



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

BALMIKI TEACHERS TRAINING COLLEGE, VAISHALI

VILL-SHAHJAHANPUR-POST BALUKARAM DISTT-VAISHALI BIHAR 844113
844113

balmikiteacherstrainingcollege.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Balmiki Teacher's Training College is Co- educational College situated in Shahjahanpur, Post-Balukaram, Dist- Vaishali. It was founded in 2012 by Sudhir Educational & Reserch Foundation Balmiki Teacher's Training College is Recognized by NCTE , and affiliated with B.R.A.B.U, Muzaffarpur, Bihar. Since the college was established gradually it becomes one of the most reputed Teacher education Insttution in that region. The college has made significant Contributions in the field of Teacher education by providing quality education to develop competent educators. The college campus has 0.93 Acres Built up area in 4754.05 sq.mts. located in rural sector. The College is situated in the Lab of nature with lush very green campus. The College has well furnished class room, well equipped laboratories, well maintained library and canteen. The canteen with cafeteria has enough space, neat and clean and also available hygienic food for student- teachers and faculties. The campus has healthy and eco friendly educational environment. Profound efforts and one to one supervision has been taken for the presentation of summary regarding overall activities and achievement of the college since. A Special focus has been provided in all the genres according to the criteria prescribed by NAAC. The objective mission and vision focused on the strength, weakness, opportunities and challenges of the institution. prepare trainees for teaching at secondary and higher secondary schools. To contribute in improving the quality of class room teaching by introducing scientific methods of training. To improve the educational and professional competency of trainees by structured learning process and practice teaching.

Vision

Our Vision is to create, inculcate in and imbibe the knowledge that addresses the needs of students coming from different parts of the country, diverse industries and above all builds the trust of our dynamic and multi-cultural society.

This is accomplished through quality education, which imparts the knowledge, values, and requisite skills; the education imparted helps our students lead responsible, productive, and satisfying lives. Through research, cultural activities and special attention to the deserving students, the educational process is always ameliorated. The process becomes the biggest contributor in helping the students get good employment.

This, in turn, becomes the solution to the problems of unemployment and enriches the quality of our nation. For things to change we need to change, for things to get better, we need to get better. With this mission, we aim to gain greater eminence and international prominence in Management. All the time we strive for excellence to get recognition in education and research and build our reputation for achieving higher business goals.

Mission

To make learning creative, interesting, interactive, and engaging through a system that is constructive, comprehensive, practical, and futuristic.

We aim to realize our mission by-

- Offering a creative, caring, innovative, stress-free, and harmonious learning environment for students.
- Imparting quality education through opportunities to discover, explore and experiment with hands-on material.
- Providing a lively curriculum; practical in approach and innovative in methods.
- Developing communication skills to enable the students to express their thoughts and feelings fluently and in a confident manner.
- Creating opportunities for learning basic life skills such as self-dependency, critical thinking, and decision making.
- Preparing students for the global challenges while maintaining the rich Indian culture, morals, and values
- Facilitating a culture of lifelong learning.
- With the provision of the opposite, intellectual and moral matrix young minds are trained to explore and realize their full potential, ultimately becoming equipped to face the challenges of the new world.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- All the Faculty members are well versed in use of computers/laptops and multimedia.
- Wi-fi Campus.
- Clean water facility with RO System.
- Located in a tranquil and eco- friendly environment.
- Fully Green Campus
- Experienced, qualified and competent faculty.
- Annual structured feedback is obtained from stakeholders about the institution.
- The College has Anti-ragging cell, Grievance cell and committee against sexual harassment etc.
- An active IQAC plays a significant role in periodically reviewing the teaching-learning process and introducing quality initiatives and supporting the growth and expansion of the Institution.
- Research culture is developed under the guidance of eminent academician and highly qualified faculty.
- The college has a completely transparent examination process.
- Transparent admission process and recruitment process.
- All-round development of teacher trainees through cultural, sports and self-identify workshops.
- Career guidance camps are organized in schools for students, to give information on career option in different numerous disciplines.
- Located in a tranquil and eco- friendly environment.
- Well qualified staff (as per NCTE norms).
- Encouragement to faculty members to participate in seminars, workshops, refresher and orientation courses by providing duty leave for professional growth.
- Emphasis on Value education System through morning assembly, clubs & societies and curricular activities and celebration of important national and international days.

Institutional Weakness

- That lack of representation of college in the decision-making bodies of the university has great impact

on various factors of college.

- The College has no role in planning and development of Curriculum and syllabus of the B.Ed. course because the same is designed and developed by the University
- Lack of government grants.
- Need to strengthen more placement activities and drives in the institution.

Institutional Opportunity

- Scope for improvement in culture activities like tribal dance, Tribal food festivals, tribal fashion show etc.
- Scope for furthers utilization of campus space.
- To add new courses, market-oriented courses, life skill development programmes.
- Developing more linkages with reputed public schools.
- Developing collaborations with Institution and universities.
- To strengthen the placement cell.
- The Institution has a spacious campus with scope for further improvement in creation of infrastructure and other physical facilities.
- Covid-19 pandemic provided opportunity to integrate ICT in regular teaching-learning process. Implementation of e-governance in more effective manner.
- Organization of international and National session and conference.
- To start number of skill development and vocational course.

Institutional Challenge

- Our challenges is to make the institutional environment fully inclusive in all kinds of facility.
- Technology transfer to academic to students of rural background.
- To maintain the quality of education in B.Ed. program.
- To train students and faculties for better communication skills.
- The demand for B.Ed course remains constantly high, which leads to mismatch between the intake and the Institutional capacity.
- To initiate more collaborative undertaking for research purpose with National and International Institute.
- To encourage research attitude among the faculty and students
- To develop communication and soft skills among students.
-

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Balmiki Teacher's training College is affiliated to B.R.A.B.U Muzaffarpur, Bihar. It follows the syllabus prescribed by the University. Faculty members i.e., Incharge and member of board of studies, are involved time to time in curriculum revision to suit to local context. Curriculum transactions in internship programs are based on the interest and demands from student & practicing schools, which cater student's diverse needs. Academic council meetings are held on regular basis to prepare an annual plan & work accordingly, with the collaborative

efforts of Head of Institution, faculty members, Principals of practicing schools, students, Experts in the field of education and Alumni. Institution provides adequate choice of course as optional, elective including pedagogy, value-added, self-identity courses which not only prepares them as school teachers but also as teacher-educator, curricular planner and administrators. Institutions provide opportunities for students to acquire positive attitude towards teaching and learning process & demonstrate and transect knowledge. Teaching skills and value are also developed in student teachers through theory paper, internship programs in school, teacher education institute, community work, literary, cultural & sports events, action research field visit etc.

The Institution has taken initiative to start a Value-Added Course on Teaching Aids which helped the student teachers in providing hands on experience to prepare improvised teaching aids and proper use of teaching aids in teaching learning process that are useful for effective internship programme.

The college is sensitive to cross cutting social issues and makes every effort to sensitize the students by periodically organizing seminars/ extension lectures on Gender Equality, Environment and Sustainability, Human Values and Professional Ethics. There are specific committees and clubs that make a collective effort to raise the level of awareness amongst the students.

As a learning organization we focus on improving, so continuous process of obtaining feedback from different stakeholders is followed to make our students employable and a good citizen of the society. Feedback is analyzed and reports of action taken on it are displayed on the college website. The college strives for the empowerment of women through quality education.

Teaching-learning and Evaluation

All teaching-learning activities are planned yearly before the commencement of particular session. These planned activities are included in academic calendar of each course. Academic calendar is displayed on noticeboard of the institution so that all faculty member, students and staffs may familiar with the activities to be conducted in coming session.

Session is started with three to four days orientation programme. During this programme, students are introduced with all the resources (Infrastructural and instructional) available in college. Forthcoming activities are explained. Faculty members of concerned subjects brief the syllabus for training programme. All staffs and students introduce themselves in orientation programme. This programme creates a familiar environment among all.

After getting the verbal information, students visit Curriculum lab, ICT lab, Computer lab, , Art and Craft resource centre, , Music room, Health and physical education resource centre, Library, Language lab, Multipurpose hall, Seminar room, Common room, Recess room, playground etc. Where they get information about the way to operate each equipments and discipline they have to maintain during the training programme.

Concerned faculty member and lab assistant demonstrate the operating system of slide projector, Smart board, Computer, OHP, T.V etc. Librarian gives information about the measures to be taken in mind and behaviors to be retained while using different library resources.

For the active participation of each students and successfully completion of each teaching-learning activities, All students are grouped into the small groups with the name of “House of different educationist”. All students are encouraged to participate in maximum activities organized in the college. Those students whose performances are better in the different activities are encouraged with the certificates of their performance. Although, all students who participate in the activities are get certificate of participation/appreciation. These certificates are given by the hand of respected/eminant persons of nearby society/management principal. These activities have a key role in the development of leadership quality among student teachers.

Infrastructure and Learning Resources

- The Institute has adequate facilities for teaching-learning with smart board, LCD projects, desktop and Wi-Fi facilities in classroom.
- Multipurpose hall also has Wi-Fi facilities with LCD projectors for seminar, cultural event and equipment for indoor sports.
- The institute has a sport-infrastructure in form of playground for Kabaddi, Kho- Kho, and badminton. Well-furnished, semi-automated and computerized library with about **8493** books and magazine/journals.
- Library also has Wi-Fi facilities which are available for teacher trainees and faculty.
- E-library with course content had been uploaded on-college website during covid-19 pandemic by faculty member to assist student at remote location with e-notes & video lessons.
- Well-furnished staffroom with personal locker, computer and internet facility is available for teaching staff. The access of internet is provided to every department, administrative office and library.

The following infrastructure and learning facilities are available in the institute-

- Guest Room
- Visitor Lobby
- Girls Hostel Under Process
- Canteen
- Green & Clean Campus
- Guard Room
- Security
- IQAC Room
- Telephone Intercom Service
- Bio Metric
- Play Ground
- Generator
- Smart Class
- Store Room

- Administrative Block
- Principal Room
- Office
- Boys Common Room
- Girls Common Room
- CCTV
- Classroom for Study
- Conference Hall
- Multipurpose Hall
- Seminar hall
- Curriculum lab
- IT Lab
- Faculty Room Female
- Faculty Room Male
- Fire Extinguisher
- Health Lab
- ICT Lab
- Library
- Music Room
- Physical Education Lab
- Psychology Lab
- Record Room
- Safe Drinking Water
- Science Lab
- Math Lab
- Workshop
- Yoga Room
- Toilet for Boys
- Toilet for Girls

Student Support and Progression

Following additional services are provided to students for enabling them to complete for the jobs and progress to higher education. Several books and guides for competitive exams are available in the library which is issued to the students. Time to time extra classes for central and state level eligibility test is organized in the institute. There are availability of daily employment news in the library. Job related news is displayed on the notice board. The faculty members are always ready to counsel the trainees for their best performance in competitive exams.

The college has established system of providing scholarship from in-house funding in the form of fee concession to different students under various categories which proves highly successful in getting university positions. The college organizes various activities for enhancing the soft skills, language and communication, life skills, and ICT/computing skills of the students. It also conducts seminars for the betterment of career advancement of the students. Different cells focuses on the advancement of students to counsel the variety of ideas in creating multiple learning resources in the fields of life skills. The college has established Grievance

Redressal and Prevention of Sexual Harassment Cell for handling various grievances and for the protection of students and staff. Zero tolerance policy regarding sexual harassment and ragging cases has been adopted by college and the Cell maintains the same. Student representatives are included in various committees of the college so as to provide them opportunity to be a part of organizing various events.

- The institute has a transparent mechanism for redressed of teacher trainees grievances related to sexual harassment and ragging cases.
- The placement activity facilitates the teacher trainee professional growth as a school teacher or teacher educators.

Governance, Leadership and Management

Effective and efficient transaction of teaching and learning process, 12 committees have been formed. In the institute student council is active and contributes significantly in organizing and managing literary, cultural and sports activities. The leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of the resources for the preparation of the students is clearly marked. The approach adopted is democratic and the head leads the process from the front. E-governance is operational in some areas like finance & accounts, student admission, examination system, biometric attendance for staff & students. Institution encourage faculty members to attend seminars, conference, workshop, online/offline faculty development program, orientation program, refresher course, short term course & training in the institute and outside. IQAC of the institute observes quality enhancement & quality sustenance throughout the academic year. Regular meetings of IQAC and HOD offers a platform to present and discuss perspective plans of the college and the help in effective implementation of institutional policies.

The following 12 committees available in the institute-

- **IQAC Cell**
- **Curriculum Assessment**
- **Grievance Cell**
- **Examination Cell**
- **Cultural Committee**
- **Admission Cell**
- **Anti Ragging & Sexual Harassment**
- **Code of Conduct**
- **Sport**
- **Feedback Evaluation Analysis & Action**
- **Student Counseling & Guidance**
- **Maintenance Cell**

Institutional Values and Best Practices

The institution identifies and makes different committees and share good practices. The students give their feedback in the mid of session and at the end of the session. Pupil teachers have been divided in different houses for their active participation. Staff gives feedback in the staff meetings where the faculty members interact and express their own achievements and limitation and also share their views. Similarly the management shares the ways and means for the betterment of the institution in meeting in which the management, Principal of the institution and staff representative interacts and gives their views regarding best practices.

