are used by staff and the students alike

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

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

Response:

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 3500. 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	Document
Details of users and details of visits/downloads	[View Document](#)
Any other relevant information	[View Document](#)
Landing page of the remote access webpage	[View Document](#)

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

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

Response: D. Any 1 of the above

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

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

Response: 122330.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
47392	30645	518182	15434	00

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

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

Response: 56.9

4.2.5.1 **Number of teachers and students using library for Month 1(not less than 20 working days)**

during the last completed academic year

Response: 750

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

Response: 1200

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

Response: 1350

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

Response: 1500

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

Response: 1800

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

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

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

Response: D. Any 1 of the above

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

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

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 25 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 e-mail, Facebook, WhatsApp groups & also preparation & study micro-teaching by the teacher used ICT accessories.

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

4.3.2 Student – Computer ratio for last completed academic year

Response: 4:1

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

4.3.3 Internet bandwidth available in the institution

Response: 100

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

Response: 100

File Description	Document
Receipt for connection indicating bandwidth	[View Document](#)
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	[View Document](#)
Link for additional information	[View Document](#)

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

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

Response: D. Any 1 of the above

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

4.4 Maintenance of Campus and Infrastructure

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

Response: 1.01

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.4	0.55	0.42	0.16	0.06

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

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

Response:

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. This relationship is rigorously followed. The college ensures optimal allocation and utilization of the available financial recourses for maintenance and upkeep of different facilities by holding regular meetings of various committees constituted for this purpose.

Regarding the maintenance of indoor games like Volly 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 nonrepairable systems are disposed of accordingly.

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.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

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

Response: B. Any 4 or 5 of the above

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

5.1.2 Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

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

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Upload any additional information	[View Document](#)
Samples of grievance submitted offline	[View Document](#)
Data as per Data Template for the applicable options	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)

Response: B. Any 3 or 4 of the above

File Description	Document
Upload any additional information	[View Document](#)
Report of the Placement Cell	[View Document](#)
Data as per Data template	[View Document](#)
Paste link for additional information	[View Document](#)

    03-01-2023 07:21:29

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 6.35

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

2021-22	2020-21	2019-20	2018-19	2017-18
06	03	06	06	07

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

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

Response: 72

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

Response: 72

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

Response: 00

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

Response: 00

File Description	Document
Upload any additional information	[View Document](#)
Details of graduating students and their progression to higher education with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 28.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	53	11	18	34

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

5.3 Student Participation and Activities

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

Response:

Baikunth Teachers' Training College has a proper student council. The representative body 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. During the current academic year, there are several posts, namely

1. Class Representative (Boys) Section wise

2. Class Representative (Girls) Section wise

3. Different Group Leaders (Boys & Girls)

The institution forms temporarily a student council comprising of student representatives both from the male and female sides with the representation of teaching and non-teaching staff under the chairmanship of the principal of the institution and a senior faculty as its convener. It performs the activities like Saraswati Pooja, and Observance of the birthdays of great persons, days of national & international importance, etc.

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. Meeting of the representative body and college administration takes place regularly to work out different activities of the college. Funding for various activities undertaken by the students' representative body is done by the college.

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

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

Response: 4.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
05	02	04	05	06

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

5.4 Alumni Engagement

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

Response:

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. The Alumni Association consisting of a number of employers and employees provides feedback every year during its meetings. Based on the feedback, the Management of the college, from time to time, conveys its suggestions to the college. Also, the college takes feedback from the staff members of the college.

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.

Contribution of Alumni to the Growth and Development of the College.

- 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
- Its feedback has helped in improving the existing curriculum, organizing new activities, etc. It has given many healthy suggestions for the augmentation of the college.
- Helps in publicity

File Description	Document
Upload any additional information	[View Document](#)
Details of office bearers and members of alumni association	[View Document](#)
Paste link for additional information	[View Document](#)

5.4.2 Alumni has an active role in the regular institutional functioning such as 1.   Motivating the freshly enrolled students 2.   Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4.   Support to curriculum delivery 5.   Student mentoring 6.   Financial contribution 7.   Placement advice and support

Response: A. Any 6 or more of the above

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

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

Response: 5

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

2021-22	2020-21	2019-20	2018-19	2017-18
01	01	01	01	01

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

03-01-2023 07:21:29

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

Response:

The 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.

