



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**ST. PAUL TEACHERS' TRAINING COLLEGE
BIRSINGHPUR , SAMASTIPUR**

AT-JHAHURI, POST-BIRSINGHPUR DEORHI, BLOCK-KALYANPUR

848102

www.spttcbir.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Accreditation is the primary means by which institutions of Higher Education assure and improve quality. Accreditation sustains and enhances the quality of Higher Education as well as maintains the academic values of Higher Education Assessment is also a very important and necessary tool for an educational institution to assess the extent to which it has realized its academic goals and to receive valuable feedback for further strengthening of its academic activities.

The St. Paul Teacher's Training College Birsingpur (SPTTCB), Samastipur- Established in 2014 under the aegis of Parmeshwar Neeta Educational Trust, registered under the Trust Act, conducts various Programmes in Education (B.Ed and D.El.Ed) with the Approval of National Council for Teacher's Education (NCTE), Affiliated to Lalit Narayan Mithila University, Darbhanga, Bihar. A pioneer in the education space with over a decade of experience in teaching and learning for teachers and students, serving as a premier educational institute since its inception.

The Total intake of B.Ed and D.El.Ed course is 100 and 100, respectively. The Centre for Teacher Education (CTE) was started in 2014 with 100 seats of B.Ed. and D.El.Ed was started in 2017 with 100 sets. The Centre for Teacher Education (CTE) is running Bachelor of Education (B.Ed.) approved by the National Council for Teacher Education (NCTE) and affiliated to the Lalit Narayan Mithila University, Darbhanga, Bihar and Diploma in Elementary Education (B.El.Ed.) approved by the National Council for Teacher Education (NCTE) and affiliated to Bihar Vidyalaya Pariksha Samiti, Patna, Bihar.

The St. Paul Teacher's Training College Birsingpur (SPTTCB), Samastipur is promoting multicultural diversity by providing high-quality, innovative and career-focused education. SPTTCB tries to incorporate entrepreneurial skills among students to enable them to make independent career decisions. SPTTCB has emerged as the epitome of world-class education and imparts value-based education. We amalgamate curiosity and dedication to ensure that all our students are self-driven towards learning. The college serves as an innovative centre to focus on imparting knowledge through wide exposure. Focusing on innovation and discipline, the college has received accreditation for being the best college in India especially in Bihar, Darbhanga region.

Vision

The College of Education as a Center of Excellence in teacher education envisions committing to be a leader in the formation of competent, conscientious, and socially involved teachers who can respond to and benefit from the demands and challenges of a fast-changing local and global learning environment.

Mission

The College of Education commits itself to striving for excellence through quality instruction, research, and community extension to improve the quality of basic education to ensure individual optimal meaningful learning.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The founder Late. Shri. P.P.N. Singh '**Academic Excellence Award**' awarded to meritorious students.
2. The founder Late. Shri. P.P.N. Singh '**Scholarship**' for Economically weak students.
3. St. Paul Teachers' Training College Campus Cover ERP system for students teaching-learning advanced ICT tools.
4. The conducive working environment both for faculty and staff leads to faculty and staff retention.
5. Activities are undertaken to promote social welfare and inculcate a sense of social responsibility.
6. Research environment and importance are given to faculty and student research.
7. State-of-the-art infrastructure and Library with a large number of books, journals, magazines, and e-journals of national and international repute with the latest edition.
8. Wifi Campus with broadband internet, Classroom with Interactive Board facilities, Cold RO drinking water.
9. Emphasis on Value education System through morning assembly, clubs & societies and curricular activities, and celebration of important days.
10. Excellent Infrastructure with AC Conference Hall.
11. A continuous progressive evaluation system for students.
12. Participative Management.
13. Value Added Courses like Computer Skill Course, Soft Skill Course, English Communication Course, Yoga and Life Skill Course, and CTET/ BTET coaching.
14. A large number of initiatives undertaken to support the number of slow learners and students from diverse backgrounds.
15. All the Faculty members are well versed in the use of computers/laptops and multimedia.
16. The comprehensive system ensures a platform to promote faculty, students, and staff development.
17. Active Anti-ragging cell, Grievance and Redressal cell, and Alumni Committee.
18. Use of Innovative teaching.
19. Emphasis on holistic development of students.

Institutional Weakness

1. Since the course curriculum is as per Lalit Narayan Mithila University, Darbhanga, Bihar, so there is no flexibility in the academic curriculum.
2. Lack of facility for evening classes.
3. Institute is not a degree-awarding body.
4. There is a scarcity of well-qualified i.e. Ph.D. and senior Teachers mainly in core academic fields. However, there is a continuous effort made by the management to recruit senior-level faculty members.
5. There is a dearth of faculty members with Ph.D. qualifications even after continuous search.
6. Shortage of ample opportunity for Research Activities due to funding problems by Govt., Non-Govt. & External agencies.

Institutional Opportunity

1. To introduce new courses like M.Ed, B.Ed. (Special Education), ITEP and Diploma courses in Yoga & Life Skills.
2. To be an Autonomous HEI.
3. More Faculty, Student exchange program with reputed colleges & NGO's.
4. Focus on Research activities & collaboration with institutes and Research agencies.
5. Involving more faculty members in research-oriented programs.
6. External funding for research, projects, and innovative programs.
7. Organizing a job fair for Passout students.

Institutional Challenge

1. Students come from various ethnic backgrounds these students about the English language and developing their communication skills is really a challenging job.
2. Keeping pace with continuous modification of technological advancement.
3. To motivate faculty for New Teaching-Learning Material Development/Research/ R&D/ Innovation etc.
4. To attract eminent Teachers, Ph.D. Holders and Researchers in the Institute to share their knowledge and experience with students.
5. Present lack of interest among students in teacher education.
6. Enhancing the of students opting for field work, surveys, and co-curricular activities.
7. More Autonomy in the admission procedure.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Though the curriculum is designed by the University, the Goals and Objectives of the SPTTC are transmitted to the Students with the efforts of the Faculty by teaching beyond the Classroom and curriculum. Being an affiliated Institute of the Lalit Narayan Mithila University, Darbhanga the institution provides an elective option in Education at Graduation levels. The SPTTC has a limited role in designing the curriculum as it is decided by the University. The SPTTC provides diverse and flexible programmes of study that enable the students to follow a self-selected pathway to learning. The Students can select any elective subject.