- **Balmiki Teacher's training College** is committed to encourage green practices to develop plastic free campus, green landscaping with trees & plants. Institution has procedure for waste management like e-waste management, and rain water harvesting and water conservation.
- **Balmiki Teacher's training College**, distinctiveness lies in providing in-service teacher training to school teacher, principals, teacher educator for enhancing personal and professional competency. Material and module development for students and teachers in areas of gender sensitization, happiness & well-being, classroom management, career guidance.
- 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

Teachers are motivated to participate in national and international level conference, seminars and workshops organized at different places of the country/state. When the teachers are on academic leave their teaching schedule are adjusted accordingly. Internal seminar in the college is also organized. They are provided the facility of free internet surfing, typing assistance and research journals. They are always motivated to prepare research paper and send to the editor of different journals for publication. The interaction of faculty member with expert of research works is also arranged in the college.

- School quality improvement program where teacher visited school & suggested some quality improvement measures.
- Use of virtual laboratory in teaching-learning process.
- Teacher trainees actively participated in Swachh Bharat Abhiyaan & workshop on gender sensitization organized by the institute.
- Awareness program on energy conservation, water conservation, less/no-use of plastic, and environment protection.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BALMIKI TEACHERS TRAINING COLLEGE, VAISHALI
Address	Vill-Shahjahanpur-Post Balukaram DIstt-Vaishali Bihar 844113
City	Hajipur
State	Bihar
Pin	844113
Website	balmikiteacherstrainingcollege.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Ajay Kumar Pandey	06224-229067	7307910197	06224-22906 7	sudhir.foundation@ gmail.com
IQAC / CIQA coordinator	Rvi Ranjan	06224-7631279476	7631279476	06224-22906 7	ravi.ranjan227@gm ail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Bihar	Babasaheb Bhimrao Ambedkar Bihar University	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	10-08-2012	80	

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-Shahjahanpur-Post Balukaram Distt-Vaishali Bihar 844113	Rural	0.93	4754.05

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,B.Ed	24	Graduate	English,Hindi	100	100

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				16			
Recruited	0	0	0	0	0	0	0	0	14	2	0	16
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				10
Recruited	10	0	0	10
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	5	0	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	9	2	0	11
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	2		1		3

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	32	16	0	0	48
	Female	41	11	0	0	52
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	2	4	5	7
	Female	5	0	3	5
	Others	0	0	0	0
ST	Male	1	0	1	0
	Female	1	0	0	0
	Others	0	0	0	0
OBC	Male	18	27	25	34
	Female	20	18	26	18
	Others	0	0	0	0
General	Male	2	4	17	21
	Female	12	13	23	15
	Others	0	0	0	0
Others	Male	0	1	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		61	67	100	100

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>multidisciplinary courses as electives, promoting students to select electives provided by other departments, teaching a subject in multidisciplinary perspectives, and fostering community engagement in various activities, to name a few. Interdisciplinary Approach: In this approach the concepts, practices and analytical framework of two or more disciplines are integrated for finding solutions of various problems related to discipline. These related disciplines are integrated to form a new field of study for solving higher end problems pertaining to the discipline. As in the interdisciplinary approach here we make use of the concepts and practices in various disciplines for a clear understanding of the situation, but do not contribute to a new field of study. This approach led to the development of various new fields of study which are more of an applied and functional nature. An interdisciplinary approach sets an ecosystem of working together of various disciplines in solving a common problem.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Academic Bank of Credit is a credit facility originally envisioned by the Government of India in the National Education Policy (NEP) 2020. The scheme has the provisions of creating a digital infrastructure that will store the academic credits earned by the students of various higher education institutes within the country. The ABC will be entrusted with the responsibilities such as opening, closing, and verifying the individual academic accounts of students. It'll also be responsible together the academic credits earned by the students from their respective higher education institutions, verify the credits, store the credits, transfer or redeem such credits, and promote them as and when required among its stakeholders. Features, and Functions of Academic Bank of Credit:- (i) The scheme will include all kinds of courses offered by the Higher Education Institutes and which are recognised by the University Grants Commission (UGC), be it a graduation course, postgraduate course, PhD courses, diploma courses, certificate courses, etc. (ii) It covers courses offered through any medium, be it regular classroom courses or open/distance learning courses or online courses. Significance of Academic Bank of Credit:- (i) The credits stored in the individual accounts of the students will give them a much larger scope of freedom in terms of their academic/career</p>

	choices. (ii) The scheme will do away with the coercive system adopted by some institutes to keep the student enrolled in their courses against their will, with the motive of earning money.
3. Skill development:	The NEP-2020, with its focus on skill development, will hold the key to restructuring the educational ecosystem so as to improve the employability of future generation. NEP-2020 will encourage on skill development and boost employability. Skill development is a significant driver to address poverty reduction by improving employability and inclusive growth. It facilitates a cycle of high productivity, increased employment opportunities, income growth, and overall development. The Government has laid the foundations for a sustainable skill development ecosystem; however, it is now time to further build and bank upon it by leveraging the NEP to reap the benefits of our unique demographic dividend.
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 Syllabus.
5. Focus on Outcome based education (OBE):	Purpose of NEP-2020, education should be such that it should not only give knowledge to the students but also be employable. Balmiki Teacher's 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:	NEP 2020 recognizes the importance of leveraging the advantages of technology wherever traditional and in-person mode of education are not possible. Our institution takes initiation to work ICT based education to meet the current challenges of providing quality education. ICT is incorporated in various

aspects of teaching learning (online teaching, online assessment and use of e-resources. Our college also organized webinar successfully. Online education organized by institution through Zoom and Google Meet.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	students' co-ordinator and co-ordinating faculty members are appointed by the College. Faculty Coordinator Student Coordinator 2022-24 Mr. Saomya Vinod, Dr. R.K Maurya, Mr. Guddu Kumar
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Awareness Program in Balmiki Teacher's Training College Campus and Other- 1.Voter Registration camp for the eligible students in the campus. 2.Voter awareness camp conducted at various Block places in Vaishali district. 3.Voter awareness camp conducted for Teacher constituency. 4.Voter awareness camp conducted for Graduate constituency. 5. Voter awareness guest lectures conducted for in-house students. 6. Voter Awareness Rally
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	1. voter awareness Rally conducted in Shahjahanpur, Vaishali districts. 2. covid- awareness Rally conducted in Shahjahanpur, Vaishali districts. 3. Save trees & Plants- awareness Rally conducted in Shahjahanpur, Vaishali districts
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Voter registration drive conducted at Institute for above 18 yrs of age students. & conducted voter awareness rally students of balmiki Teacher's Training College

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	67	61	24
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		

1.2

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

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

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	67	61	24
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	67	61	24
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	67	61	24
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1****Number of full time teachers year wise during the last five years..**

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

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

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

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

File Description	Document
University letter with respect to sanction of p	View Document

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	28.61	20.26	30.72

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 30

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:

Curricular aspects of B.Ed. in Balmiki Teacher's Training College are governed by BRA Bihar University, Muzaffarpur as it is an affiliated college. For the effective implementation of the curriculum along with these, the broad vision and goals of college are kept in mind. We have various well-structured processes that enable communication and dialogue among the various stakeholder groups and the university within the larger societal contexts. The college level committees prepare broad guidelines and frameworks to suit requirements of different courses under B.Ed. at the departmental level. Departmental meetings are held before the start of new academic year to discuss and plan in advance the execution of courses in the subsequent semester. Teaching focus, class assignments, internal assessments, use of reference materials and teaching aids for teachers are discussed. The college has a practice of inviting external experts with the view to ensure quality of education, and objectivity in the teaching learning processes. We at PBC also focus on mid semester curriculum planning meetings to ensure whether any plan is being followed or any changes required. The feedback taken from the students at the end of the session gives us an overview of what should be improved and removed in order to make the teaching process and content more student friendly. we definitely forward our feedback every year to the university officials based on the views received from Experts, Employers, Teaching Practice schools ,Students, Alumni, and Teachers etc.

Time table is drafted & finalized by the principal after discussion with the academic council. The papers are allotted to teacher after considering their qualification, subject specialization & experience. Continuous evaluation is conducted throughout the year by unit test observation during internship programme & assessment of practicum work. From time to time B.Ed.students are encouraged to attend seminar, workshop, special lectures, and field trips to know the recent trends in 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 Programmes offered by the institution, which are stated and communicated to teachers and students through

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

Response: B. Any 3 of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 100

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

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

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

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

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
Any other relevant information	View Document
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document

1.2.2

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

Response: 2

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

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

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

1.2.3

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	67	61	24

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	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:** C. Any 2 of the above

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

1.2.5

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

Response: 99.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	66	61	24

File Description	Document
List of students enrolled and completed in self study course(s)	View Document
Data as per Data Template	View Document

1.3 Curriculum Enrichment**1.3.1**

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

Response:

Balmiki Teacher's Training College gives much attention to the quality of teacher education program for

continuous profession development the institution is committed to quality education on a regular basis, students are given opportunities to showcase their skills knowledge values and attitude in the different activities.

The curriculum followed by the Balmiki Teacher's Training which is affiliated to BRA Bihar University, Muzaffarpur helps students gain systematic knowledge and develop different skills through the courses like, Skill development Programme which include Micro teaching skills like Skill of Set Induction, Skill of Questioning, Skill of Illustration with Example, Skill of Blackboard Writing, Skill of Stimulus Variation and Reinforcement and Integration lessons. The two pedagogy courses which are chosen by the students, provide opportunities to develop the skill of creating Teaching Learning Materials in the subjects chosen, preparing activity based lesson plans, organizing exhibitions, etc. Through the course of Teaching learning competencies students learn skills of promoting interactions, conducting group discussion/group problem solving, providing scope for self-expression and thinking, promoting self-learning, facilitating understanding. Proper execution is done of all the activities involved in these courses which help in the holistic development of our student teachers. This procedure is followed systematically every year.

Research Projects are done by the students where students work on solving problems and develop their critical thinking; the opportunity of reviewing an educational website is also done by students to develop their critical thinking.

Communication skills are developed through the course Drama and Art in Education.

Number of opportunities are given to students to establish collaboration with others by doing surveys which are a part of different courses and organization of exhibitions with peers.

The institute emphasizes strongly on developing different skills among the students. The transaction of various courses at the institute has a strong focus on developing skills and competencies among the students.

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

- Enjoy communicating your understanding to others.
- Have confidence: You will need the confidence to look calm and professional even when tired and stressed.
- Work effectively in groups
- Motivate students
- Give feedback
- Negotiation and Communication Skills
- Have great organisational skills

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:

Balmiki Teacher's Training College aims at making efficient teachers who not only possess teaching skills and competencies but are also aware of the School system in which they have to work. In this streamline the students are made aware about the development of the School system in India through briefing them about the various Commissions, Policies or Acts. They were made aware about the popular Boards in India like CBSE, ICSE, and State Boards Students were also acquainted with the knowledge of different State Boards of India. briefing the students regarding all these important aspects of diversity in school education in India.

Assessment systems

Assessment is a crucial process of systematically gathering information as part of an evaluation. The student teachers are made aware of the different types of assessments followed by different schools to assess students' capabilities and work upon their areas of improvement.

Balmiki Teacher's Training College During the orientation session held prior to the commencement of the class, students are acquainted with the school system. They are also introduced to the various board before the start of the internship program. As they only visit different levels of government schools, they are asked to closely observe private schools affiliated to CBSE in rural and urban areas. Furthermore, students are made to analyse the admission policy, infrastructure facilities, evaluation policy, teaching pedagogical practices and roles and responsibilities of different staff members of the schools they visit. They observe and perceive the presence of functional differences among schools, thus, ensuring appropriate expansion of knowledge. During internship programme, students are also made familiar with the assessment system prevailing in the school. Though all the schools where the student pursue their internship are government schools the evaluation policy generally varies from school to school, the students also asked to observe the assessment policy. With the advancements in technology, we do organise seminars with the faculty of international university on the curriculum assessment system, norms and standards and other pedagogical strategies used in the teaching-learning process.

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

1.3.3

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

Response:

Efforts made by the Balmiki Teacher's Training College to make the students ready for the professional field.

- Balmiki Teacher's Training College encourages students to focus on oral and written communication. Soft skills.
- Balmiki Teacher's Training College Provides training for resume writing, interview etiquette and other workforce skills.
- Balmiki Teacher's Training College Provides better and more up- to- date career guidance counseling.
- Balmiki Teacher's Training College Help students to set realistic expectations for first jobs after graduation.
- Balmiki Teacher's Training College Provides more opportunity for real world job experiences. Teaches basic personal finance at the earliest opportunity.
- Balmiki Teacher's Training College Provide and remote mentors.
- Tries to improve on the Communication skills, critical thinking and analytical reasoning skills, application of knowledge and skills in real world settings and complex problem solving.
- Balmiki Teacher's Training College Provides for project based learning, the students develop the skills to work independently or collaboratively to come up with an essential question that does not have an easily found or specific answer which engages students in sustained inquiry.
- Collaborate with local experts, businesses, community centers and other organization to give students an opportunity to apply the content they are learning in the real world.