1.The Senior Teacher of the College is the President of the Alumni Association. Other members include faculty and students.

2.The activities of the Alumni Association over the last two years are given below.

- Informal get-together of the students of every preceding session's passed out a batch in the college campus.
- Felicitation of the students who get placements during the preceding academic year
- Election of the office bearers from the students of the preceding session.

3. The top four alumni occupy a prominent position.

4. The remedial measure includes conducting remedial courses for slow learners. From the first semester, students are identified and categorized as slow learners, moderate learners,s and fast learners based on their academic performance and on communication skills. Career counseling, soft skill development, and language lab support is given by expert faculties. In this process alumni also help them and support the institution.

5. Contribution of Alumni to the Growth and Development of the College.

- 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
- Its feedback has helped in improving the existing curriculum, organizing new activities, etc.
- It has given many healthy suggestions for the augmentation of the college.
- Helps in publicity

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

VISION

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.

To inculcate in our children a love for learning. To nurture well-rounded personalities who are confident, creative, and able to adjust and adapt to any circumstances of the environment. To lead by example and be good role models so that our children imbibe our qualities and take pride in what they do.

The college endeavors to:-

- All-round Development of student along with Physical development.
- Mental and emotional development.
- To provide a unique learning experience that will enable the students to realize their potential and mold their overall personality.
- To make available equal opportunities and ensure support without prejudice based on gender, class, caste, religion, and economic status.
- To encourage a dynamic engagement between curricular and extracurricular learning experiences.
- To nurture intellectually sound, empathetic, and self-reliant young leaders of the nation
- To make the complete human being.

MISSION

We all 'THE AARYANS' dedicate ourselves to keeping our 'Chariot of knowledge' running inspired by our missionary zeal and untiring efforts to apply the latest educational techniques while maintaining the ethos of the traditional BHARTIYA SYSTEM of learning.

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 the following mission:

- To empower the rural masses by educating them and by creating social, political, and cultural awareness.
- Striving continuously to provide quality teacher training.
- To make motivator for doing work in a positive way for society who are very poor or discarded and lies on borderlines.
- To effectively execute various activities under the academic and social responsibility of Baikunth

Teachers' Training College.

- Instituting Teaching-Learning Centre for faculty development/training programs
- Upgrading classrooms to a state-of-the-art teaching/learning space
- Upgrading digital resource facilities
- Teachers play an integral role in the management and decision-making bodies of the institution. In addition to their teaching responsibilities, they also participate in administrative and executive processes:
- As teacher representative in the Governing Body

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

6.1.2 Institution practices decentralization and participative management

Response:

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 is enumerated below:

- The principal has full power for running the routine.
- Teachers convene and participate in committees that fulfill admissions and academic/workload requirements of the college
- The college has a proper discipline and code of conduct by heading and participating in staff committees such as the General Purchase Committee, the Development Committee, the Anti Ragging Cell, the Discipline Committee, and the Student Advisory Committee. Teachers are also members of the Internal Complaints Committee against Sexual Harassment and others.
- Teachers are appointed as representatives in the Governing Body for all responsibilities.
- Governing Body included teachers and students can decide on the nature, pattern, and duration of special and remedial classes for the students of their department.
- 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.
- In sum, teachers and students are involved in supporting the administrative, academic and extracurricular aspects of the college.

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

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

Response:

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. Scholarships and other benefits available to the students are directly credited into their bank accounts by GOI & Bihar Governments.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

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 time-bound strategic plan developed by the college is effectively implemented and supported with appropriate financial allocations. The committees of the college are governed by the principles of participation and transparency.