The SPTTC strives to offer the highest quality education and service through continual self-assessment, evaluation by students and seeking feedback from all stakeholders. This mechanism helps in identifying the subjects that can be introduced in the ensuing academic sessions. The frequency of curriculum updates or syllabi revision depends on the University. The Mentoring programme for all students helps them to face academic and personal challenges continuously. Value-added courses like computer skills courses, E-Content Writing, Communication Skills, Personality Development Programmes etc. are imparted for the holistic development of the Students. Providing worthwhile feedback to students on their learning skills based on a variety of assessment strategies optimizes their potential to progress. Family members of the students are encouraged to have direct involvement in education through parent-teacher meetings.

Teaching-learning and Evaluation

The SPTTC maintains a learner-centric environment conducive to quality education and student empowerment. The Institute adopts student-centric learning and experiential learning as its cornerstone in the academic process. Wide publicity of the admission process is carried out by means of print and electronic media i.e. prospectus and SPTTC website. The admission process is systematically administered and is Transparent. Admission Committees consisting of members from different faculties, admit students on the merit basis of a common entrance test.

The teaching-learning and evaluation process of the Institution follows the academic calendar prepared in synchronization with the University calendar. Academic calendar in such a way that optimum experiential learning is imparted to the students. An Orientation Program is conducted by SPTTC to get better insights in terms of knowledge and skills of the Students. The Mentor-Mentee system is in practice and every student is monitored by a mentor. The old paradigm of lecturing is replaced by the Information and Communication Technology (ICT) enabled classes. In addition to the internal examinations conducted in a scheduled manner as per timetables, a formative evaluation of the students is also done through procedures inclusive of assignments, seminars, projects, fieldwork, competitions, Unit Tests (UTs), and Pre-University Examinations. Remedial classes are offered to the underachievers and enrichment programs are offered to the high achievers. The Academic Performance of each Department is evaluated through the Fortnightly Meeting of the Heads of Departments with the Secretary, Director General, and Dean of Academics. The Department with its entire faculty holds a meeting once a month with the Dean of Academics to monitor the working of each department.

Infrastructure and Learning Resources

The SPTTC provides the best-in-class framework for the implementation of resources. The Principal of the college put forward the requirement for infrastructure facilities to the Management underpinning the feedback from the stakeholders. The Institute has a digital classroom and an adequate number of ICT-enabled classrooms, laboratories, a library, faculty rooms, an auditorium, playgrounds, an herbal garden, and a staff quarter. The SPTTC has a well-stocked and fully computerized Library. The focus of SPTTC has always been to be at the forefront of optimum utilization of Information Technology (IT) resources and leverage the power of IT in making the learning process, informative and engaging. The computer laboratories have more than 25 computers with the latest hardware and software. The Internet facility is available round the clock using a broad band of 100Mbps. The computers are connected to LAN. Wi-Fi facility is available in the open area throughout the Institute. There are sufficient numbers of Uninterrupted Power Supplies (UPSs) for ensuring power backup. Besides the regular supply from the Electricity Department, additional Generators are installed to ensure uninterrupted power supply throughout the Campus. Spacious Lecture Theatres are thoughtfully designed to

induce high-quality learning and are equipped with high-end teaching aids such as Liquid Crystal Display (LCD) projectors and Smart Boards. The Conferencing needs at SPTTC are taken care of by the air-conditioned Conference Hall with the latest state-of-the-art audio/video facilities with a total seating capacity of more than 50. The facilities are engaged around the year hosting Seminars, Conferences, Debates & Cultural Activities. The SPTTC has facilities for both indoor and outdoor games such as Badminton, Kabaddi, volleyball, Table Tennis, Chess, Carom, etc. To provide accommodation to the faculty members coming from far-off places. A Vehicle with a Driver is also available 24/7 on the Campus.

Student Support and Progression

The Student Support services are consistent with the Vision and Mission and are published in the Newsletters (Bi-Annually), SPTTC Website, and Social networking sites like Facebook. Student Support activities fall into four categories – **Academic, Co-curricular, Career and placement, Scholarships & other Financial Aids.** The academic support consists of Remedial Classes, Providing Online Notes and Question Banks, Conducting various Seminars and Workshops, Value Added Courses, Guest Lectures, Central Teachers Eligibility Test (CTET) / Bihar Teachers Eligibility Test (BTET) coaching, etc. Support in co-curricular activities is extended by activities organized by Various Student Clubs. The Career, Placement, Grievance related issues are addressed by the Training and Placement Cell, Mentoring System, Anti Ragging Committee, Grievance Redressal Cell, and the Women Cell. The Institute has signed many Memorandum of Understanding (MoUs) for conducting seminars/conferences and sports meetings. Attention is given to the Bihar Government Post-metric Scholarship Scheme for procuring scholarships for Students and their timely renewal through the Registrar's office. The Institute also distributes scholarships to meritorious students. The Bihar Govt. /Govt. of India reservation policy is strictly followed and selected needy students from weaker sections of society are given the Shri P.P.N.Singh Scholarship by College Management. The institution identifies slow and advanced learners through class tests. Accordingly, effective strategies are adopted for supporting both kinds of students with attainment targets. Due to the organized efforts of the support mechanisms majority of the UG students pursue Post Graduate PG programs in other reputed institutions. Students' Progression Report to record the progress of a student across semesters and after the completion of the course.

Governance, Leadership and Management

SPTTC has a clear Vision and Mission statement and its governance and leadership are well defined to achieve academic excellence. Striving for excellence can never be an accidental and spontaneous phenomenon. The SPTTC is alive to these basics and this is reflected in our major thrust areas which are to create an environment for world-class professional education, value-based learning on human dynamics, interactivity, and optimization of time as the exhaustible resources. The Management takes the leadership role in the effective implementation of the teaching-learning and student support programs. The institutional governance and management is essentially democratic and the leadership is participatory and adheres to a quality policy that ensures optimum standards in scholastic and non-scholastic domains, inclusive development, and stakeholder participation. The faculty members convey the quality policy to the stakeholders in the Orientation program for the first-year students, and annual parent Teacher Association Meetings. On the basis of the Evaluation Report and feedback from the students, corrective measures are suggested. Academic autonomy is given to the faculty in their domains and the Class Coordinators. The Faculty who head the various committees, clubs, and cells are given the freedom to plan and implement their activities. The Internal Quality Assurance Cell (IQAC) takes the initiative in planning, implementing, and streamlining the quality improvement strategies of the Institute. The Committee for Prevention of Sexual Harassment of Women at Work Place monitors and ensures an amicable,

anxiety-free work environment for the female faculty, staff, and students.