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: B. Any 4 of the above

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

1.4.2

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

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

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
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: 70.4

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: 96

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

2022-23	2021-22	2020-21	2019-20	2018-19
64	60	49	47	20

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

2.1.3**Percentage of students enrolled from EWS and Divyangjan categories during last five years****Response:** 3.98**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	9	5	0	0

File Description**Document**

List of students enrolled from EWS and Divyangjan

[View Document](#)

Data as per Data Template

[View Document](#)

Certificate of EWS and Divyangjan

[View Document](#)**2.2 Honoring Student Diversity****2.2.1**

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

Response:

At the entry level assessment, college prepares itself for freshers. The college facilitates the students with best possible chances of success in attaining the academic goals of institution. Assessment results are used in the placement. The college has a comprehensive admission process catering to the needs of students belonging to various categories. Students are counselled at the time of admission and are guided to choose the particular subject combination by assessing their needs. Scholarships, financial aid, book bank facility also available in college. Each teacher in college is having 10-12 students under tutorials where they guide the pupil teachers individually as per their learning needs and has a active WhatsApp group for content sharing and personal guidance.

Balmiki Teacher's Training College provides academic support to the students by providing various facilities like reference books, journals in library. The college also has well equipped Educational Technology lab where get to interact through various electronic gadgets like OHP, LCD Projector, Interactive board, CDs, have internet access in ICT and ET lab where they can prepare their lessons, CVs

and topics related to syllabus. Special facilities are provided to physically challenged students like separate class rooms on the ground floor, ramps etc.

Academic Support

Students are informed about their level of learning and support is provided to them accordingly.

focused to provide every type of possible academic support to the students. Some of them includes Guest Lectures, Workshops/Seminars, Group Discussions, OER, Bridge Courses, Remedial classes, Supervised study sessions, Contact with external agencies etc. A well-stocked library and computer resource center provide all students access to books, journals and e-resources. Academic Support is provided to different types of learners in different ways as discussed below: For Slow learners-To cater the needs of slow learners, special remedial classes are organized by teachers. With the increase in number of students from Hindi medium schools, the medium of instruction is now bilingual. Remedial classes for English and Hindi both are also organized for the benefit of students. For Moderate Learners-Well framed Time table which includes all type of activities and classes is top most priority. Peer tutoring is emphasized so that all types of learners can be benefitted. Guest lectures are also arranged for them. For Advance Learner-Advanced learners are encouraged and facilitated to read beyond the requirements of the syllabus. They are provided with the open educational resources to read in detail. They are provided with the opportunities to participate in different types of events that are arranged for them by contacting external agencies Different types of Seminars and Workshops are also arranged for 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
Reports with seal and signature of Principal	View Document
Relevant documents highlighting the activities to address the student diversities	View Document
Photographs with caption and date, if any	View Document
Data as per Data Template	View Document

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 8.33**2.2.4.1 Number of mentors in the Institution**

Response: 12

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

Balmiki Teacher's Training College has designed a mechanized system for utmost learning for which the teacher educators extensively employ interactive and participatory approach in the transaction of their teachings for enhancing students' learning. The focus is on adopting multiple modes like experiential learning, participative learning, problem solving methodologies, brainstorming, focused group discussion, online mode through involving different activities and the college has also made policy upon multiple modes of learning.

Online mode

Conducting online classes through Zoom, Google Meet, Use of WhatsApp groups, sharing of e-resources with students, sharing different links with students all these efforts are made by teachers to enhance learning of the students. Opportunities for conducting online surveys are provided to students. Various online assessment tools like google forms, etc. are also taught to the students which can be used by them further.

Experiential Learning

Demo and Practice sessions for Micro teaching skills, Demo and Practice sessions for integrated teaching are organized in a simulated condition. Students are given opportunities to go in real classroom situations and do their Practice teaching and Internship under the supervision of their teacher Educators. Students are taken for Field Visits to different places so that they can gain first hand experiences. Teachers conduct Mock Interviews with the students to prepare them for their placement sessions and instill skills related to facing an interview. Students are also assigned tasks to be conducted in the field for experiential learning like spreading digital awareness among people, creating book clubs etc.

Brainstorming

Different individual and group activities like essay writing, poetry writing, and elocutions, are conducted with the students to express their thoughts and motivate them to generate ideas of their own. This

practice is also adopted by teachers in the classroom teaching and also in pedagogy subjects so that teach trainees also learn how to use this as a method in their teaching.

Problem solving Methodologies

To develop problem solving abilities of the students, opportunities and proper guidance is given to the students to conduct research and case study as a part of their curriculum. Through this the students learn new knowledge by working on different problems. Here students get opportunities to observe, understand, analyze, interpret and find solutions to the problems.

Focused group discussion

Teacher educators teach through a lecture cum discussion method in class so that students can enhance their learning by contributing their thoughts and knowledge in the class. In the discussion sessions students are the active members of the class environment and they are monitored by the teacher facilitating an aura of a healthy discussion.

Participative Learning

To ensure student centered learning, the institution organizes different guest lectures and workshops and also encourages students to organize class seminars, making teaching learning materials, organizing Exhibitions, participation in Programmes both intra and inter college competitions etc. to develop participative learning among all the future teachers.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Link for additional information	View Document

2.3.2

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

Response: 0

2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management

Systems (LMS), e-Learning Resources and others excluding PPT..

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

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

2.3.3

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

Response: 100

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

Response: 100

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

2.3.4

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

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

Response: B. Any 3 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

2.3.5

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

Response:

Mentors are allotted with students from first and second year each as mentees and first semester students are enquired about their personal details as they come from varied socio-economic, religious and language backgrounds. Staff of our college also represent the diverse environment which often helps in handling diversity and teaching them to work in teams. Mentors update the Teachers' Council in case of a problem related to a student regarding the attendance, performance in the internal assessment, and University examinations. The mentor meets all the mentees under his/her mentorship at least once a month or as and when needed. Records of all such interactions are kept confidential. Counselling is organised by the guidance and counselling cell through a pool of academicians, alumni and in house faculty who are willing to provide career and personal counselling and teach teamwork. Diversity is nurtured through active learning, Group learning, Group discussions, individualized feedback, and independent learning. Consistent communication, practice of cultural and religious sensitivity, freedom and flexibility in the teaching learning environment, acknowledgement of individual differences, bilingual interactions in the classroom, rich teaching learning materials in Hindi and English,

provide ample space for respecting student diversity. The code of conduct guidelines provided by the college help in ensuring the correct way of actions and behaviour in the college. All students and teachers are encouraged to treat their colleagues and authorities with courtesy at all times irrespective of their professional status.

CONDUCT OF SELF WITH COLLEAGUES AND AUTHORITIES

As it is essential to have a decent relationship with colleagues and authorities at work place, mentor guide the would be teachers for the same:

- Be kind to colleagues
- Respect people
- Find a way to get along with everyone at workplace
- Practice good etiquettes while communicating with colleagues and authorities
- Practice good etiquettes related to personal hygiene

BALANCING HOME AND WORK STRESS

Being in any profession brings lots of responsibilities along with it. After completing B.Ed. programme the student's enter schools and it brings lots of challenges to adjust home with work. Lots of stress of maintaining balance between the two is a common issue. Thus the students' does not suffer with any of such stress. Mentors at PBC work for the welfare of students by guiding them for the same.

- Set manageable goals each day
- Be realistic at home and work place
- Practice meditation and yoga
- Prioritize your time
- Be efficient with your time

DEALING WITH STUDENT DIVERSITY

Being future teachers it is very important for students at Balmiki Teacher's Training College that they should know how to deal with student diversity in actual classroom environment. Thus Mentors suggest different ways to deal with student diversity:

- Engage students in Collaborative task
- Divide students into slow ,moderate and fast learners
- Provide remedial classes to weak students
- Provide additional support to moderate learners
- Provide enriching material to fast learners

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

2.3.6

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

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

5. Use of media for various aspects of education**6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: B. Any 4 of the above

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

2.3.7

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

Response:

TEACHING LEARNING PROCESS

In **BALMIKI TEACHER'S TRAINING COLLEGE** , we nurture creativity, innovativeness, intellectual & thinking skill, empathy, life skill among students through classroom teaching, various co-curricular & extra-curricular activities and along with practicum work.

Lesson plan: During the pedagogy classes , when student teacher are asked to prepare lesson plan, proper guidance is provided so that they can cater to the diverse need of the pupil in the classroom, at the same time make the topic interesting for them to grapes the content easily & meaningfully. During the whole process the student teacher has to use its intellectual, thinking skills as well as creative talent in making the lesson plan effective to achieve the desire objective stated.

Art and craft workshop: Student teacher get opportunities to experiment and create pieces of art using different art forms like free drawing, and others under the guidance of mentors for the workshop. Reflecting and discussing about their experience of creative work. In this way it enables learners to achieve a balanced growth as a social being in tune with our culture, provide all around development for learners, which they learn during this workshop, aim of art education.

Details on significant innovations introduced by the institution are as follows:-

- Important days like-human day, environment day, birth days of educationist, Annual day etc are celebrated in the college.
- Outdoor programmes like excursion, awareness programme etc are also organized.
- Annual function for cultural and physical activities is organized.
- Morning assembly is theme based. The institutional values are practiced during morning assembly.
- Various functions of cultural and literary interest is organized in the college.

Following activities are performed during morning assembly:-

- Measures to develop self-discipline.
- Prayer with music.
- News of national, international and regional importance.
- Important statement of educationists.
- Important work of the day.
- Status of readiness for next activity /programme.
- House wise performance of students.

Following are the reflections of institution on the best practice in the delivery of instruction by the use of technology:-

- Special lectures are delivered by power-point.
- Wi-Fi facility is available in the campus.
- One class-room is equipped with smart board.
- Well equipped information and communication technology lab with advance electronic gadgets.

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
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document
Link for additional information	View Document

2.4.3

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

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

Response: 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
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document

2.4.5

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

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

Response: B. Any 4 of the above

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

2.4.6

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

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

Response: A. All of the above

File Description	Document
Photographs with caption and date wherever possible	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: B. Any 3 of the above

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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Balmiki Teacher's Training College organises an extensive internship programme for the students which is systematically planned involving all the teaching and non-teaching staffs. We indeed select government schools for practice both from rural as well as urban areas. The students are allotted schools on the basis of the proximity to the residence of the students to the school (especially for the female students) and availability of basic infrastructural facilities. The students are allotted schools keeping in mind the accommodating capacity and subject wise requirement of the schools. We also select girl's schools especially for female students and accommodate them according to other viability. While planning internship programme the institutions take care of providing exposure of variety of schools to interns in terms of rural-urban, primary secondary and high schools.

Prior to the beginning of the internship program, we organise orientation program with each group of students separately and instruct them about the rules and regulations of their respective schools. During

their internship, the interns are expected to complete a variety of tasks related to classroom teaching, classroom administration, and the organisation of school-based and community-based educational activities. The interns are expected to develop a repertoire of knowledge, skills, and abilities. A few such activities are suggested below:

- Maintenance of a reflective diary to record day to day happenings and reflections thereon.
- Observing the classroom teaching of regular teachers as well as peer student-teachers.
- Preparation of case study of the internship school and the innovative activities that the school undertakes.
- Preparation of Lesson Plans, Unit Plans, Question papers and other Assessment Tools.
- Mobilisation and development of teaching-learning resources.
- Undertaking action research project on at least one problem area of schooling.

The task of teacher in-charge has to assess the teacher-intern activities along with the guidance to be offered. The teacher in-charge also evaluates the copies of the teacher-interns from time to time. The performance of the students of the school is duly observed by the mentor teachers. By the end of internship program, it is duly certified by the principal of the practicing school.

Lessons are observed by a mentor teacher on a regular basis, and our teacher in-charges check to see if the students have corrected the previous observation's correction. The mentor-teachers witness all of the lessons. The teacher in-charge collect feedback from mentor teachers and institution heads. Based on the feedback obtained, necessary directions are given to the teachers-intern.

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

2.4.9

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

Response: 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
Any other relevant information	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

District Education officer allotted schools for practice teaching. We distribute all students in allotted school as per the convenience of students and requirement of the schools. We send our students with full preparation and capabilities of effective teaching. We nominate supervisors in every allotted schools for effective monitoring to our students Teachers. The supervisor visits schools to supervise the student teachers during practice teaching. They present inside the classroom and monitor their students during

delivering lessons. After the completion of their lesson, they give some positive suggestions. The supervisors take feedback for every student-teacher by giving some questionnaire to learner, teacher and Principal.