The college maintains an efficient management system to collect, align and integrate information on academic and administrative aspects of the college. The college has a good practice of meeting and deciding on issues. The various teacher-in- charges are under the obligation of reporting the matter to the head. It is a well-planned and meticulously observed practice.

Some aspects are handled by the concerned committees headed by the head of the college. A prospective plan is developed at the beginning of the academic session. The development of programs works on the collective wisdom of the faculty.

Strategic plans for every year are the following:-

1. Students' Attendance Record

2. Syllabus Coverage.

3. Use of Teaching Aids (Audio- Visual)

4. Internal Assessment.

5. Committees & their work distribution

6. Library & Laboratory Work.

7. Institution Development.

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

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

Response:

Baikunth Teachers Training College has a good organizational structure in which, The Principal is the academic and administrative head of the institution. There is a respective faculty that assist our principal and governing body. They all follow rules and regulations as prescribed by UGC/NCTE/State Government for the private colleges. Faculty are directly responsible for the academic and curricular development of the students. Staff members have been designated as Criteria in charge & members of various committees. Students are involved as active members of the committee. For the complete functioning of college activities, more than 15 committees are identified.

Baikunth Teachers' Training College

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

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Annual e-governance report	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

The management of the institution encourages and ensures support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes. 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 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 institute had been able to successfully implement the plan by arranging every year, they gave their input in various areas of specialization. Institution organized workshops, seminars, Opening ceremonies, and most the Saturdays are reserved for any important topic discussion.

- 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.
- These all criteria helped the students and institute to build network.

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

6.3 Faculty Empowerment Strategies

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

Response:

Baikunth Teachers' Training College is a non-profitable institution. There are many welfare measures for teaching and non-teaching staff. The institution has a well-defined welfare and promotion policy for the employees. Faculties are provided financial and other support to improve their professional efficiency. Institute funds various state and national conferences and workshops attended by the faculty. We organize Faculty & Staff Development programs and thus ensure continuous professional growth. Institute has a well-defined performance appraisal system.

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.

Training in computer and work management is provided to the staff members as per requirement. It organizes special computer classes for teaching staff at the time of skill presentation.

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

6.3.2 Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 5

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	2	1	0	0

File Description	Document
Income Expenditure statement highlighting the financial support to teachers	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of participation for the claim	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 5

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	1

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

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

Response: 3.75

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

2021-22	2020-21	2019-20	2018-19	2017-18
01	00	01	00	01

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

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

Response:

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.

The evaluation is done under the following heads:

1. Self Appraisal System (Annual)

2. Student Feedback System

3. Director Assessment System

Points related to appraisal

1.Performance appraisal of the faculty members on their teaching performance and academic growth.

2.Every year, the performance of the teaching and non-teaching staff is reported in meetings of the college.

3.A confidential self-appraisal paper for teaching and non-teaching staff member is prepared by the Principal of the college.

4.The student's Feedback report is kept confidential and it's revealed in the meeting of the college by Governing Body.

5.Appraisal of the non-teaching staff also takes place in the form of assessment for the Best Employee Award. This award was instituted in 2015 by the college as recognition of exemplary standard of commitment and performance in fulfilling his or her duty. The award is conferred upon the recipient on the meeting of college.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

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. 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 last audit of books of accounts was done for the financial year 2020- 21 by the auditors. Objections and questions of any kind during the audit were promptly addressed by presenting relevant documents to the auditors. Every effort was put in to maintain transparency in the financial records, and also to record corresponding documents of every financial transaction. Upon meeting the norms, the college was then presented with the signed audit report.

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

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

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

Response:

Baikunth Teachers' Training college is a self-financed college and does not get any grant for the conduct of the program. The only sources of revenue are the fee realized from the students as per norms of the NCTE and the affiliating university.

The sources of income of the college are legitimate and known. Financial planning is done to ensure the allocation of required funds for all the college activities. The college follows financial regulations based on the approved procedures of financial management. It budgets all items of expenditure that remain transparent. In the financial sphere, it honors all the legal limits and maintains transparency in transactions.