Institutional Values and Best Practices

The Institution's commitment to excellence is evident from the innovations brought in all aspects of teaching, learning, evaluation, campus automation, student support, research, technology, and so on. The SPTTC has initiated some best practices to serve society as the Institution has water purifiers for providing clean drinking water. There are separate washrooms for girls and boys. Rainwater is harvested. The institution maintains a green atmosphere and cherishes the slogan Green Campus Clean Campus. An institution is committed to encouraging green practices. The college is eco-friendly, smoke-free, and plastic-free. Dynamic and creative programs and awareness programs like Women Empowerment awareness program, Adult literacy, tree plantation, etc. Institution leveraging local environment, location knowledge, and resources The code of conduct for Management, faculty, and students is displayed on the college website. The Institute provides Cashless Free Medical facilities for its Faculty/staff and for students. The SPTTC, with a clear vision to emerge as an institution of higher learning with a difference, is prepared to ceaselessly strive for excellence. e-learning resource Campus covers an ERP system for students and faculty members, a digital classroom for educate learning. The Students of SPTTC organize community Campaigns in nearby villages and develop awareness among rural masses by performing campaigns on issues related to health and hygiene, Girl child education, Voter Right Awareness, Sexual Harassment, etc. To provide the best placement to students, Job Fairs are held for final-year students.

Research and Outreach Activities

To promote research as an integral part of the curriculum, the Institute has organized every year National Seminars and workshops in collaboration with other reputed institutions. SPTTC organizes many Extension Lectures inviting well-reputed eminent delegates on valuable themes. There are a number of Faculty members who were awarded Ph.D. Degree during the last five years and many more are pursuing Ph.D. in their respective fields. The Institute encourages research among its faculty and students in various ways like sponsoring them to present papers in National and International Seminars/Conferences, providing them academic leave for research, and attending international and national Seminars/conferences. The SPTTC had initiated a financial incentive Scheme for Research Paper Publication among the faculty. The Institute also assesses faculty on 360* which includes a Performance Based Appraisal System (PBAS) of UGC where weightage is given to faculty research and publications.

All faculty members of the Institute are either Ph. D. or undergoing their Ph.D. Program. The faculty is encouraged to enhance their Qualifications/Skills. Special incentives are given on acquiring a Ph.D., JRF/NET, or other higher qualifications. The basic research facilities are strengthened by providing opportunities for the faculty to attend and present/publish Papers in National/International Seminars/Workshops/FDPs etc., outside the institute. Every faculty is expected to write at least one/two papers in a UGC Listed/UGC CARE Journal. Subscription to view and access to INFLIBNET introduces new trends in higher education and research to the Students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. PAUL TEACHERS' TRAINING COLLEGE BIRSINGHPUR , SAMASTIPUR
Address	At-Jhahuri, Post-Birsinghpur Deorhi, Block- Kalyanpur
City	Samastipur
State	Bihar
Pin	848102
Website	www.spttcbir.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Roli Dwivedi	06274-9905610604	8405000603	-	spttcbirsinghpur@g mail.com
IQAC / CIQA coordinator	Arpana Kumari	-	9431677636	-	iqaccoordinatorsp ttc2017@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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State	University name	Document
Bihar	Lalit Narayan Mithila 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	13-05-2015	168	NCTE Approved Institution Permanently

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	At-Jhahuri, Post-Birsinghpur Deorhi, Block-Kalyanpur	Rural	1.1	4004

2.2 ACADEMIC INFORMATION

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

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				17			
Recruited	0	0	0	0	0	0	0	0	4	13	0	17
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				9
Recruited	9	0	0	9
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	4	3	0	7
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	9	1	0	10
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	1	0	0	1
PG	0	0	0	0	0	0	2	0	0	2
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		2		4

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	35	0	0	0	35
	Female	65	0	0	0	65
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Category		Year 1	Year 2	Year 3	Year 4	
SC	Male	8	6	1	4	
	Female	2	1	1	1	
	Others	0	0	0	0	
ST	Male	1	0	0	0	
	Female	0	0	0	1	
	Others	0	0	0	0	
OBC	Male	38	38	39	37	
	Female	18	19	20	19	
	Others	0	0	0	0	
General	Male	18	15	17	15	
	Female	15	21	22	23	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
Total		100	100	100	100	

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>National Education Policy (NEP 2020) aims to ensure that no child loses any opportunity to learn and excel because of the circumstances of birth and background. Thus , NEP-2020 is founded on the five guiding pillar of Access, Equality, Quality, Affordability and Accountability. In order to provide the holistic academic growth among students, Inter-disciplinary curriculum has been proposed by NEP which gives freedom to the students to choose their preferred options from the range of program. As the Institution is a teacher education institute, it acquaints the student teacher with interdisciplinary approaches to implement them in the classrooms. In order to full fill the Objectives of NEP, our college drafted a road map for incorporating the features of NEP 2020. A discussion among management, principal and head of department held to understand the draft and different aspect of NEP2020. St Paul Teachers Training College Birsinghpur Organized series of guest lecture and National Seminar on Use of ICT in Effective Teaching Learning process , Lecture on ECCE in vision of NEP2020 , Institutional Seminar on NEP: 2020 Challenges and Implementation , Lecture on NEP 2020 Re-inventing Teacher Education , National Seminar on Achieving Sustainable Development Goal through Education 4.0 and National Seminar on Educational Transformation Crises Resilience and Opportunities to understand in implementation of NEP in higher education. We also organized Science and TLM exhibition where students got opportunity to integrate ICT and different approach in context of Interdisciplinary. Students used videos , presentation and other ICT tools to integrate theme of exhibition with pedagogical subjects.</p>
2. Academic bank of credits (ABC):	<p>Academic bank of Credit (ABC) or virtual digital store house, the institute preparedness for the implementation of the same depends on guidelines of the affiliated university and Higher Education Department. Our Institute has encouraged students and faculty to take online courses and use of online library. Institute has subscribed N list and Del net online library to ensure our students and faculty take advantage of this. Our faculties and students are taking courses through online mode through National schemes like NPTEL, SWAYAM, NITTR, NIOS etc.</p>
3. Skill development:	<p>The NEP 2020 envisioned for the holistic</p>