We adopt a mechanism of supervision in which every stake holders of effective practice teaching makes an effective role for the construction of new teacher. The supervisor visits frequently to allotted schools and make a presence in class during taking class by student teachers. They organise peer teaching also. They take feedback by Learners to ensure the effective teaching. We involve teachers of school concern as well as Principal for giving feedback and suggestions as required. Our student teachers actively participate in school assembly. They organise cultural and academic programme for the learners. They actively participate in sports and community services. They make an effective participation in conducting seminars, quiz competitions, essay competitions, and debate etc. for learners. They also take part in assessment of learners. These activities are monitored by supervisors very effectively.

Balmiki Teacher's Training College adopts effective monitoring mechanisms during Practice teaching is conducted in various local schools.

- Detailed feedback is also provided in the college collectively on subsequent days.
- Two lessons per day are delivered during their practice teaching sessions.
- Teacher educators (preferably subject experts) from the college are detailed to check and approve the lessons plans
- The student-teachers are allowed to deliver the duly approved lesson plans.
- Teachers of concerned schools also observe the lessons. The school teachers are encouraged to give suggestions for improvement.
- Teacher educators and school teachers note down remarks on the lesson plan book. Thus, on the spot feedback are provided to the student-teachers.
- More feedback comes in the form of discussion with the observers which is done soon after the lesson is finished.

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

2.4.12

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

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

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

Response: A. All of the above

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

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

2.5 Teacher Profile and Quality

2.5.1

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

Response: 100

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
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: 6.63

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

Response: 106

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:

Teacher educators of Balmiki Teacher's Training College are continuously strive and put forth efforts to keep themselves updated professionally for the excellence of the college in the competitive world. They use library and Computer lab comprehensively to keep themselves updated. Most of the teacher educators attended the Refresher Course and Orientation courses in different Universities.

1. In house discussions on current developments and issues in education: All the teachers in IQAC room gather formally or informally and discuss about current trends in educational policies. The implementation of NEP 2020 in our college was discussed thoroughly and took some measures to implement it in our college. The teacher educators share their opinions and ideas regarding article publications about new developments and problems in teacher education. Every academic year and academic calendar are discussed in in-house discussion session. The staff of our college attend National, International and state level seminars, workshops online as well as offline mode and after attending they discuss their experiences in in-house discussion.

1. Sharing information with colleagues and with other institutions on policies and regulations: The teacher educators always share information with colleagues and with other institutions on policies and regulations. The university, UGC, NCTE guidelines and directions are shared with colleagues and principal. Our college is affiliated to BRA Bihar University and it follows the guidelines issued by the University.

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:

Balmiki Teacher's Training College sticks to academic schedule which is being given by the **BRA Bihar University** for Conduction of nonstop internal evaluation system. The academic calendar involves the dates of commencement and completion of the syllabus, time tables of internal exams and so forth it set out the dates of term end examination. The time tables have been arranged and executed in like manner. The teachers define teaching plans as indicated in the academic calendar and guidelines of the **BRA Bihar University**. The time table of external examination is fixed by the University and the same is display on notice board for the students. Any changes are conversed to the students well in advance.

1. During their sports and cultural activity they have access on good character which is the need of society and the manner in which they work and co-ordinates in organizing programme at their school.
2. Unit Test are taken for their theory exam, as well as assignment are given to evaluate their critical thinking. This all help them to prepare for their terminal exam conducted by the University. During their unit test paper like Childhood Growing up, Learning Teaching help to develop psychology about children and their learning to improve teaching style.
3. Curriculum Knowledge develop understanding of class-room and its relation to syllabus, text books and class-room practices. Assessment for Learning course proposes that student teachers become conscious of subject areas like Language (Hindi, English, Sanskrit), Mathematics, Science and Social Science enable student teacher to develop a perspective in that subject area.
4. Teacher make observation of student during their school internship programme like classroom observation, community work and other co-curricular activities.
5. Teacher during Workshop Seminar evaluate them to develop as human beings, as well as a teacher of future.
6. The most important paper is Language Proficiency whether in Hindi or English which is a pre-request of any teacher to deliver the content in the class-room.

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
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Balmiki Teacher's Training College is affiliated to BRA Bihar University and follows the guideline set by the University for the Conduct of examination.

- Institute keenly observed that the grievances of the student are addressed in a definite time period with efficiency and transparency to resolve any issues related to internal or external examination.
- Students are orientated at the start of the session regarding rules and regulations.
- There is no provision of re-evaluation and supplementary improvement examination, so the students can file RTI at university to get copies of their answer-sheet, in case of issues after result. If the student is not satisfied by the evaluation, examinee can review his answer sheet to 2 subject experts & if there is a positive feedback then the student may apply for revaluation in University.
- The evaluated unit test & practicum copies are distributed to student and can report any discrepancies. If any grievances are marked student can directly approach the concerned teacher and then issues are resolved. In this way transparency and efficiency related to examination grievance are redressed.
- After declaration of result by the university, if any trainee teacher has an objection with the result, he/she comes to college for the same. The College addresses their issues by sending an application to university for photocopy of answer script, revaluation and recounting of marks etc. options are provided to trainee teachers to exercise. After receiving photocopies, if trainee teachers are not satisfied about their marks, he/she may apply for revaluation. The application is forwarded to university for corrective action.

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:

Balmiki Teacher's Training College academic calendar draft is prepared as per the university guidelines which is placed in staff meeting with Principal, discussed in detail and approved with correction if any, required before commencement of every unit / term . Before the commencement of the academic year, the institution prepares and publishes "Academic Calendar" containing the relevant information regarding the teaching learning schedule (Working days), various events to be organized, holidays, dates of internal examination, unit/ term examination etc.

The academic calendar is prepared so that teachers should know all the activities regarding continuous internal evaluations process and displayed in the Principal's office. The students' academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, unit test examinations. The review of internal assessment is taken by the principal regularly. For the implementation of internal assessment process, staff committee is formed at the college level which monitor overall internal assessment process.

Institute academic calendar accommodate the following major activities:

- Schedule of co-curricular activities
- Internal assessment – tests dates
- Schedule of extra-curricular activities
- Tentative period of various feedback collections
- Preliminary examination dates.
- Date of beginning and end of each unit/term

Head of the Department:- The Head of the department compiles the academic plan submitted by the teachers and ensures that there is no overlapping of the activities in general and the Continuous Internal Evaluation in particular at both the internal as well as the University level Then the Academic calendar is forwarded to the IQAC. The decision regarding dates for conduct of assignments depends on completion of syllabus, mid- semester breaks, gazetted holidays as well as other planned activities of the college such as the Festivals, Annual Day, Sports day, etc.

Teacher:- Every teacher is assigned the subjects to be taught during the academic year. The teacher plans the teaching and evaluation schedule of the assigned subject. The type and schedule internal

evaluation is Planned in consultation with the head of the department.

IQAC:- The IQAC compiles the inputs received from the teachers and a comprehensive plan is prepared.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

(PLOs) :

Completion of the B.Ed. (2 years) Programme, student teachers will be able to develop:

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 school curriculum, to acquire necessary competencies for organizing learning experiences, to select and use of appropriate assessment strategies for facilitating learning. to analyse the content, text books and syllabus.

Pedagogical Skills:

To impart teaching skills and strategies to transfer the given content suitably in classroom situations to innovate and experiment classroom practices.

Professional Ethics:

to imbibe and uphold qualities of a good teacher , to be just and impartial , to show love and respect to the individuality of the child , to inspire and professionally help the parents for the care and guidance of their wards , to preserve proper balance of his/her life as a person of character and be an example to others with his/her intellectual honesty and moral integrity as well as loyalty to the institution to which he /she belongs to develop professional attitude, to help demonstrate commitment to values such as loyalty, love, service, equality and excellence.

(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, Science, Mathematics, Commerce ICT Basics Learning, Teaching & Assessment Knowledge & Curriculum Contemporary Education in India Techniques, Methods & Approches of Pedagogy Understanding Self, Personality & Yoga Inclusive Education Educational Evaluation Guidance & Counselling Value Education Health & Physical Education etc.

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: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	67	61	24

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

2.7.3

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

Response:

For PLO's:-

1.**Internal Assessment:-** We have conducted two written internal exams in each session. We have organized many activities such as seminar, Debate, Story Telling, Rangoli and many more which have monitored by all faculty members.

2.**Feedback:-** We have taken feedback from students. In that way they have made expression of experience and given suggestions also.

3.**Presentation:-** Every activity is a presentation for the learners. They represent themselves by the given task. These presentations such as preparation of model and presentation, seminar paper, Assembly Art Exhibition, Drama, etc. and re-development of their presentation skills.

4.**Assignment and EPC file work:-** Written assignments in each session have been submitted by the learners which develop their writing and presentation skill. Enhancing Professional Capacities (EPC) work develops learner's ability to write, think, sensitize expression of views, enhancement of shaping any matter, life skills etc. These all are monitored by given direction and outcomes.

5.**Expressions:-** Every learner expresses their views on given assignment and tasks. From the beginning of the session, expressions from each and every learner are monitored by the faculty members. The differences from unit-I to unit-II are very widely seen.

For CLO's:-

1.**Internal Assessment:-** We have expressed that our institution has conducted two internal assessments in each session. By these internal assessments they have much aware about the course and its flexibility. This is monitored by college faculty and experts.

2.Tests:-

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

3.**Enhancement of Language:-** Enhancement of language capabilities are monitored by different oral activities and Language labs.

4.**Assignment and EPC Work:-** Assignment and EPC work has been taken throughout the session. These works enhance their individual capabilities of talking, addressing, summarizing,

understanding etc. It is monitored simultaneous to CLO's.

5.Feedback:- The College has taken feedback frequently during the course for better understanding for each stake holders.

The affiliating University (BRA Bihar University) has clearly defined PLOs and CLOs while developing the B.Ed. program, which are adapted by the college and implemented efficiently. The college website and the Brochure has the PLOs and CLOs listed for clarity of the trainees who wish to pursue this course. PLOs and CLOs help the trainees to become aware about the demands of the course as well as the qualifications expected out of them in their chosen profession. The B.Ed. program has CLOs for each paper upon achieving which the PLOs can be attained. For this purpose, the institution has an effective monitoring process which helps to determine whether trainees are attaining the prescribed CLOs. Each course paper has internal assignments, practicum and also external evaluation where performance of trainees is evaluated on both cognitive and professional grounds.

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 sample **assessment activities** exemplify a broad range of strategies teachers employ to obtain information about their students' skills and understandings, and range from asking questions during a lesson to giving a formal standardised **assessment**

Tests currently are being used to evaluate students, teachers, and the entire educational system. Because of this emphasis, more standardized **tests** are being examined and homework and classwork time is being devoted to preparing students to take them while less time is being spent on instruction.

The **purpose of assessment** is to provide feedback relative to the **three** sides of the triangle : (1) the learners and learning, (2) the teacher and teaching, and (3) the learning experience and environment corresponding to the components of **assessment**.

There are four different Ways To Evaluate Student Progress In the Inclusive Class

- Change Weighting Scale. When calculating a final grade for report cards, teachers use student assignments, tests, quizzes, and exams collected over the semester.
- Use Informal Observation.
- Allow for Self-Assessment.
- Provide Multiple Test Formats.

There are four main ways to track our students' progress.

- Curriculum based monitoring tests. The teacher uses standardized tests that include all the material presented over the duration of the year.
- Observation and interaction.
- Frequent evaluations.
- Formative assessment.

Four Types of Assessment are encouraged in the Institution are :

- Placement. Includes day-to-day instruction and regular monitoring of students to make sure that learning is taking place. Students must know the learning goals in order to achieve success.
- Summative.
- diagnostic.
- formative.

Planning & Teaching Strategies

- Some of the most familiar assessment strategies are quizzes, tests, state-administered standardized tests, and essays.
- Authentic assessment strategies, such as portfolios, performances, and exhibitions, allow students to showcase their talents and what they have learned in a course in creative manner.

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

Learning needs:- Developing teaching competency.

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

Learning needs:- Teaching skill.

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

Learning needs:- Self-identify development.

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

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

2.8 Student Satisfaction Survey**2.8.1**

Online student satisfaction survey regarding teaching learning process

Response: 3.76

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Data as per Data Template

[View Document](#)

3.1.2

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

Response: 0

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

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

3.1.3

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

1. Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation**4. Facilitating research by providing organizational supports****5. Organizing research circle / internal seminar / interactive session on research**

Response: B. Any 3 of the above

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

3.1.4

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

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

Response: A. All of the above

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

3.2 Research Publications

3.2.1

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

Response: 0.56

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	0	0	1	2

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

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years**Response:** 0.06**3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

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

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	View Document
Data as per Data Template	View Document
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:** 5.8**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
16	2	1	5	5

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: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	67	61	24

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

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: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	67	61	24

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

3.3.4

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

Response:

Contribution of the Balmiki Teacher's Training College through various extension activities, outreach programs. College in and around the city are benefitted through our various activities. Staff members render their professional service like conducting and participating in seminar, workshop, and quiz induction program.

Through planned program students undertake following community service.