1.Baikunth Teachers' Training college is a non-profitable institution. The college invests the maximum budget on the salaries of staff.

2.For efficient and optimum utilization of resources available, convenors of various staff council committees and teachers-in-charge are asked to provide their requirements at the beginning of the session. This is to 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.

3.The college committees follow the procedure of procurement of funds as per the general financial rules. All financial documents and bills are processed by the accounts section, the treasurer and the principal.

4.Transparency is maintained through the entire process and allocated funds are optimally utilised.

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.

The details are reflected in the annual budget of the college.

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

6.5 Internal Quality Assurance System

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

Response:

Baikunth Teachers' Training College gives the priority to quality management strategies in academic and administrative aspects. The mission of the college is 'All round development of Student', So It is geared to promote an ambiance of creativity, innovation, and improving quality.

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 prime task of the IQAC is to develop a system for conscious, consistent, and catalytic improvement in the overall performance of institutions, specifically students. To promote measures for institutional functioning towards student development through effective personal mentoring experiential learning of best practices.

IQAC initiated the student mentoring system to lift and monitor students' progress at every juncture. In the system, each student is given close personal and professional mentorship by the assigned mentor. The performance of each student is checked and monitored and recorded by the mentors. 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. Its major activities include

- 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;
- Arrangement for feedback responses from students, parents, and other stakeholders on quality related institutional processes;
- Dissemination of information on the various quality parameters;
- Organization of inter and intra institutional workshops, seminars on quality-related themes, and promotion of quality circles.
- Documentation of the various programs/activities of the College, leading to quality improvement;
- Development and maintenance of Institutional database through MIS for the purpose of maintaining /enhancing the institutional quality;

- Development of Quality Culture

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

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

Response:

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.

The IQAC at Baikunth Teachers' Training College encourages and ensures continual reforms in teaching-learning methodologies. The college follows a comprehensive mechanism of reviewing the teaching-learning processes and learning outcomes:

- The Academic Department is the primary source of teaching-learning reviews conducted every semester.
- Review of learning-outcome takes place by evaluating students' interactions in the classroom, participation in extracurricular activities, and their performance in internal assessment and final examination.
- The Internal Assessment Committee also reviews and regulates the practices of evaluation of students (conducted through internal assessments like tests, assignments, presentations, and projects). This exercise is based on the final internal assessment reports submitted by the teachers in charge of all departments after moderating the marks of students in all papers taught in the department.
- The remedial measure includes conducting remedial courses for slow learners. From the first year, students are identified and categorized as slow learners, moderate learners,s and fast learners based on their academic performance and on communication skills. Customized inputs are designed for different learning ability levels. IQAC ensures at the beginning itself the effectiveness of the mentoring system to have a close look at student performance.
- IQAC suggest different types of program for needy students & recognize special attention to

developing the communication skills of students. At regular intervals, IQAC calls meetings with mentors and guides them to take students to next level. This is ensured through regular mentor meetings and analysis of mentorship reports thereof with mentors and IQAC in presence of the Director of the institution.

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

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

Response: 5.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
05	03	05	09	07

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

6.5.4 Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF

Response: C. Any 2 of the above

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

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

Response:

The 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

1. TET/CTET/STET & Spoken classes-

All newly admitted students are compulsorily involved in special classes, in which the college organized TET/CTET/STET & Spoken classes. 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.

2. Various Committee-

Baikunth Teachers' Training College make a regular committee for every new session. Teachers-in-charges of each committee hold regular meetings and information is collected on the percentage of syllabus covered by each teacher. The Academic Committee and Academic Supervisory committee monitor the workload of each Committee and the options or additional subjects to be offered. This information is passed on to the Principal who then discusses it with concerned teachers and takes necessary action. 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	Document
Relevant documentary evidence in support of the claim	[View Document](#)
Link for additional information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Baikunth Teachers' Training College Amlori, Siwan Institution's Energy Policy Document

In the context of utilization of energy resource like electricity, the management consulted the faculty, non-teaching staff and student-teachers and created an awareness about the necessity of saving the electricity and use the non-conventional energy as well as natural resources like sunlight and air.