	<p>development of youth with emphasis on raising Gross Enrolment Ratio (GER) but also on skill development as the main factor to make mission 'Self Reliant India' possible , there is revived approach towards running vocational courses to be offered by higher education institute. The Institute has worked out plans to enhance skills of students by organizing certificate courses. Our Institute organized certificate course on Yoga for Stress Management (Course code :YSM) , English Language Certificate Course (Course Code: CCEL) , Certificate course in Computer Application(Course Code:CCA) , Certificate course for Vocal Music (Course Code :MVTCC), Certificate course on Model Making (Course Code : MMCC) etc. The Institute organizes seminars, webinars, interactive talk of experts also to develop the required skills among the students.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Indian civilization has always attached great value to knowledge- witness its amazing large body of intellectual texts , the worlds largest collection of manuscripts , its attested tradition of texts, thinkers and schools in so many domains of knowledge. Our Institute ensures appropriate integration of the Indian knowledge system by adopting multilingualism in the classrooms. Our Institute takes lot of efforts in celebration of important days of Philosophers like Rabindranath Tagore Jayanti , Vivekanand Jayanti ,Giju Bhai Jayanti , Savitri Bhai Phule , Gandhi Jayanti etc. These philosophers followed different philosophy from each other , this helps our students to use it in their life. Day Committee and Cultural Committee of our Institute celebrate Hindi Diwas , Mehndi Competition , Indian folk dance and singing competition, Painting and Art Competition etc. to encourage learners to understand the cultural values.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>As a teacher Education Institutions ,the main focus is to produce teachers that are well trained to meet the demands of the contemporary education system. Thus , to full fill its objective the Institute offers opportunities to student and teacher to keep their knowledge , skills and competencies updated by organizing awareness program on recent educational policies. We also provide certificate courses to enhance their skills. Institute organizing every year different competition in sports, debate, Quiz, Essay writing, ICT presentation to facilitate attainment of learning outcomes. Our students are not only</p>

	<p>qualifying STET, CTET but are well placed in government and private Sector and giving services to the society.</p>
<p>6. Distance education/online education:</p>	<p>Due to Covid-19 pandemic educational institution in country has increasingly involved in using the digital platforms for engaging classes, conducting conferences and meetings. NEP 2020 too has special focus on online education. With the imposition of lock down due to spread of Corona Virus all over the country, the Institute conducted online classes which allows our students to attend classes from any location. Our ERP system Campus Cover allows faculties to provide study materials online. We also conducted webinar on Impact of Covid-19 for the Transformation of Human Life and Dealing with Uncertainty during the Covid-19 Pandemic. The Institute organized seven days work shop on Teach Talk Trending Technology for not only our students but also students of other colleges. The Institute focuses on online library system Like Dell NET and N-List.</p>

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
200	200	200	173	73
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
68	66	61	62	48
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
99	100	99	73	100
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
99	100	99	73	100
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	73
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

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

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

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
70.58	39.87	26.43	29.64	36.22

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

3.2

Number of Computers in the institution for academic purposes..

Response: 37

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:

The college is affiliated with Lalit Narayan Mithila University, Darbhanga, Bihar. The curriculum is revised every four to five years taking inputs from academic and industry experts at the university. The college prepares its Academic Calendar on the basis of the University academic calendar at the beginning of the session. This calendar includes semester-wise schedules for Institute-level Curricular, Co-curricular, and extracurricular activities.

The administrative committee and Academic committee of the college plan and monitor academic activities for effective curriculum delivery.

The Academic Calendar is prepared by adding timelines and schedules for activities and events like Orientation programs for fresher students, Workshops on lesson planning in their pre-internship programs, Examinations, Faculty Development Programs (FDPs), Field Visits, celebrations of important days, etc. The Institution also follows a specific Time Table Programme for the effective delivery and transaction of the curriculum.

Faculty prepares Unit Lesson Plans based on Course Outcomes (COs). The administrative committee and teaching practice committee review the lesson plans. The Plans are discussed in class for better outcomes.

Regular classroom teaching is supplemented with Extension Lectures, Seminars, Assignments, Quizzes, Tutorials, Case Studies, hands-on sessions, field visits, and Internships. Online resources are also used by faculty and students.

The mentor system applied by Class teachers monitors regular academic activities.

Internal Assessment tests are conducted which are based on the performance of the students in term papers, house tests, class assignments, attendance, participation in discussions/seminars/tutorials, and related practical and sessional work. It will be assessed and prepared by the concerned teacher on the basis of file work and viva voce. The final list of internal assessments of all the papers in a semester is prepared by the Internal Assessment Committee moderated by the principal. Advanced and slow learners are identified and necessary actions are taken wherever applicable. Assessment for Engagement with the field (Pre- Internship) is based on the student's performance in various field-related activities, practical work, project work, community-related work, diaries, student portfolios, field observations, etc.

End Semester examinations are conducted by the University.

Reviewing of the curriculum to adapt to the local contexts: - Proper supervision and evaluation procedures are adopted periodically by the institution to ensure the quality of the course. The committee accepts feedback and suggestions about the existing curriculum from all the faculty members, members of the Alumni Association, student-teachers of the previous session, teachers & heads of schools. The curriculum focuses on and offers diversity and flexibility to the learners based on the feedback analysis. End-term feedback is collected from students by the administrative committee from approximately 20 percent of randomly selected students. For the session, End-term feedback is collected online based on like depth and breadth of the syllabus covered, how well the subject was delivered, effective time utilization of time during the lecture, real-life examples used, etc.