- Hygienic awareness campaign.
- Literacy awareness campaign
- Planting trees in around school premises..
- Cleaning village water resource.
- Socio economic survey.
- Swachh Bharat Abhiyan
- Beti Bachao Beti Padhao
- AIDS Day
- National voter day
- N.S.S
- National youth day
- National/ International Yoga Day
- Blood donation camp
- Beti Bachao – Beti Padhao
- Education Awareness Campaign
- Tree Plantation
- Cleanliness Week
- Earth Day
- Nasha Mukti Abhiyan

- Voter Awareness Rally
- Tree Plantation
- Fire Prevention & Safty Demonstration
- World Environmental Day
- Human Chain Event
- Bihar Diwas
- International Safai Diwas
- Say no to Plastic Awareness Rally
- Road Safty
- Etc.

To make the students aware about the school environment the college organizes outreach activities through these activities students develop their self in the matter of leader ship, responsibility.

Further institution participates in government imitative of (Swachh Bharat Movement, health awareness during global pandemic) & like in collaboration with Municipal Corporation , days & week are also celebrated & special morning assemblies are conducted in order to sensitize students towards various social issues. The includes Womens Day, AIDS day, World environment day, human right day, Independence day, republic day etc.

These outreach activities benefit neighborhood communities as well as students of the institution they instill civic sense, sense of social responsibilities, sense of serving other & feeling of universal brother hood among students leading to their overall personality development.

Balmiki Teacher's Training College organizes programs like save environment, save water, tree plantation. Students are encouraged to participate in Nukkad Natak for aware Villagers, Beti Bachao Beti Padhao Rally connecting the students with the larger social issue in the community and making them socially.

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

3.3.5

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

Response: 6**3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
4	0	0	1	1

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	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: 2**3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

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

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

3.4.2

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

Response: 12

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

Response: 12

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Link for additional information	View Document

3.4.3

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

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

Response: C. Any 3 or 4 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Balmiki Teacher's Training College 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, Guard room, Security, principal office with attached bathrooms, multi-purpose hall and guest room with AC and Running canteen, Girls hostel under process.

We are to show through the points given below,

we are also showing geotag photographs.

- Guest Room with AC
- Conference Room with Ac
- Principal Room with AC
- Library with AC
- Guard Room
- Security
- Administrative block
- Visitor lobby
- Girls Hostel Under Process
- Office
- Fully Green Campus
- Biometric Attendance System
- CCTV
- Smart Class with projector
- UPI & Net Banking Service
- Big playground for playing Kabaddi, Volley Ball, Badminton, Judo and Boxing etc.
- Separate Common Room for girls
- first aid room.
- Gymnasium with latest fitness equipment's.
- Fire Extinguishers
- Generator for power back up
- Canteen provides hygienic food to students and staff.
- Water Coolers for regular water supply and sanitary napkin for girls in the wash rooms.

- Wi-Fi enabled campus
- Language Lab for developing communication and interpersonal skills of the students.
- ICT lab
- Health lab
- Language lab
- Music room
- Physical education lab
- Psychology lab
- Record room
- Science lab
- Yoga room
- Staff Room with ICT facility
- Internal and external surveillance system (CCTV) cameras and two LCD for security and smooth administration.
- Library
- Audio System
- Ramp and wheelchair are also available for differently abled persons.
- The campus has a wide parking area to accommodate two as well as four-wheeler vehicles.
- R.O. Water cooler for safe drinking water

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	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: 55.56

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

Response: 5

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

Response: 9

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: 6.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.19	1.64	1.83	.45	.21

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

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:

Balmiki Teacher's Training College is a knowledge hub that provides comprehensive access to text and reference books, journals, magazines, audio/videos, CD-ROMs and much more. The rich collection covers diverse disciplines of educational Psychology, Teaching Learning Process, Information Technology, Health sciences and Sciences, Humanities and its related field.

The Fully computerised internet equipped library of the college has a collection over 8493 books with subscription of magazines, journals, newspapers in English and Hindi.

The library has computer and internet facilities with laser printer & Inkjet printer. There is a 3 computers in our library 2 computers students use and 1 computer librarian use. An active internet connection is also available in college library. Library is easily accessible to the staff at any working hours and the trainees can access books any working hours. The library is kept open on all working days from 9.30 am to 5.00 pm.

The new arrivals are displayed in the display stand which is kept in the library. The list of new arrivals is displayed in the Notice board and the staff room.

The complete process of acquiring books and its technical processing is completed using the designated module of the software. The software supports all the activities of the circulation section including issue – return, book reservations, reminders and recall of books, and overdue charges. The software is equally useful in the management of serial control of current issues of Print Journals as well as back sets of journals. It supports processing of subscription, reminders for non-receipts of journal issues and binding of journal volumes. The ILMS provides a distributed system of Input for bibliographic details of the books and other documentary materials like periodicals etc. The ILMS is operational and is very helpful in meeting the end user's academic information needs. As a single entity, it supports the multidisciplinary approach to information and is highly used by end users to locate books. The library database created is based on the usage of the International Standards for easy retrieval among the libraries working in different environments apart from uploading and downloading the records.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	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 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 computer and internet to access various kind 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 audio visual teaching aids, role of electronic media in education, recent researches related to educational developments and educational complexities etc., Teaching staff compare the educational

developments of other countries with their educational practices of indigenous system. Frequency of use: the library is used almost on each working day.

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
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: E. None of the above

File Description	Document
Data as per Data template	View Document

4.2.4

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

Response: 0.51

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.40315	0.57695	0.58551	0.60336	0.40413

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

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: 40.67

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: 600

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: 768

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: 750

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: 1200

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: 1400

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

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Balmiki Teacher’s Training College regularly updates its ICT facilities. There is internet and Wi-Fi connection available for the staff and students. Purchased IT equipment includes desktop, computers, projectors, laptop and various software for these. All these resources are well utilised to make teaching-learning meaningful and to give uninterrupted service for teaching learning process.

- ICT lab has 30 computers that runs on Windows 7,8,10 to support a mastery of basic IT skills for students. The staff avail the ICT facilities to enhance their teaching competencies and for their research.
- The desktop use by faculty members has window 10 operating system.
- The Staff and Students have access to internet and Wi-Fi connection. Our institution is using high

speed internet connection which ensures online learning is efficient. Wi-Fi and Internet facilities are regularly monitored and updated accordingly.

- They also use the available computers in the institution for curricular and co-curricular activities like power point presentation for seminar and assignments, etc.
- The entire campus is monitored by CCTV facility.
- Internet connectivity is available in class rooms.
- Password protection is ensured for security and safety.

Balmiki Teachers’s Training college upgrades its IT infrastructure and facilities in order to ensure effective teaching learning process. Feedback and suggestions are sought from the faculty for improvements in infrastructure and action is taken accordingly. The college has 1 ICT resource centre. 30 Computers and one Laptop with internet facility and Licensed Software like Windows and Antivirus are provided in laboratory. Scanners, Printers, Projectors, Photostat Machines, UPS and CCTV are also being used effectively in both the sections. Internet facility is made available in the entire campus at a high speed leased line connection of 80 MBPS. In 2019, the college took a giant leap in upgrading IT infrastructure. Visual Studio has been installed to facilitate research on multi-media data base.

In view of exponential exposure in the domain of informatics and communication system. It enhance the knowledge ideas, exposure, wisdom and the global changing program to equipped cognitive skill of the learners. The college has emerged as a technical and computer savvy to impart the different curriculum and teaching pedagogy for the holistic development of the learners by appointing computer savvy faculties in the institutional set-up.

Students are encouraged to watch videos related to teaching methodologies done by teachers. Motivational videos are also observed by students for further reference. ICT facilities are used to enhance teaching competencies and for research. The institution uses windows 7,8,10.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 3.33

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

4.3.3

Internet bandwidth available in the institution**Response:** 200**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 200

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

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

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

Response: D. Any 1 of the above

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

4.4 Maintenance of Campus and Infrastructure**4.4.1****Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)****Response:** 55.39**4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support**

facilities during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
10.03	10.25	7.53	9.95	7.43

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

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:**

Balmiki Teacher's Training College College has a well- framed infrastructure policy for proper maintenance and utilization of the physical, academic and support facilities. The responsibility for provisioning and maintaining infrastructure is jointly shared by different authorities of the institution, under the overall leadership of the college.

Establish System and procedures-

The principal discuss with the planning and evaluation committee and presents a report regarding physical, academic and support facilities in the Governing Body for approval. The secretary is empowered to deal with all matters pertaining to the acquisition, up-keeping and disposal of campus infrastructure. An annual audit and inventory of the facilities is undertaken for assessment and evaluation.

Laboratory-

The college have lab attendants to ensure proper upkeep of the labs including science lab, (Physics, math, biology/chemistry), geography lab, language lab, psychology lab and computers lab and maintain proper reward of items/ equipment in the labs. Fault register and logbooks in the laboratories regularly maintained. For any kind of maintenance on repair, the laboratory in charge reports to the principal and secretary. The repair work is carried out by the concerned service person.

Librry-

The library advisory committee with the principal as the chairperson and librarian as member secretary along with two senior faculties tackle all issues relating to the smooth and efficient functioning of the library. At the time of admission students are used digitized library cards which will be valid till their final semester. In term of facility is provided in the library and students can access the facilities for availing e-resources and the web based information photo state facility is also available in the library at nominal rates. The library is under CCTV surveillance.

Computers-

The college information and communication technology committee is responsible for the maintenance of computers and smooth functioning of the network facilities in the college. They also look into the college website up biometric services, procurement of the hardware and software and other items related to computers. any repair beyond the scope of the technical staff of the college is done through authorized service centers external agencies and purchase of spares is also made.

Sport-

An efficient ground staff is attached with the Department of Physical Education for the proper maintenance and marking of tracks and grounds. Proper stock registers of sports equipment procured and in use are maintained. Every year the facilities are upgraded and new equipment is added.

Gardening-

Gardening Club of the college ensures the maintenance & proliferation of green cover in the college. Regular plantation is conducted and gardeners are instructed regarding proper upkeep of lawns Measures taken at Administrative Level The college has engaged the services of two full time electricians to supervise the upkeep and maintenance of all inverters, generators, sound systems, electrical fittings and appliances.

Classroom-

Some classrooms are equipped with the required teaching audio visual aids to supplements the teaching learning process. Seminar, workshops, lecture session are also conducted in these rooms. Class representatives affected by the students are given the responsibilities to keep the classrooms clean. Checking of fans teaching aids etc. in the classroom are done regularly.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: A. All of the above

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

5.1.2

Available student support facilities in the institution are:

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

Response: C. Any 6 of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	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: B. Any 5 of the above

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

5.1.4

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

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**

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

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

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: B. Any 3 or 4 of the above

File Description	Document
Upload any additional information	View Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View Document
Data as per Data template	View Document

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 2.56

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	2	0	6

File Description	Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document

5.2.2

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

Response: 20

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 20

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

File Description	Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document

5.2.3

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

Response: 8.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	9	11	7	4

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document

5.3 Student Participation and Activities**5.3.1**

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

Response:

Active student participation is seen in the form of student council. The student members of the council

are elected on merit basis/ Active Participation in any activity. 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.

Major activities of Student Council:

- To help in organizing functions like Talent hunt, Prize distribution, Plantation, Teacher's Day, Community Week, Scout guide camp, Swatch Bharat Abhiyan, aids awareness etc.
- To maintain discipline in the institution for proper academic atmosphere.

It has set its own objectives which are given below:

- To promote an environment conducive to educational and personal development.
- To work for the betterment of college as well as society To enhance communication between students, management and parents.
- To represent the views of the students on matters of general concern before the authorities.
- To promote friendship and respect among pupils.

Features of Student Council are:-

- The student council plays a dominant role in many activities related to sports, cultural and literary activities of the departments.in College commiittee/ cells
- council meeting and events.
- are working .Student play an important/ active role in all committee
- Need analysis of the B.Ed. student are done by the student council.
- Organizing and managing seminar and session conducted by the college on local, state and national level.
- Planning and management of related activities are performed with in-charge faculty during educational tours.
- Looks after the cleanliness of parking lot and maintain discipline in the institution.
- Issue related to academic & non-academic activities are reported to the concern incharge.
- to ensure timely dissemination of information regarding different activities, examination and maintaining attendance records.
- The class representative acts as a bridge between their colleagues and the Head of the department.

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	8	0	5	9

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

5.4 Alumni Engagement

5.4.1

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

Response:

Balmiki Teacher's Training College has an alumni association, in which around 45+ members are registered yearly. Our esteem alumni are working teacher, Academic Head, Block Education Officer, District Education Officer and faculty members of the institution. Institute maintains good relationship with alumni over time which is crucial to the success of institute. They help to build and grow as an institution through word of mouth marketing highlighting the value and culture followed by the institute.

Positive posts on social media. They provide mentoring and other support to facilitate internship program. They motivate the intern by giving positive feedbacks for all the activities they perform at time of internship like establishing learning resource centre, community work etc. Alumni often come to institute to attend in-service training, where formal & informal discussions are made on various educational issues. They help B.Ed trainee to carry out data collection, practicum related tasks like psychology practical etc, organizing career guidance camp. They actively support during annual Sports events. IQAC with collaboration with alumni association organized an many workshop on school empowerment through digitization. Alumni association actively participate in the form of anchor, inviting guests, distribution of certification on completion.