- To utilize the natural resources of light namely sunlight and air, the entire college community is trained to keep windows and doors open on either side of the class-rooms halls and laboratories.
- To use a minimum level of fans in the computer lab, seminar hall and multipurpose hall. In the event of electricity failure we use generations and solar energy.
- To pay attention the switching off the lights, fans and air-conditioners when the classes or educational programmes are not held.
- To remind at periodical intervals the usage of non-conventional energy and its impact on general health, eyes and bodily temperature.
- To educate the members of this academic institution to practice consciously the planning of trees in their homes, use of plants that promote oxygen and maintaining them regularly.
- To encourage the stakeholders of this a academic institution to spread the importance and usage of non-conventional energy and avoid the usage of conventional energy. Thus the investment on conventional energy is reduced and non-conventional energy is promoted.
- The institution has clear policy and guidelines for energy conservation and use.
- All individuals (teaching, nonteaching and students) of the institution should appreciate and value the use any form of energy i e., electricity and water in abundance.
- They are entitled/obliged to save and prevent the misuse or wastage of any form of energy.
- An Energy club has to be constituted in the institution including members of teaching staff, and students with the principal as the Chairman.
- An Energy Monitoring Committee has to be constituted in the institution to check the use of various energy sources available in the institution.
- The energy monitoring committee shall comprise of members from teaching, nonteaching and students of the institution with the principal as the Chairman.
- The energy monitoring committee shall conduct energy audit biannually and must submit the report to the head of the institution.
- Necessary actions has to be taken by the head of the institution to reduce the energy consumption based on the report submitted by the energy monitoring committee.
- Signboards on energy conservation need to be displayed at the focal points of the institution.
- Use of LED lamps must be promoted in the institution.
- Maximum use of daylight has to be promoted in classrooms and office rooms.
- Priority needs to be given to energy efficient equipment during purchase.
- Switching to solar energy has to be given prime importance.

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

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

Response:

Baikunth Teachers' Training College will adopt the principles of the "**MAXIMUM SUSTAINABLE WASTE MANAGEMENT**" in the delivery of its waste management services. The College will apply a 'squander various levelled approach', to diminish, reuse, reuse and recuperate by products in preference to the removal of waste to landfill. The College recognizes the importance of meeting these legal prerequisites and deal with its waste responsibly, diminish the volume of waste sent to landfill and boost reuse and recycling where possible.

The College needs all the teaching and non-teaching staff, students, making use of the premises to comply with this Policy. Any solid waste generated in the campus hall be overseen and taken care in accordance with the compliance criteria and the procedure laid down by the CPCB. There is a legal requirement for all who produce, keep or dispose hazardous/radioactive waste/chemical waste of any type to comply with the various regulations under national and international environmental protection legislation.

Implementation Procedure

It will be compulsory with respect to the Principal Investigator to report changes/additions in unsafe waste generation and step taken to decrease generation of waste per unit of production.

According to the Hazardous Waste guidelines, College can store dangerous waste for a period not 6 exceeding 90 days and will manage a record of sale, shifting, storage, reusing and reprocessing of such eastes except if the concerned State Pollution Control Board has broadened the specified period.

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

- Prevention
- Minimization
- Reuse
- Recycle
- Energy Recovery
- Proper Disposal (Landfill/Incineration)
- Avoiding waste at source and minimizing waste utilization

In the hierarchy of waste management, waste avoidance and waste reduction must first be attempted, for which the dissemination of information on technical options should be a continuous practice. Promote the implementation of recovery of resources such as solvents, other reagents and by-products, as well as the re-

generation of spent catalysts within the time limit

Reuse, retrieval and recycling of non-hazardous waste

Baikunth Teachers' Training college will explore opportunities / opportunities for reuse, recovery and recycling of waste in an environmental manner. Paper waste will be recycled to make paper boards and packing materials. The paper's toxic inks and dyes will be treated with enzyme technology, which is environmentally benign.