The academic evaluation is conducted every academic year to evaluate the curriculum delivery on parameters like course plan, teaching and learning methods, and evaluation process.

All the decisions are communicated through staff meetings and administrative committee meetings.

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: B. Any 4 of the above

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

1.1.3

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

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

Response: A. All of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 0

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
0	0	0	0	0

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

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

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

1.2.2

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

Response: 2.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	2	3	2	1

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: 40.78

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	61	100	54	30

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

1.2.4

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

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

Response: B. Any 3 of the above

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

1.2.5

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

Response: 54.37**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	95	95	100	70

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

1.3 Curriculum Enrichment**1.3.1**

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

Response:

The curriculum is transacted to develop knowledge, qualities, competencies, skills, and values to transform prospective teachers into academically excellent and professionally competent teachers appropriate for the 21st century.

1. Fundamental or coherent understanding of the field of teacher education,

Individual assignments, library work, seminar presentations, organizing quizzes, debates, discussions, brainstorming, diary maintenance, etc. help them to develop Meta-cognitive skills.

Theoretical and practical aspects of the curriculum help student teachers develop an understanding of the various psychological, sociological, and philosophical principles as well as practices.

The institution provides learning experiences to address the challenging career of a teacher as a Nation builder, agent of social change, and international perspectives of education through orientation programs and workshops in their pre-internship programs, group discussion, debates, practicum, assignments, seminars, mock interviews, role play, etc.

2. Development of Competencies and Procedural knowledge

Micro teaching workshops and simulated teaching, Link Classes, Demonstration classes, lessons based on models of teaching, and sessional work during internship workshops provide skills, Macro teaching workshops to understand the methodology, strategies, knowledge of procedures, and importance of lesson planning.

Competencies to transact school curriculum that are specific to optional teaching subjects. The core paper provides a technological basis for education. (Blog creation, Digital text, E content, online learning, online quizzes, online assignments, ICT integrated lesson templates, etc. are provided). The subject curriculum provides sufficient theoretical and practical experiences in pedagogic content knowledge. Participation in various college-level, Inter-Zonal Skill-in Teaching, and teaching aid preparation competitions.

The college has 9 pedagogical subjects (English, Hindi, Mathematics, Science, Social Science, Physical Science, Home Science, Commerce, and Computer Science), and the teacher in charge organizes programs and competitions to develop competencies of different pedagogical aspects.

The internship (16 weeks) helped the student teachers to improve and apply competency and skills in their chosen specialization which they have already practiced in theoretical and practical classes.

Problem-based practicum helped to develop critical thinking and problem-solving ability.

Invited talks/ lectures of experts on different themes, and training on the preparation of learning aids by experts in the field contribute much to the methodology of teaching. The curriculum provides an understanding of Objective-based evaluation, preparation of Test-based lessons, preparation of different tools of evaluation, and school /community-based projects to successfully complete their internship and in future service as a teacher.

3. Values, Attitudes, Skills

The institution provides the following activities and programs to develop Emotional intelligence, and communication skills and to inculcate values and attitudes.

1. Emotional intelligence:

Knowledge of EQ, Competency building, and Self-Awareness Activities are provided in the core paper classes.

Workshops on life skills, soft skills, and Stress management are provided. Reading and reflection of texts are provided in all Core classes.

2. Negotiation and Communication skills:

Provided a collaborative environment to communicate freely in all core papers, pedagogy subjects, and optional classrooms.

Activities through clubs, committees, and college unions provide student teachers to engage in teamwork

and an environment for Negotiation to settle their differences.

Reading and reflecting on the texts, Peer review of classes during an internship, debates, brainstorming, Problem-based practicum, projects, etc. provided through curriculum helps to develop the critical thinking ability of student teachers.

3. Values, attitude, and Collaboration with others

* The college provides opportunities for **Social visits to different institutions, conscientization programs**, remedial programs for school students, participating in inter-college competitions, organizing inter-school programs, and Social networking.

* The **core paper Gender, School, and Society** provides an understanding of gender perspectives in education, socio-cultural perspectives of gender bias in India, legal provisions to empower women and girl children, etc. The college organizes programs **on women's empowerment, ways to eliminate gender bias, and human rights with respect to family, society, work culture**, etc. with special emphasis on women's issues.

* The propagation of an **environment-friendly culture** through activities like **campus cleaning, plastic-free- eco-friendly campus life, planting and protection of trees, related programs, development of medicinal plant garden**, etc. Relevant competitions and campaigns are organized to inculcate naturalistic intelligence among student teachers.

* The college provides opportunities to the students by organizing **Yoga camps and celebrating International Yoga Day every year and also demonstrations on Yoga** done by various experts and Talks by the **Art of Living faculty on Self-awareness and self-management activities** through practice.

* **Observation of International days** such as Environment Day, Water Day, Earth Day, women's Day, Literacy Day, Human Rights Day, AIDS Day, Friendship Day, Mother's Day, etc. to inculcate Global Perspectives and Integration.

* **Observation of National days** for promoting National Integration: - To inculcate Patriotism and national values important days like Independence Day, Republic Day, Gandhi Jayanthi, Teachers Day, National Science Day, etc. are celebrated.

* To develop values among students **morning assembly and celebration of important days** are an integral part of the curriculum. The college also encourages the students to participate in **P.U. Zonal and Inter-zonal youth festivals**.

* Theoretical knowledge and Programmes **to promote attitude against Terrorism as a part of Peace Education and the concept of anti-corruption** for developing the right economic value are provided in the core paper classes.

* **Celebration of religious and cultural fests:-** Holi, Basant, Deepawali Christmas, etc. are celebrated to promote cultural and social values.

* **Community Extension:** - Teacher trainees take classes on cleanliness, health and hygiene, nutrition,

alcoholism, drug abuse, population explosion, corruption, terrorism, and environmental issues to the school students during their internship.

* To develop collaboration among students, **donation drives, visits to old age homes, awareness rallies, and Talent Hunt programs** are organized every year.

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
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:

Theoretical knowledge on the Development of the school system, Functioning of various Boards of School Education, and Functional differences among them through their foundation paper F-1.4 (Education in Contemporary India).