Contribution of Alumni

- Alumni also strengthens the placement cell of the college for job opportunities and for generating
- Alumni are continuously in touch with the college. Various suggestions are received in the light of which improvements are made in teaching learning practice and staff-student support.
- Alumni conduct guest lecturers for students, which leads to productive interaction and experience sharing.
- Alumni interact with the students on regular intervals for directing them for developing professional competencies and also for carrier guidance.

Communication

- Social Networks (Facebook/WhatsApp)
- The alumni association not registered but functional very actively under the patronage of the principal.
- This association meets from time to time and arranges get to gathers, functions and other events involving the alumni. Alumni are encouraged to visit the college and maintain their link with the staff and colleagues. They are encouraged to work towards college development. The alumni provide inspiration and motivation for trainees to perform well during the training period.

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: B. Any 4 or 5 of the above

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

5.4.3

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

Response: 7

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

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

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

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 contribution of alumni towards their Alumni Association is undoubtedly very significant. Balmiki Teacher's Training College has strong liaison with their old students and association in the form of alumni. The college has an Alumni Association working under the guidance of Alumni Committee. It aims at making our alumni participate in the institutional activities and contribute to the growth and development of the college.

The primary objectives of the Alumni Association is to promote and maintain contact among all our exstudents, by creating opportunities which would enable alumni to strengthen their bonds. Moreover to help the college with matters concerning its promotion, development and welfare. The Alumni association aims to play a very active role in meeting its objectives by organizing social functions, sporting events & reunion get together annually. The Alumni Association is managed by an Alumni Association Committee representing a broad range of graduating classes. It works closely with the college and has a working committee which comprises of a President, Principal, Secretary, Treasurer and members.

The Alumni Association has been actively involved in the various activities related to the Institute development. The Non-Financial activities of the Alumni include the following:

- The alumni support the institution and contribute to its institutional, academic and infrastructural development.
- The re-union group networks with its alumni once a year. Thoughts are exchanged and many new endeavors are undertaken maintaining in with international abilities.
- They share feedback on various programs of institute in alumni meetings.
- They also arrange talks from the alumni, Promoting student, alumni and faculty interaction and involve the alumni in social activities.
- The alumni have been working in their capacities in the interest of the college.

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 :-Balmiki Teacher's Training College

Our aim is to create, inculcate in and imbibe the knowledge that addresses the needs of students coming from different parts of the country, diverse industries and above all builds the trust of our dynamic and multi-cultural society. This is accomplished through quality education, which imparts the knowledge, values, and requisite skills; the education imparted helps our students lead responsible, productive, and satisfying lives. Through research, cultural activities and special attention to the deserving students, the educational process is always ameliorated. The process becomes the biggest contributor in helping the students get good employment. This, in turn, becomes the solution to the problems of unemployment and enriches the quality of our nation. For things to change we need to change, for things to get better, we need to get better. With this mission, we aim to gain greater eminence and international prominence in Management. All the time we strive for excellence to get recognition in education and research and build our reputation for achieving higher business goals.

Mission:- Balmiki Teacher's Training College

To make learning creative, interesting, interactive, and engaging through a system that is constructive, comprehensive, practical, and futuristic. We aim to realize our mission by-

- Offering a creative, caring, innovative, stress-free, and harmonious learning environment for students.
- Imparting quality education through opportunities to discover, explore and experiment with hands-on material.
- Providing a lively curriculum; practical in approach and innovative in methods.
- Developing communication skills to enable the students to express their thoughts and feelings fluently and in a confident manner.
- Creating opportunities for learning basic life skills such as self-dependency, critical thinking, and decision making.
- Preparing students for the global challenges while maintaining the rich Indian culture, morals, and values
- Facilitating a culture of lifelong learning.
- With the provision of the opposite, intellectual and moral matrix young minds are trained to explore and realize their full potential, ultimately becoming equipped to face the challenges of the new world.

To ensure proper communication of responsibilities at the beginning of the session, principal with the help of management make various committees to run the institution smoothly. The following committees have been constituted by the principal/Management:-

- Grievance cell
- IQAC cell
- Alumni Cell
- Curriculum Assesement Cell
- Admission committee
- Library committee
- Ethics and Code of Conduct

The Principal, Administrative staff steer the college through appropriate planning and efficient review mechanism for achieving broad based goals. The leadership ensures the compliance of academic & administrative processes and procedures along with continual improvement through regular monitoring. IQAC collects feedback from students and other stakeholders and this feedback is considered for further action of the institution. The college has well qualified faculty members and competent administrative staff who work under the constant guidance of the Principal and the patronage of the managing committee to provide effective leadership and management at various levels.

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:

Cultural and Sports Committee look-after the planning, execution and supervision of cultural and sports activities. Learning resources are managed by the Library Committee. Students play an active role as a coordinator of all committees/ cells like as co-curricular and extracurricular activities, admission, examination etc. The organization has an exercise of participative control. It presents the better possibility to all the collaborating inside the selection making technique.The college administrative and educational structure is in a manner to make the decision with the aid of participative arrangement.

The administration of the institution is decentralized to a large extent. The Hon'ble Chairman of the Trust delegates certain powers to Principal of the college who further distribute powers and

responsibilities among faculty members and staffs. The Academic Committee of the college formulates the college routine in keeping with the courses offered and constraints of infrastructure. The IQAC formulates the Annual Action Plan and coordinates with all the different cells and departments at both the formulation and implementation stages. It reviews the working of the cells periodically and interacts both with the departments and students on a regular basis. The departments prepare their departmental action plans, routine and course allotments and individual teachers prepare their teaching plans. The same are provided to the IQAC. At the end of the year an action taken report is provided by the departments to IQAC.

The ways in which all teachers participate in the Management Process: The Principal oversees the Teaching Plans of his/her departmental members.

- Teachers have right to make adjustments in the routine.
- They often takes the lead in planning seminars, workshops, career counseling sessions, remedial measures, and inter-college exercises.
- They have liberty to introduce creative and innovative measures for the benefit of their students.
- They can decide on the nature, pattern and duration of special and remedial classes for the students of their department.
- The above enumeration of features comprising participatory management points fairly conclusively to the ethics of decentralization which is integral to the institution and informs its functioning at every evel.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.3

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

Response:

Transparency in Financial Function:-

The incharge of maintenance committee rectifies the meeting to all the faculty members to discuss and decide about the demands. After thorough discussion quotations are called in the presence of principal, members of committee/ cells . All members sign the comparative statement and then the order is placed to the lowest bidder/ dealer / supplier. After the delivery of the order a cheque is issued to the supplier thus the transparency is maintain, some time during cash payment accounts department take sign on the voucher for payment receiving.

Academic Affairs: The College offers B.Ed course, the academic affairs division is responsible for supporting student learning and experiences, program initiatives, and faculty support. College provides professional development resources for faculty and develops, revises and implements policies and procedures when needed.

Administrative Affairs: Every employee from top to bottom is part of the college administration. Teaching as well as non-teaching is 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:

Strategy followed by the college is quite specific and action oriented. In order to achieve goals the Balmiki Teacher’s Training College has designed specific short term and long term plans. The time bound strategic plan developed by the college is effectively implemented and supported with appropriate financial allocations. The officers of the college are governed on the principles of participation and transparencies. The college maintains an IQAC that functions. The college maintains and efficient management system to collect, align and integrate information on academic and administrative aspects of the college. The college has good practice of meeting and deciding on issues. The various teachers-incharges are under the obligation of reporting the matter to the principal. It is a well-planned and meticulously observed practice. Method improvement at better education emerged due to the difficulties that were confronted in education and relevant regions. Troubles which includes boom at unemployed college graduates, alternate at student demographics, decrease of scores necessary for getting into the departments and limitations of resources made essential to transport in accordance with method improvement and strategic plans for better schooling institutes.

Policy and strategies for Extension Activities

Policy : To satisfactorily fulfill the social commitment of the institution through purposeful and effective extensions and outreach programs.

Strategies:

To encourage students to get involved in extension services under the expert guidance of the faculty, in order to make the knowledge and skill acquired purposeful and also to develop social concern in youth To ensure involvement of all departments in the extension activities institutionalize the practice To forward proposals from the departments for funding to the management.

File Description	Document
Documentary evidence in support of the claim	View Document
Any 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:

The principal in the executive head of the institution and is vested with the powers to ensure the proper conduct of the academic programme research and extension activities. The college has a defined organizational structure. Important matters such as framing institutional policies, starting of new programmes; Construction of new buildings; Sanctioning of posts, Staff appointment and salary revision are decided by the executive board of management and the Governing Body. As and when required, the executive board of management decides to increase decentralization including more functionaries and committee for governance.

Functioning

Promoting the faculty for effective and efficient transaction of teaching and learning process in the institution. Promoting faculty to do research under faculty improvement program, to participate in refresher courses, orientation programs, seminars, workshops, conferences Resource persons to various institutions. Directing the administrative body to make the necessary provisions for maintaining the smooth functioning.

IQAC Committee

- To development Physical and Human resources as per the needs and requirement.
- To promote ICT Enabled and technology friendly environment.
- To maintain proper academic environment.
- To maintain the systematic enrichment towards academic excellence.

Women's Cell

- Women cell works for women welfare.
- The women's cell works to ensure the women empowerment.
- More facilities provided to the women without any discrimination.
- Promote women to lead from the front.

Curriculum Development Committee

- Enhancing curriculum flexibility.
- The Curriculum Development Cell works to ensure the proper functioning of curriculum.
- Some modifications in the curriculum as per the requirement.

Examination Committee

- The Examination Committee is responsible for the organizing. Internal examination and activities related to internal assessment. According to the academic calendar.
- Commit has to ensure the code of conduct for the examination follows properly.
- The internal assessment should be as per the norms.

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

6.2.3

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

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

Response: B. Any 5 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
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:

Regular meetings are conducted by various bodies, cells, committees for a thorough scrutiny of the matter taken up for consideration. The resolutions along with the strategy to implement them are recorded as minutes of the meetings. Several activities are successfully implemented based on the minutes of the meetings of various bodies of the institution. Among them, the activity of the women cell is a purposeful and humble initiative to orient students towards gender sensitization.

The college has an effective committee of different body's cells/committees that function in a well concerted manner to perform plan and execute various works. The administrative functions of the college are carried out by the principal through a series of committees. These cells/ committees are formed by the governing body and Teachers' Council. The principal acts as a chairperson of these committees. The members of these committees are members, teaching staff non-teaching staff and student representative wherever required. These committees always follow the standard practice of documentation and record keeping and these documents are considered to be one of the most important aspects of the college administrative setup. The Committees/Cells are entrusted with their particular duties and work towards the college aspired goals. The committees/cells regularly meet to consider various agenda for discussions and its resolution. The suggestions of each cell / committee are analysed and proper decisions are taken. Suggestions taken at various meetings are properly documented and effective steps are taken to implement the decisions at the ground level in reality. The minutes of different cells/committees are duly recorded for maintenance and transparency of records.

The Committees are as follows:

- IQAC CELL
- ALUMNI COMMITTEE
- GRIEVANCE REDRESSAL COMMITTEE
- CURRICULUM ASSESSMENT
- ADMISSION COMMITTEE
- LIBRARY ADV. COMMITTEE
- WOMEN CELL
- SPORT AND CULTURUL COMMITTEE
- SELECTION COMMITTEE

File Description	Document
Minutes of the meeting with seal and signature of the Principal	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:

The institution extends all welfare measures of the UGC, NCTE and the Government of Bihar to all teaching and non-teaching staff. Apart from this, the institution has the following welfare measures for teaching and non teaching staff:

- Fees Waive/ Concession to the needy and deserving children of management staff
- Free yoga training to all the teaching and non-teaching staff
- Loans to staff through credit society of the college
- Medical assistance for serious illness of staff
- Medical assistance for accidents of staff
- Preference in admission to staff kids in the courses run by the college
- Festival bonus to staff
- Financial help for marriage of staff
- Study leaves for Ph.D higher education and training programs
- Study leaves for faculty development programs
- Centralised canteen facility for teaching and non teaching staff
- Wi-Fi facility for teaching and non-teaching staff
- Grant of maternity leaves to female staff for 6 months.
- Advance salary is paid to the employee is required to the employees
- Motivate the staff by training and attending seminars at various levels.

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

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: 28.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	2	3	2	3

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
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: 6

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	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: 28.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	2	3	2	2

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

6.3.5

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

Response:

Performance appraisal of employee is a systematic and periodic process of measuring individual employee work performance against the established requirements of the job. It's a subjective evaluation of the employee's strength and weakness, relative worth of the institution and future development process. For teaching staff, evolution will be conducted by the director of the institution in the major performing points such as teaching technique, effective planning, student-teacher relationship classroom environment and personal attributes with individual teacher. For non-teaching staff evolution will be conducted by the director of the institution attributes, non-teaching- teaching staff relationship and behavioral attitude of individual staff. This evaluation will be conducted once in an academic year. The principal holds regular meetings for result analysis with in each semester. The report on results of individual teachers is forwarded to the management. There is also an efficient in-built mechanism to check the work efficiency of non-teaching staff. The record of their performance is maintained in their personal files. The non-teaching staff is headed by an office Assistant. He supervises the office staff and reports the progress to the principal regularly.