Safe disposal of hazardous waste

For waste that cannot be recycled, safe and environmentally sound disposal will be adopted based on the waste category. The design and operation criteria of disposal facilities should be strictly followed as per the guidelines laid down by the CPCB.

Setting up of general treatment, storage and disposal facilities

General treatment plant for departmental and house hold waste will be set up and rotatable and non-biodegradable waste will be separated and treated according to their physical nature.

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

7.1.3 Institution waste management practices include

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

Response: B. Any 3 of the above

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

7.1.4 Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

Response: B. Any 3 of the above

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

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

Response:

By enforcing the Prime Minister's "Swachh Bharat Mission", Baikunth Teachers' Training College is always committed to maintaining a clean college environment and sets a good example to students, teachers & other staff. It encourages learners to take pride in their college, which makes them less likely to drop litter and as such, they will potentially make a bigger effort to maintain their environment. Cleanliness is incredibly important when it comes to cutting down on the spread of diseases in the college and means that staff and students are able to enjoy a comfortable learning environment. It also improves hygiene levels and can help to reduce the spread of sickness.

Cleanness on Campus:

1.   Provide door mats in each class.

2.   Keep trash bins in each working station and class.

3.   Start recycling practices in the college

4.   Encourage students and teachers to keep things away immediately after use.

5.   Organize cleaning day events like Swachh Bharat.

6.   Clean the campus facilities frequently.

7.   Hire a professional cleaning team.

Sanitation:

1. **Personal hygiene**

2. **Safe drinking water**

3. **Toilet/human excreta disposal**

4. **Disposal of wastewater**

5. **Solid waste management**

6. **Environmental sanitation**

Green Cover

We are endorsing and enforcing measures to make the College a carbon-negative campus using the following:

1.**Tapping Solar Energy**

The arid zone of Amlori Siwan has an abundant supply of solar energy. We, therefore, have plans to install in-house solar plants and create sustainable energy for the requirement of the campus.

2. **Rainwater Harvesting**

In another step towards the preservation of the intricate water table in the college, buildings have been made compatible for rainwater harvesting. We are positive that the rainwater harvesting method employed by us will be the guiding light for others.

3.**Utilizing Natural Light**

The building architecture of the college is designed in such a manner that permits the free flow of air and allows natural light to cover all the corners of the building. The ample natural light, therefore, avoids the usage of the lights in the corridors and rooms.

Pollution Free Healthy Environment

1.   Use Reusable Water Bottles and Coffee Mugs. …

2.   Recycle and Compost.

3.   Waste control chemicals and e-waste management

4.   Use of LED bulbs in college

5.   Conducting energy audit

6.   Dustbins on the Premises

7.   Waste control in the entire campus

8.   No use of plastic on campus

9.   Use of dustproof chalks in classrooms

10.   Minimum use of Photocopy/Printing

File Description	Document
Documents and/or photographs in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: B. Any 4 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View Document](#)
Circulars and relevant policy papers for the claims made	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 1.15

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.034	0.182	0.69	0.22	0.681

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

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

Response:

Baikunth Teachers' Training College is situated in Vill-Amlori, Po-Amlori, Plat No. 99, NH-85, Via Siwan to Gopalganj Road in Siwan district state of Bihar. It holds a significant place in the educational map of our country and state due to its locational advantage. The college building is offered as a center of many competitive and university exams from time to time. As well as the IGNOU exam held in 2021-2022 & 2023 and B.Tech, MBA exams center in 2018. It also hosts community services/activities (National, University and College level seminar/webinar i.e. women empowerment, National Education Policy 2020, Right to education, Scout and Guide camps etc) activities organized in every year. Beside these activities this institution also held into college sports competition in 2017 and district police academy VS Baikunth Teachers' Training College Amlori Volleyball completion in 2021. In corona pandemic session covid 19 vaccination campus organized by Baikunth Teachers Training College and free health check-up 2022 in collaboration of "*Maa Vindyavasini Shiksha Nayas*"