Theoretical and practical understanding of Current practices in assessment and evaluation are familiarized through the foundation paper F-2.3 (Assessment for Learning) like Standard Based Assessments, Online, Computer, and Open Book Examinations, Teacher made and standardized tests, grading system merits, and demerits, Grade Point Average, Cumulative Grade Point Average, Weighted average and weighted score/point, Scoring procedure - manual and electronic, development of Rubrics, Classification of learners according to their level of performance in Grading system helps student teachers to perform well as evaluators.

Practical knowledge of Tools of Assessment, tests, checklists, rating scales, cumulative records, questionnaires, inventory, schedules, anecdotal records, etc. helps student teachers gather data for internship, project, and action research.

Besides this, the college familiarizes the students with the diversities in the school system through their Pre- internship programs I, II, and III. At the end of the program, student teachers prepare a report of the local school where they visited. Every student teacher gives two demonstration lessons in each school subject before sending them to schools in simulated teaching.

Theoretical discourses and presentations help student teachers understand concepts, principles, importance, and components of educational management and the structure of management at different

levels.

Awareness of the Development of the school system in India, Organization of School Plant- school site, building, infrastructure, School records and registers, Types, and maintenance were given through foundation paper F-2.5 (School Management). Through curriculum student teachers are familiarized with Total Quality Management in Education.

The school exposure program is carried out in local/nearby schools or schools. For this, the student teachers are placed in various types of schools such as Government, Private, Urban, and Rural schools under Bihar Board, CBSE, and ICSE boards in their Pre- internship programs I, and II. They present their observations and reflections in the college to share their experiences with teachers and peer groups to compare the differences in the system.

Teachers and Mentors also familiarize the students with the diverse nature of the Indian Education System in their sessional work during their Orientation/ Workshops on Pre- internship programs I, II, and III.

Students Visit schools of differently abled through their Foundation Paper F-4.3 Inclusive Education.

Students are encouraged to collect details of different systems in India from the internet to understand state-wise variations in school curriculum and functioning and also from International and Comparative perspectives.

Knowledge of the Structure of Educational Management in Bihar, at the Central, State, and Local level is provided in the curriculum.

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

1.3.3

Students derive professionally relevant understandings and consolidate these into professional

acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

Our teacher education program provides a wide range of curricular experiences to its students by connecting their learning to the real world during their internship program in various schools.

Student teachers see the complex nature of the classroom in relation to the structure of their course goals and assignments. They take foundation courses and choice-based pedagogy courses in which they learn Assessment, Classroom Management and school management Concepts, Curriculum approaches, communication and employability skills, Action Research, etc. Each of these courses helps students to understand what it means to get to know their students as well as how to use data to inform daily instructional decisions for their class. These courses also provide the structure to allow for conversations about designing environments that lend themselves to cognitive engagement.

The institution makes efforts to organize orientation and workshops for student teachers before going to their internship programs. They prepare and follow a lesson plan format to attend to the several elements they will consider not only in their planning but also in their practice. Practice is done in their

Sessional work. Regular observation is also done by teacher educators/ mentors to facilitate student engagement in the classroom. Peer observation is also one of the aspects of self-reflection among student teachers during simulated teaching.

The institution also makes efforts for the organization and participation of students in various L.N.M.U. Zonal Skill- in Teaching and Teaching Aid Preparation Competitions on different pedagogy subjects (Social Sciences, Sciences, and Languages), etc. to give them exposure to real-world experiences. Subject-wise seminars and discussions are also taken by the mentors to enhance their self-confidence and capacity building.

Activities are organized to inculcate Social and National values, integration, and development (Observation and celebration of national days, conscientization programs on social issues and evils, human rights education, Environmental conservation, etc.).

Brainstorming sessions, seminar presentations, problem-based practicums, activities, cultural programs, sports activities, and school-based conscientization programs are organized to identify and resolve the major social, intellectual, physical, and environmental issues, and challenges faced by our pluralistic society. It helps in accentuating the use of functional knowledge in nurturing and equipping the classroom learner to face those challenges.

During COVID-19, The institution facilitates the student teacher with access to ICT (Information and communication technology) and also through their foundation course ICT Skill Development F-1.5 and EPC-2.2. Various platforms are used for online teaching considering the convenience of the students like Google Meet. They are also trained during their online workshop on school internship, how to create classrooms, Google forms, use of screen recorders, and various learning engagement activities in their daily school classroom environment.

The institution also undertakes various community service programs for the behavioral engagement of

student teachers like visits to old age homes etc. where they observe community norms and participate in activities.

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: B. Any 4 of the above

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

1.4.2

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

Response: 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

<p>2.1.1</p> <p>Average Enrollment percentage of students during the last five years..</p> <p>Response: 94.6</p>	
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

<p>2.1.2</p> <p>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..</p> <p>Response: 100</p>
--

<p>2.1.2.1 Number of students enrolled from the reserved categories during last five years..</p>				
2022-23	2021-22	2020-21	2019-20	2018-19
68	66	61	62	48

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

2.1.3

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

Response: 5.71

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
2	7	16	2	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:

The students got admission to the B.Ed course after qualifying for the entrance examination conducted by recognized universities like Lalit Narayan Mithila University, Darbhanga, Bihar, and Bihar School

Examination Board, Patna.

At the entry-level assessment, the college prepares itself for freshers. The college facilitates the students with the best possible chances of success in attaining the academic goals of the 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 counseled at the time of admission and are guided to choose the particular subject combination by assessing their needs. Scholarships, financial aid, book banks, and bank loan facilities are offered to students belonging to EWS and other needy students. Each teacher in college has 10-12 students under tutorials where they guide the pupil teachers individually as per their learning needs and have a **WhatsApp group** for content sharing and personal guidance.

The institution assesses the learning levels of the students, after admission through an Orientation program organized for the freshers to acquaint them with the B.Ed curriculum, college infrastructural, and library facilities. The students are familiar with the faculty, syllabi, course plan, academic calendar, examination system, and internal assessment criteria. To overcome the language barriers the college provides them the opportunity to choose any medium (English or Hindi). The students also visit the language labs and use the equipment to have a better understanding of the concepts of language. After identifying their learning needs, the students excelling in various fields of creativity are encouraged to represent the college at different levels and to participate in Talent Hunt and Youth festivals for their readiness towards B.Ed program.