Teaching is an art which requires constant energy, practice and progress. Self-appraisal forms encouraging staff to evaluate their own performance. Every member of the teaching staff has to fill this form annually. It allows educators to identify their own academic strengths and weaknesses. It also helps the institution to achieve greater goals of teaching learning. It encourages the teachers to focus on their own professional development apart from their usual teaching work.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The external audit is carried by the authorized chartered accountant at the end of financial year. The accounting and auditing committee looks after the internal audit and it is presented to the certified chartered accountant. The institutional accounts are audited regularly by both internal and statutory audits. Minor errors of omissions and commissions when pointed out by the audit team are immediately corrected or rectified and precautionary steps are taken to avoid reoccurrence of such errors in future. The institution regularly follows internal and external financial audit system. The internal and external audit includes scrutiny of the following Reviewing and approving the scope of the work plan for the internal and external audits. Discussing the proprietary or financial statement Presentation and the adequacy of footnote disclosures. Monitoring Implementation of Management Letter and internal audit recommendations. Recommending an appointing an independent audit firm. Reporting to the board the results of the internal and external audits. Resolving disagreements between the external auditors and management. Reviewing findings of internal audits and associated control issues. Receipts from fee,

donations, contributions, interest earned and interest on investments. Payments to vendors, Staff, contractors, students and other service providers. There is an audit committee which has a responsibilities like The audit committee reviews and approves audit strategies, policies, programs, and organizational structure including selection of external auditors or outsourced internal audit vendors. Supervises the audit function directly to ensure that internal and external auditors are independent and objective in their findings. Establishing schedules and agendas for regular meetings with internal and external auditors.

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)

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

File Description	Document
Data as per Data Template	View Document

6.4.3

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

Response:

Balmiki Teacher's Training College is a self-finance college. The Income of the college is generated from fees of students only. The college is self-assisting and does no longer acquire any investment to perform this system. The best supply of revenue is the charge gathered from college students according with affiliating college guidelines. College manage all fund mobilization in different different section like as:

- ICT Lab
- Teaching learning management
- Career guidance
- Faculty development through

For easy going for walks of the institution numerous committees/cell were constituted. Each committee/cell studies its personal field and analyses the requirements after which it is forwarded. No authority shall exercise its powers of sanctioning expenditure to skip an order which will be without delay or indirectly to its own advantage.

The main heads of utilization of resources are mentioned below: Infrastructural facilities including repair & maintenance charges including Internet and telephone expenses, Electricity bills as well as generator expenses, Purchasing of books and enrichment of library Various curricular as well as co-curricular activities. Tuition fee, development fund, library fund, Computer and internet fund, maintenance fund, depreciation replacement fund, conveyance fund, extra-curricular activities, faculty development fund, prize annual function, seminar/ club fund, Misc. fund etc.

The resources are optimally utilized by preparing annual budgets. While preparing budgets due consideration is given to overall development of students as well as growth & development of the college. The principal recommends those budgets and forwards the same to the College Management and gets those sanctioned from them. Final payments are approved by the principal..

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The National Assessment and Accreditation Council (NAAC) propose that every institution should establish an Internal Quality Assurance Cell (IQAC). Quality enhancement is a continuous process, the IQAC will become a part of the institution's system and we are working towards realization of the goals of quality enhancement and sustenance. To put this in to practice, we have established an IQAC committee in our institution.

The IQAC continuously works on all the quality evolving facets of the institution. The institution through

IQAC periodically reviews and continuously upgrades the quality of teaching and learning process.

The faculties in the college are encouraged to utilize modern information and communication technology (ICT) tools such as smart classroom, Power Point Presentations, video streaming, audio component for effective classroom teaching.

Academic Performance Indicator (API) of each faculty is scrutinized by IQAC. IQAC motivates the faculties to attend FDP, Seminar, Workshop, FIP, RC, Publications of Research papers. The IQAC organises Teacher Induction Programme for quality improvement of teaching staff. IQAC also organizes Student Induction Programme and Lecture Series for learner quality upgradation. Staff Induction Programme is also carried out for upgradation of administrative facilities. The IQAC has initiated a policy of providing a token amount to each faculty for participating in seminars and workshops. Faculties are provided computer to carry out their academic endeavours. We have a provision of preparatory day for every faculty so that they can upgrade their content knowledge. We have set up a gymnasium and a recreation room for fostering physical and mental wellbeing of staff. The faculty members are also oriented with the ethos and culture of the institution.

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 internal quality assurance system of higher education institutions aims at continuous improvement of quality and achieving academic excellence. The institution has an internal quality assurance cell, adopts a participatory approach in managing its provisions. It gives support to teaching and learning for example continuing education for faculty, Pedagogy enhancement, student support through mentoring and career advice, Support for student learning through focus on inputs, Introduction of new pedagogical tools or on inputs such as the development of certain abilities for the students. Preparation of course plan at the beginning of every session. Feedback is collected by the students through IQ AC on curricular aspects seeking learning methods, faculty programs and institutional programs. The improvement in courses and teaching materials is brought about with the help of evaluation. All students are provided with the student diary that provides all details relevant for students. The academic calendar is prepared in advance displayed and circulated in the Institute and strictly followed. The IQAC conduct periodical meetings

with the Departments, internal examination committee, Council of heads, the principal through out the Academic year in the presence of the IQAC coordinator. The Faculty Coordination Committee conducts an academic review of all departments collecting information on academic activities such as completion of study programs, unit tests, assignments, seminars, group discussions quiz, education tour and other activities. The Staff Council meeting is held in the beginning of the session to discuss the plan for the session. Students centric methods for clearing the concepts are adopted. Library is enriched with

resources related to curriculum . Emphasis is given on course completion. Participation of students in classroom discussion is to be enhanced. Transparency is maintained in internal assessment. IQAC monitors the proper implementation, an analysis of overall academic and administrative performances of the Institute activities. It ensures maximum utilization of infrastructural facilities and the available ICT resources. A feedback analysis committees formed to review the online and offline feedback received from the students. Attendance registers and daily teaching Diaries are duly maintained and checked. IQAC supports the teaching and learning goals articulated in the institutions strategic plan. The institution maintains proper documentation of various programs and activities of the Institute leading to quality improvement through IQ AC. The institutions strives towards quality enhancement through internalization of the quality culture and institutionalization of best practices. The institution organizes seminars, conferences, and workshops at various levels. Extension and upgradation of classrooms and laboratories. Automation of library and its facilities.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document
Any additional information	View Document

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: 3

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	0	3	2

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

6.5.4

Institution engages in several quality initiatives such as

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

Response: C. Any 2 of the above

File Description	Document
Feedback analysis report	View Document
Data as per Data Template	View Document
Link to the minutes of the meeting of IQAC	View Document

6.5.5

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

Response:

All newly admitted students are compulsorily involved in orientation programs, in which they have psychology specificity of education system, teaching learning process, system of continuous assessment, compulsory core curriculum, various cultural activities, discipline and culture of the institution. All students are also given a guided tour of the campus and various facilities. Students are made aware of time table, program structure, syllabus of courses before the semester starts. Class meeting are held regularly to seek feedback with students and appropriate steps are taken for the teaching-learning process.

The institution has made sincere efforts to keep track for the improvement in academic and administrative domains of the college. Improvements were made both in the academic and administrative domains. IQAC has been strengthened in the past five years. Several quality initiatives and quality assurance initiatives were well planned and executed by IQAC. Several programmes were organised for both teaching and non-teaching staff of the institution.

Capacity building programs for appearing competitive examination like TET and CTET are organized by IQAC to enhance employability of students.

Development of academic and administrative skills through internship programs. The trainee teachers of the college are provided 4 months of teaching practice in the schools as preserves training. They are interviewed for academic and administrative qualities through an internship program. During which period, the psychological and technical aspects of teaching and learning are interrelated and any discrepancies are resolved. Awareness programs are organized to promote education, health and environmental consciousness in the community. From time to time institution organizing maternal and child nutrition awareness programs.

Primary aim of IQAC:

- To promote measure for institutional functioning towards quality enhancement through internalization of quality culture and internalization of best practices.
- To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Institute in order to encourage and bring about energy saving in the institute has adopted certain measure for energy conservation in the form of Orientation regarding power conservation in the institute to switch off light, computer and other which require electrical energy. Generator in case of power cut. Inverter as back-up during power cut. The building architecture of college is designed in such a manner that permits the free flow of air. Classrooms are spacious and allow natural light to cover all the corners of the classroom, therefore avoid the extra usage of the lights in the classroom & corridors. Planting trees all around the campus so that there is a less usage of air conditioners. Unplugging projectors, televisions, computers and smartboards after the use. Switching the lights off when the students leave the classrooms. Solar energy is the most commonly used source of alternative energy by the institution. It is completely renewable and the cost expended on installation can be made back through energy bill savings. In our college, the biogas plant is installed. The food waste is collected every day and fed into the biogas plant. The produced biogas is utilized for cooking purpose by which we can save the LPG cylinder

For Streamlining Ways of energy conservation and use of alternate sources of energy for meeting its power requirements following measures are taken:

- To uphold 'Green campus' 'Clean campus' slogan Minimum use of electric energy Promotion of the use of non-conventional energy Popularization of sustainable development goals through various in-house activities
- All the teaching, non-teaching and students are instructed regarding switch off the lights when they will go out from any room.
- The Institution has installed solar panels to save electricity. The college is in the process of installing more solar panels within the campus, to save electricity.
- It is mandatory that if any existing light will damage it will be replaced by only LED lights.
- As the rooms are very much ventilated so there is less requirement of electrical lights.
- In college premises there are 3-star AC for reducing consumption of energy.
- College uses LED monitors in ICT labs for saving.
- For awareness regarding energy conservation poster making competition are organized.
- For awareness regarding energy conservation rallies are organized.
- Peons are instructed to check each and every switch time to time for conserving energy.
- To reduce energy consumption by using energy efficient instruments

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:

The college understand the sustainable and holistic waste management essential in reducing its environmental footprint and providing a safe and healthy work environment for employees, pupil teachers and visitors. The institution's "Waste management Cell" resolves its 'Waste Management Policy' with objectives and action plan in the beginning of the session and orientates the staff and students about it. The action plan is implemented with the help of college "Beautification Committee". The responsibilities and organizational arrangements for this Waste Management Policy lie with a variety of personnel within the college i.e. Principal, staff and non-teaching staff, students.

E-waste Management:

Old version computers which are not working are stored in one room. Electronic gadgets and various circuits are also stored in that room. Other e-waste such as compact disc (CD), Batteries, Bulbs and Electronic items are collected from every room and office and delivered for safe disposal.

Policy Objectives

- To ensure that waste management is performed in accordance with all waste.
- To minimize waste generation at source and facilitate repair, reuse and recycling.

The institute encourages the process of eco-friendly waste disposal method. Maximum waste generated is recycled and solid waste is reused.

- Institute has kept dustbin in all marked place in the campus to collect the waste.
- Collection of solid waste in the form of paper and garden waste are dumped in one place, for composing other solid waste.

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
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: C. Any 2 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 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:

Balmiki Teacher's Training College is always maintaining a clean college environment. The well maintained college is not only conducive to productivity but also increases the likelihood of attracting more students. The building is organized and well ventilated.

Fully Green cover-

The campus is looked greenery which attracts the students and community. There are many trees in the campus. The students frequently use the playground and feel relax under the trees. The campus has a pedestrian friendly road with flowering plants in the both side. Due to the green cover of the campus the flood cannot affect the campus.

Cleanliness-

Cleanliness is important for the health and safety. Maintaining a clean college environment encourages learners to take pride in college, which makes them less likely to drop litter and such they make a bigger effort to maintain their environment. The paid servants always clean the electronic equipments, furnishing and other resources of the college. A definite cell for cleanliness is formed. The college maintains sweeping and mopping all the hard surface flooring, vacuuming floors and carpets in administrative room, cleaning the walls, windows and surroundings of the campus. The college is also maintaining with hand soaps, toiletries in public and dormitory room. The dustbins are segregated as per the waste and regularly cleaned.

Pollution free healthy environment-

Balmiki Teacher's Training College is free from pollution. The college encourages the students and staff to communicate using bicycle. A large number of students use bicycle as a mode of transportation. The college administration strictly enforces a culture of plastic free campus. Office circular have been issued to prohibit the use of plastic bottles, plastic cups and plates in the school campus. To promote the paperless office, communication is encouraged through e-mail. Online admission application process has been initiated to promote paperless admission application. The college enforces strict prohibition of

tobacco products in the campus. The campus is smoking free campus with prohibition provision of fire and disciplinary action for violation in this regards.

Sanitation-

The college is maintaining proper sanitation. The well equipped running water system is there. There is a rain water harvesting the campus, so there is no shortage of water. Separate toilet system is there for students, staff, guests and ministration. Basins are kept for frequent washing of hands and arms. In the canteen there is proper cleaning and sanitizing of all food contact surfaces and utensils. Food can be stored for the proper time at safe temperature. The sweepers are engaged to clean the toilets and lavatories.