There are number of the members of faculties who are the experts counselors in there respective era. Hence the Baikunth teacher's training college have made a student mentoring system through which student obtained important advice, suggestions and instructions towards there teachers to build the carrier with the subject grip of the concerning branches. It is very useful and faithful for the students of our institutions as they obtained the required advices by wise man counselors by collecting the important advice, They start there preparation to get the ambition of there life .The counselors in our institution have also been required to counseling the student as further needs of subjects and its demand and supply. so for as the mentoring system available in the institution is concern, it will very relevant to clarify here that the management of the institution of the college is fully dedicated to the student mentoring system and its

policy through the development of the Information Technology the gap of communication decreasing day to day as different types of electronic devices and other means of communications have filled the spaces of gaping. All these facilities have becoming very helpful to the students. This institution which is fully dedicated for the students carrier and there future life. They make on effort to restart more and more job opportunity for the students. Only the need will be of expert and honest teachers. Such type of requirement is also fulfilled by the institution and makes a tremendous speed in the era of the students mentoring system.

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

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

1. **Code of Conduct is displayed on the institution's website**
2. **Students and teachers are oriented about the Code of Conduct**
3. **There is a committee to monitor adherence to the Code of Conduct**
4. **Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: B. Any 3 of the above

File Description	Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	[View Document](#)
Link for additional information	[View Document](#)

7.2 Best Practices

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

Response:

Baikunth Teachers Training College is organizing Covid Vaccination camps for the last two years. These camps are organized in **"MAA VINDHYAWASINI NAYAS" Nai Basti Malviya Nagar, Siwan** with the help of the nearby District Hospital. For organizing such Covid Vaccination camps, this college is an ideal place as District Hospital Siwan is situated within a radius of 6 kilometers. Covid Vaccination camps have become a regular feature of this college and every year at least two camps are organized in the college.

The students generally feel enthusiastic to participate in covid Vaccination and to save yourselves from corona diseases. Besides this, the teachers and local villagers have also vaccinated these camps. This practice is being continuously observed every year without any problem.

The second practice of our college is rather unique. A Scout & Guide camp was organized to improve student personality. The Scout & Guide camp organized & function for the last 3 years. The teachers also help students with these personality enhancement activities. Hindustan Scout & Guide organization Siwan provides training for students. With the passage of time, the idea is to expand the scope of the students continuously. Through SCOUT & GUIDE CAMP has developed a systematic road map for improving the different aspects of personality development, communication skills, presentation skills, teamwork, leadership qualities, etc for students. and make them ready to face the challenges of school

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

7.3 Institutional Distinctiveness

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

Response:

Institutional Distinctiveness

The college has a diverse demographic set where the girl's learners more than 60% are dominant. These learners are the first learners in the family. The college considered them as an asset which made the institutions bring holistic development among them. The college consistently addresses the needs of these learners by farming an inclusive set of policies to bring them into the mainstream of learning which eventually results in making them comfortable in the process of learning. The college has taken strategic decisions to provide infrastructural learning resources in such a way that these learners are most attracted and participate spontaneously in the learning process the college has undertaken various measures to suffice the needs are these learners like an infraction of value-added courses, parent-teacher scheme, mentor-mentee scheme, learner-centric curriculum, and friendly teaching one side and infrastructure and learning resources with modern gadgets in another side. In recent years we do increase our female students' teachers ratio as well as female teaching staff.

Vision

The vision of Baikunth Teachers Training College is always to enrich the learning experiences through the availability of modern infrastructure learning resources.