The college provides academic support to the students by providing various facilities like reference books, and journals in the library. The college also has well 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 classrooms on the ground floor, ramps, etc.

Recognizing the need of the hour and the requirement for skill development, different courses have been introduced for their academic support. Periodic oral and written tests for pupil teachers are conducted to enable them to perform better in examinations. Peer learning is encouraged where the students discuss the topics with slow learners, real-life examples are used, and extensive use of audio-visual aids is used for better comprehension while teaching. Guest lectures, House meetings, Remedial teaching, and Tutorials are arranged from time to time. Guidance and Placement Cell provides opportunities through special career talks (online/offline) and placement opportunities through the District Bureau of Employment and Enterprises Samastipur (DBES) where our students are registered and get many messages regarding employment and competitive exams.

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:** 14.29**2.2.4.1 Number of mentors in the Institution**

Response: 14

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

2.3 Teaching- Learning Process**2.3.1**

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

Response:

Student-centric methods, such as experiential learning, participative learning, and problem-solving methodologies are used to enhance learning experiences. To make the process of teaching and learning more effective, various student-centric methods are used. The average teacher-pupil ratio is kept suitably low to ensure quality teaching. Here one can notice a complete transformation of the teaching-learning process from traditionally teacher-centered to student-centric. Experiential learning, participative learning, and problem-solving methodologies are used to ensure effective learning outcomes.

Experiential Learning: Excursions, field visits/ surveys and visits are organized from time to time to expose students and faculty to advanced levels of knowledge and skill requirements.

Group projects and case studies are also assigned to the students which encourage peer learning and team spirit.

The pupil teachers are entrusted with the assignment of preparing projects and working models under the guidance of the concerned teachers.

The students teaching Computer Science and ICT are given assignments to prepare blogs and resume software on their own as a part of their practical curriculum.

For improvement in the practical skills of students, the college has been opting the craft options like CANDLE MAKING, GARDENING, INTERIOR DECORATION, AND HOME CRAFT.

Participative Learning: The college organizes different group activities such as group discussions, exhibitions, inter-college competitions, quiz contests, brainstorming sessions, seminars, workshops, fine

arts competitions, paper presentations, debates, poster making competitions on various themes.

Extension lectures are organized by the college which provides the faculty as well as the pupil teachers an opportunity to interact with eminent resource persons from other colleges and parts of the state.

Documentaries and short movies are also screened for the students to ensure effective learning outcomes.

Problem-Solving Methodologies: Teachers organize group discussions at regular intervals which are duly followed by question-answer rounds at the end as a part of problem-solving methodology.

Special attention is paid to slow and advanced learners as per their requirements.

Career Counseling and Guidance Cell of the college and various talks of eminent speakers prepare students to meet the challenges of life boldly.

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

2.3.2

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

Response: 52.7

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
13	11	10	3	2

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: 99

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: 198

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

2.3.4

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

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

Response: C. Any 2 of the above

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

2.3.5

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

Response:

The college has a mentor-mentee programme wherein each teacher is assigned almost 11-12 students to address students' concerns that may go undetected during the normal course of instruction in class. Among these concerns, teachers often address students' apprehensions and suggestions regarding the curriculum and future career prospects. There are formal interactions scheduled during tutorial and morning assembly also, however, the students are free to meet their mentors as and when they need to in informal contexts. Gauging the feedback from students, faculty often arrange for alumni to come and engage with their students with regard to scope in the industry that is currently prevalent or those alumni who have gone to higher studies. These interactions become very vital to students in the academic life. The mentor-mentee programme is pursued at the courses at the undergraduate level.

In the morning assembly each week each house has to perform all the activities in the assembly that are beforehand planned in the house meeting. In house meetings, the house in charge divides the duties to perform various tasks like news, paper reading, speech, and conducting the whole assembly. This is the best example of Group work.

The institution provides an environment to the student teachers where along with the academic growth of the student teachers cultural, social, intellectual, moral, mental & professional growth is also taken into consideration.

The institution provides an innovative and creative globally networked environment to the prospective teachers for effecting global perspectives in local contexts.

Student teachers are competently trained to face the challenges of the modern era. The curricular framework is structured keeping in view the needs and backgrounds of the learners and there is adequate scope for flexibility and provision of diverse and varied learning experiences to facilitate teaching and learning and develop appropriate and conducive environment.

The college creates an overall environment conducive to the learning and development of the students through timely planning for the timetable, and college calendar and detailed skills in teaching, examinations as well and co-curricular activities.

Regular staff meetings are held to review the entire work done and drive cues for reformative actions and futuristic planning in order to bring about qualitative enhancement.

The faculty members use innovative and latest teaching methods according to the needs of the students.

Teachers address student queries by giving individual attention by adopting suitable methods. Every student is allotted a mentor for guidance. Student grievances are forwarded to the grievance readdressal committee and followed up.

The institution has the facility of well well-equipped ICT Resource Centre, Computer Lab and updated library and laboratories where student teachers are given instruction & knowledge as per their requirements.

Internet facility is available to all students as well as teachers at the college library and computer lab for curricular enrichment and transaction. For effective curricular transactions, the faculty members make use of Computers, LCD Projectors etc.

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

2.3.6

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

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

Response: C. Any 3 of the above

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

2.3.7

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

Response:

Innovation in education encourages teachers and students to explore research and use all the tools to uncover something new. It involves a different way of looking at problems and solving them. The thinking process that goes into it will help students develop their creativity and their problem-solving skills. Creativity, innovation, and learning Creativity and innovation are fundamental to all disciplines and an essential part of the learning process, forming an important dimension of learning how to learn. They are also fundamental to teachers improving their professional practice and to school development. learning involves challenging, refining, and improving understanding by being made to think hard. Sometimes, to understand new concepts and broaden perspectives, our approaches to thinking need to be creative, imaginative, and lateral, as well as linear.