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
Income Expenditure statement highlighting the specific components	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:** 6.66**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.57	2.54	.94	0.69	0.69

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document

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

The Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges by making experiential learning as an integral aspect of teaching learning process.

Initiatives:

- Local police officers help us in conducting procession and during camps.
- Local Political member participate in the major events the college.
- Institution has linkage with other educational bodies, NGOs .Teachers and students are invited from different schools and colleges for demonstration of lessons during teaching practice.
- Develop a system that facilitates home-school-community communication. To fulfill this purpose our institution arranges alumni meets, assemblies, parent teacher meeting,
- Institution organized and participated in blood donation camp for social welfare.
- Institution arranged workshops on English communication skill for the students from rural background to bridge the gap between urban and rural background students and bring the

marginalized to main stream.

- The curriculum of teacher education training program includes topics to address Environment and Sustainability, Social issues, which strengthen the students' affinity to the environment and provide them content knowledge.
- The institution conducts outdoor programs related to curriculum, exposing students to first-hand experience, for example; Cleanliness and Health Campaign, Value Inculcation Program, workshops on Life Skills, Best out of Waste.
- Organization of Cleanliness Drive to encourage students to clean their local surroundings.
- Students are also assigned projects on 'Tree Plantation' and "Beti Paradho Beti Baccaho". This type of projects provide them relevant learning experiences for knowledge, awareness, and ability to make decisions that promote health and well-being for themselves and their communities.
- During pre-internship programme, B.Ed. 1st and 2nd year students learn the type of school, culture of the school, observe teachers while teaching, observe students.
- We participate in various cultural and educational activities in the nearby the institution.

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

7.1.9

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

Best practices -1

Title of the practice: Life skill training

Objective of the practice: The objective of the initiative are to prepare students to face the vagarious of the practical world and develop decision making , problem solving skills, creative thinking, communication, interpersonal skills, self awareness and empathy.

Context: Simulation based learning can be the way to develop the professionals knowledge, skills , attitudes, protecting students from unnecessary career risks.

The practice: The programme is independently planned and implemented by the administration of the college. Various small activities having great implication have been organized so as to outsmart in the corporate world.

Evidence of success: The success of the programme is the increased ability to explore the difference between need and wants, legal and employment issues which affect daily life.

Problem encountered and resource required: The resource person or mentor is required.

Best practice -2

Title of the practice: Exclusive help for the advanced and slow learners

Objective of the practice: The objective is to identify the students as per their learning ability during the first year. The college takes the responsibility to cater to the needs of the students separately so that advanced learners will achieve better opportunities and the slow learners cope up with the assessment system.

The context: The mentors need to provide the matter required for extra coaching and advice on career counseling. The mentors need to provide the slow learners with extra time to understand the work.

Practice: Bridge courses are conducted in required subjects to provide the confidence among the students. Audio- visual relating subjects are played, special remedial classes are conducted and regular assessments are made by the mentors.

Evidence of success: Success of the best practice is that securing first class in the final exam and clear the teachers eligibility test

Problem encountered and resource required: Human resources requirement is more important than finance and staff members to help the students.

The Institution organized faculty Development programs, Seminars, workshops etc. for enhancing and upgrading knowledge of faculty members. Such practices have deep impact on quality enhancement and overall development of faculty as well as students. It positively impacts the academic functioning of the Institute and facilitates the role of teacher as educators and mentors. The Institution conducts the Seminars / Workshops/Conference with the following objectives:-

- To develop sensitization towards environment and other social issues.
- To upgrade their knowledge and skills.
- To promote research works in their field of specialization.
- To inculcate values and ethics.
- To bring innovation and creativity in teaching - learning process.
- To improve their effectiveness as teachers and mentors.

File Description	Document
Photos related to two best practices of the Institution	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:

Vision of the college as set in its statement, the college incessantly makes great efforts to prepare its students not just for examinations, but for the journey of life. The learners are imparted with ideas of social justice and self-reliance rooted in a sense of morality as well as freedom. This is done through a series of regular measures so that tradition and modernity are attempted to be blended, emphasizing learner's power.

The institution also moves towards a constant progression in keeping with its mission of knowledge. The institution elastics tape values of honesty, courage, compassion, self-respect to the students for all round

development. College acts as a beacon to promote and impart education among the students of their origin who are mostly first generation learners. The aims of the institution to develop the students values of equality and national integration through discipline.

The main motto of all faculties working in this Institute is to help, guide the students for their all-round development and to nurture their innate talent and abilities. The college also tries to enrich the students' cultural activities and in games and sports. The college prepares the learners to be a self-confident citizen with perseverance, patriotism and humanity. The main aim of college is to empower our future generation academically and this is well evidenced by the success of some students. Many of our students are academically well enriched to be employed in many reputed institutions.

The Institute is at the location which is endowed with natural beauty, Serenity and tranquility. The quality of work done for the benefit of the society, and mankind reflects in the minds of students and faculty.

The Institute provides students with ideas of social justice and self reliance rooted in a sense of morality as well as freedom. This is done through a series of regular measures so that tradition and modernity are attempted to be blended, emphasizing women's power and rights. The teaching and the extracurricular activities are oriented in such a way that the mental health, physical disability, skill development related requirements do not take a backseat. To make students aware of the wider social context in which they live, they are encouraged to participate in regular programs organized by the Institute, including community service, Blood donation, gender and environmental awareness.

The Institute has established its distinctive approach towards the comprehensive vision, which is essentially global standards, quality and value based education. The faculty members are encouraged and kept updated for applying in research grant projects. The students participate in the state and national level competitions and the best ideas are rewarded. The institution clearly points out towards a value based education based on the curriculum of the affiliating Institute, combining it with the core values attached to it. Institute in its endeavor to implement its curriculum incorporating its mission and vision with contemporary issues has evolved a number of best practices like morning assembly., Association, Co Curricular Activities, Knowledge Centre etc.

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 :

It is the matter of immense pride that the Balmiki Teacher's Training College . has completed its 12 year running is serving the people of Bihar and other states.

We are in the process of a girls hostel in the college campus.

Our committed teaching faculty use a variety of approaches for the transaction of the course, such as, class teaching, case studies, discussions on reflective journals, observation records, student portfolios, observation of children/school students, and interaction with community in multiple socio-cultural environments, tutorials, seminars, (including the use of Information Communication Technology) project/field work, term papers, individual or group assignments, and continuous engagement with the field work. The college ensures the optimal use of Instructional facilities like OHP, LCD Projector etc. Pupil teachers are encouraged to use these in teaching practice also. The college encourages student teachers to become techno-savvy and they are motivated to communicate among themselves through email using internet facilities provided by the college.

in our library system we are going to degitize the all available books on online library system.

Concluding Remarks :

Apart from all the above, Balmiki Teacher's Training College believes in continues improvement in the process for providing quality education. Balmiki Teacher's Training College always try to improve their own strategies for the academic, co-academic and administrative development. Balmiki Teacher's Training College always focus to maintain student friendly situation for providing better educational environment. Balmiki Teacher's Training College focused on overall development of students to copup with the challenges to be faced by the students. Technological facilities are always in lined to develop futurestic requiremnet in the area of education.

All the activities of the institution are linked with the vision and mission. It has led to the growth of the college in the recent years in the field of infrastructural facilities, enhancement of teaching-learning process and image enhancement. The commitment of the principal, faculty and staffs has elicited cooperation from the parents, community and local bodies. Staff meetings are held at regular intervals to review whether the activities are being carried out in tune with vision and mission of the institution. Periodic review is done to ensure the same. The members of faculty are provided conducive environment for the growth of institution and their personal growth as well. All faculty members and non-teaching staffs direct their efforts towards the improvement of the institution. This has led to the satisfaction level among members of the staffs. Self-motivation and institution

are the outcomes of this constructive environment. Institution always motivates the faculty member to attend seminars, workshops and for higher studies and necessary needs are fulfilled by the institution. Management of the college actively support and strengthens the processes going on in the institution. They provide infrastructural facilities without any constraint and help in making the academic calendar appropriate for learning and development. Support is provided readily with regards to faculty development, management, active participation in college like cultural programme, extension activities and celebration of important days etc. The Institute offers an outstanding learning environment for students by providing state of the art, infrastructure, facilities, effective course curriculum and use of innovative teaching methodology. Academic processes in Balmiki Teacher's training College are streamlined, with timetables and other administrative tasks prepped well in advance of teaching session. The teaching at Balmiki Teacher's training College is supported by relevant ICT facilities. The college enjoys technologically enabled and inclusive infrastructure including a well-equipped library, which makes it possible for students to participate in modern teaching-learning process. Experiential learning through internships projects and field trips is specifically facilitated.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.4	<p>Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through</p> <ol style="list-style-type: none"> 1. Provision in the Time Table 2. Facilities in the Library 3. Computer lab facilities 4. Academic Advice/Guidance <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made the changes basis the supporting shared by HEI</p>
1.4.2	<p>Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken Remark : DVV has made the changes basis the supporting shared by the HEI</p>
2.2.2	<p>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</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: C. Any 3 of the above Remark : DVV has made the changes basis the supporting shared by HEI</p>
2.3.2	<p>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</p>

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	8	6

Answer After DVV Verification :

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

Remark : DVV has made the changes basis the supporting shared by HEI

2.3.4

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

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

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

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

Remark : DVV has made the changes basis the supporting shared by HEI

2.3.6

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

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

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

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

Remark : DVV has made the changes basis the supporting shared by the HEI

<p>2.4.1</p>	<p>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</p> <ol style="list-style-type: none"> 1. Organizing Learning (lesson plan) 2. Developing Teaching Competencies 3. Assessment of Learning 4. Technology Use and Integration 5. Organizing Field Visits 6. Conducting Outreach/ Out of Classroom Activities 7. Community Engagement 8. Facilitating Inclusive Education 9. Preparing Individualized Educational Plan(IEP) <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above Remark : DVV has made the changes basis the supporting shared by HEI</p>
<p>2.4.2</p>	<p>Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as</p> <ol style="list-style-type: none"> 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above Remark : DVV has made the changes basis the supporting shared by HEI</p>
<p>2.4.3</p>	<p>Competency of effective communication is developed in students through several activities such</p>

	<p>as</p> <ol style="list-style-type: none"> 1. Workshop sessions for effective communication 2. Simulated sessions for practicing communication in different situations 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ 4. Classroom teaching learning situations along with teacher and peer feedback <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made the changes basis the supporting shared by the HEI</p>
2.4.4	<p>Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses</p> <ol style="list-style-type: none"> 1. Teacher made written tests essentially based on subject content 2. Observation modes for individual and group activities 3. Performance tests 4. Oral assessment 5. Rating Scales <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 or 4 of the above Remark : DVV has made the changes basis the supporting shared by HEI</p>
2.4.5	<p>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</p> <ol style="list-style-type: none"> 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has made the changes basis the supporting shared by HEI</p>
2.4.7	<p>A variety of assignments given and assessed for theory courses through</p> <ol style="list-style-type: none"> 1. Library work 2. Field exploration 3. Hands-on activity 4. Preparation of term paper 5. Identifying and using the different sources for study

Answer before DVV Verification : A. Any 4 or more of the above
 Answer After DVV Verification: B. Any 3 of the above
 Remark : DVV has made the changes basis the supporting shared by the HEI

2.4.10 **Nature of internee engagement during internship consists of**

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

Answer before DVV Verification : A. Any 8 or more of the above
 Answer After DVV Verification: B. Any 6 or 7 of the above
 Remark : DVV has made the changes basis the supporting shared by HEI

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made the changes basis the supporting shared by the HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5.39	6.65	4.89	3.78	3.26

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.19	1.64	1.83	.45	.21

Remark : DVV has made the changes basis the supporting shared by the HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11.28	11.07	8.87	10.15	8.04

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10.03	10.25	7.53	9.95	7.43

Remark : DVV has made the changes basis the supporting shared by the HEI

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**

Answer before DVV Verification : A. Any 8 or more of the above

Answer After DVV Verification: C. Any 6 of the above

Remark : DVV has made the changes basis the documents shared by the HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	5	4	17	22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	8	0	5	9

Remark : DVV has made the changes basis the supporting shared by the HEI, DVV has not considered the events based on days

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**

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

Answer After DVV Verification: B. Any 4 or 5 of the above

Remark : DVV has made the changes basis the supporting shared by HEI

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.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	4	3	1	1

Answer After DVV Verification :

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

Remark : DVV has made the changes basis the supporting shared by the HEI

2.Extended Profile Deviations

ID	Extended Questions				
1.1	Total expenditure excluding salary year wise during the last five years (INR in lakhs)..				
	Answer before DVV Verification:				
	2022-23	2021-22	2020-21	2019-20	2018-19
	256.40	155.50	142.30	98.57	143.70
	Answer After DVV Verification:				
	2022-23	2021-22	2020-21	2019-20	2018-19
	1	1	28.61	20.26	30.72