Priority and Functions

On a college campus, the division of student affairs provides services to students and supports the educational mission of the institution. These services may include academic support services, academic, advising, admission, alcohol, and drug education programs, carrier services, communities services, service learning counseling, financial aid, food services, fraternities, and sororities health relative multicultural program orientation recreational spots students activities, student discipline and wellness program.

(A) Safety and security

The Baikunth Teacher college has provided the following safety and security measures.

1. The institution has high-quality CCTV cameras installed all over the campus to track the activity of every student's teacher thus ensuring their safety inside the campus.
2. The institution has a special cell called the students' grievance cell it is related to academic and non-academic matters such as assessment, victimization, harassment by college students teachers, etc.
3. A fire extinguisher is very essential when student gatherings are large Labs are the places where a large number of students work with equipment.

(B) Counseling

A well-defined mentoring system is practiced in this institution in this system the faculty will be a mentor for a group of 20-25 students. This facility will continue to be a mentor for the same group of students till their training.

(C) Common Room

The institution provides separate common rooms for boys and girls which is effectively used by all leady faculty members and girls students. Its provides a quiet and relaxing environment for leady faculty members and girls students when they are sick. It includes a rest room, resting cards, sintering wending machine, separate toilets and free wi-fi zones available in this campus.

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

5. CONCLUSION

Additional Information :

This criterion helps to gather data on the policies and practices of an institution in terms of planning power, recruitment, training, performance evaluation and finance management planning. The participative management process and creative administration of human and material resources are relevant here. The focus of this criterion highlights the following criterion statements, which are representative of the good practices of a quality institution:

The institution is conscious of its quality provisions and has a well-established functional internal quality management system.

The institution has an MIS to collect, align, select, integrate and communicate data and information on the educational and administrative aspects of the institution.

- The institution's offices and departments operate on the principles of participation and transparency. Academic and administrative planning goes hand in hand with the institution.
- The goals and objectives are communicated and deployed at all levels to ensure each individual's contribution to institutional development.
- The institution has a mechanism for faculty, students and other stakeholders to seek information and / or make complaints.
- The institution has good resource management practices that support and encourage performance improvement, planning and implementation strategies.
- The financial resources of the institution are judiciously allocated and used effectively.
- Budgeting and auditing processes are routine and standardized.

The key aspects identified under this criterion are: institutional vision and leadership, organizational set up, Strategy development and deployment, human resource management, financial management and resource mobilization and best practices in governance and leadership.

Concluding Remarks :

The faculty members are highly qualified with long teaching experience acquired at various prestigious institutes in the country. Presently there are three Ph.D. holders and one net as faculty in the institute. Five faculty members have been registered for Ph.D. Program. The institute has a very good library, well stocked with books, national and international journals, magazines, newspapers etc. It has a well-developed and a wellmanaged reference section housing encyclopedias, handbooks, manuals dictionaries etc. It has a computer searchable database that contains bibliographic records of books, serials and theses, accessible through
INFLIBNET (Information Library Network). Participation of students in sports and co- curricular activities is a regular feature in the college. The sports facilities include cricket, football, basketball, volley ball, table tennis, badminton etc. apart from indoor games.

The institute follows a fair and transparent process of admission. The seats are filled through centralized counseling. Seat allocation is made on the basis of marks obtained by the candidates in entrance test

conduct by the state. The candidates attend the counseling and are offered Seats in the college of their choice, as per their merit. The prospectus published by the University Contains Information about eligibility conditions, last date of receipt of application form, division of seats, reservation of seats, submission of application forms for

centralized counseling, documents to be attached with the application form, preparation of merit list of admission, selection procedure (counseling and admission) and the fee structure. The application for admission is considered only if the candidate has obtained at least 50% marks in the graduation/post-graduation. In the case of SC/ST candidates, a relaxation of 5% is allowed in the minimum eligibility condition.

Apart from imparting instructions to the students, the institute also pays special attention to inculcating human values and grooming its students for bright careers. It continuously strives to develop the students to realize their potential while acquiring professional knowledge.