One characteristic of the creative process that makes it particularly powerful is that it requires not only knowledge and understanding of the domain being investigated but also a willingness to question and not be constrained by existing knowledge. Learners should understand how they can question or challenge established knowledge to help them formulate their own understanding, and imagination can play an important role: 'One cannot think creatively unless one has the knowledge with which to think creatively. Creativity represents a balance between knowledge and freeing oneself of that knowledge' For creative thinking to deepen and extend learning, rather than be an enjoyable but superficial activity, it must be grounded in understanding of the content being investigated. It is vital that learners have sufficient understanding of the material with which they are being asked to be creative. Creative practice needs to complement diligent and deliberate practice that develops foundational skills – not be a substitute for it. An alternative, and probably more accurate, representation would be to include creativity as a process involved in skills at all levels represented in the taxonomy, and increasingly so with higher-order skills. It might be thought that remembering factual information does not involve creative processes.

Creative approaches can be very helpful in remembering information. In life skills education, Students are actively involved in a dynamic teaching and learning process. The methods used to facilitate this

active involvement include working in small groups and pairs, brainstorming, role-playing, games, and debates.

Promotion of Creative Thinking:

The college has always been active in the promotion of original and creative thinking among the students and to ensure the same, various strategies are adopted.

The creative base is inspired by various inter-college and intra-college activities. The college also organizes plenty of academic and extracurricular activities in various fields like skits, speeches & creative writing, and poster-making Competitions.

Interactive Teaching:

To ensure interactive teaching, the faculty makes use of PowerPoint and multimedia presentations for better retention and understanding of the content.

Career Counseling cells, **Mentor-Mentee groups**/ Tutorial groups have been formed to deal with **academic and stress-related issues**.

E-Learning:

The computer laboratory has the Internet facility to access the latest research and other advancements in the respective subjects. Computer laboratories which are open to use by the faculty as well as students.

The college library also provides computers with internet facilities and access to e-journals and eBooks for the students.

The college has also formed WhatsApp groups of all the students of all sessions to promote effective learning. The students as well as teachers use the same to upload and exchange their work, educational videos, and information, and thus collaborative online thinking is promoted.

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: D. Any 2 or 3 of the above

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

2.4.2

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

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

11. Exposure to Braille /Indian languages /Community engagement**Response:** B. Any 6 or 7 of the above

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

2.4.3

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

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

Response: C. Any 2 of the above

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

2.4.4

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

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

Response: C. Any 2 of the above

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

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: C. Any 3 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: B. Any 4 of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

Other Upload Files

1

[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

1. Selection/Identification for internship: Participative/on request.

It is done by keeping in view the following parameters and on request to the schools:

- Subjects of the students are kept in mind while selecting the schools and it is well oriented & guided to both schools and students.
- Accessibility of the schools for students is another focused parameter, for which choices from the students are taken.
- The student's medium of instruction (Hindi/ English) are considered too before assigning practice teaching school.
- Well renowned schools are selected that provide a boost in the pupil teacher's capacities, skills & capabilities.

2. Orientation to students going for an internship Following methods are used for orientation of the students towards internship:

- Students are informed about the school's requirements and do's & don't within the school.
- Guidelines are given to students for their apt behaviour with school authority, students, parents and dress-codes as a part of their teaching practice.
- Students are informed about various school curricular and co-curricular activities that they have to perform during internship, and the necessary resources like teaching aids etc. to conduct these activities.

3. Defining role of teachers of the institution. The college defines roles of teachers in the following manner:

- On the first day of the internship in the school, pupil teachers are oriented by the coordinator/principal/supervisor of the schools or colleges.
- Teachers provide valuable exposure on the internship by ensuring regular checks by visiting the school.
- Student's doubts are discussed with the school and a smooth flow is ensured by the teachers.

4. Streamlining mode/s of assessment of student's performance The training program formally assessed for each of the intern throughout the internship in the following ways:

- Regular visits are done by different teachers to the schools/junior colleges for the observation and checking of the lesson plans.
- Peer observation is another part of assessment whereby the peers will assess and look after their co-teachers and suggest them for improvement.
- Internees record their scheduled activities in the 'Reflective Journal' and it is properly checked by the college faculty with suitable remarks.

6. Exposure to variety of school set-ups:

- Efforts are made to provide the most diversified and finest mode of learning to students by providing them a changed and new school environment every time they go for an internship.

- The TEI tries to provide both government and private schools to students.

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: 14.14

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

Response: 7

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

2.4.10

Nature of internee engagement during internship consists of

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

Response: A. Any 8 or more of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	View Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Effective monitoring mechanisms were successfully implemented during the internship program at St. Paul Teachers Training College. The college is committed to fostering and training its student teachers for the challenges of the teaching profession. To achieve this, the college has developed a comprehensive reference framework that includes various monitoring mechanisms in both the practice preparation and teaching phases

Preparation phase:

During the preparatory phase of the internship program, student teachers are exposed to various training activities. The main purpose of the preparatory stage is to familiarize the student-teacher with teaching methodologies, classroom management techniques and the use of teaching aids. To ensure their readiness for real classroom experiences, the college has adopted the following monitoring mechanisms:

Micro Teaching:

Structured Training: Students participate in structured training where they learn the basics micro-teaching skills Learn about different teaching techniques, effective communication strategies and the importance of adapting teaching methods to different learning styles.

Phase of teaching:

The teaching phase of the training program is the practical application of the knowledge and skills acquired in the preparation phase. To ensure that the student teacher receive appropriate support and guidance at this stage, the college has implemented the following monitoring mechanisms:

Mentoring: Mentors:

Each student teacher is assigned a mentor . The mentor acts as a guide and supervisor, providing personal

support and advice during the training.

Regular Observations:

Mentors conduct regular classroom observations of students and teachers. They provide valuable insights into the student-teachers' teaching styles, methodologies, and interaction with students. These results allow mentors to evaluate the effectiveness of teaching strategies, classroom management, and student engagement.

Feedback and Guidance :

After each classroom observation, mentors provide student teachers with timely and constructive feedback.

Self reflection :

Student teachers maintains a reflective journal of all the internship activities to gain insight about their weakness and strength.

Role of Teacher educator :

Teacher educators play an important role in guiding and monitoring teachers on their journey to become effective educators. With the help of classroom observations, teacher educators evaluate the progress of student teachers and identify areas for improvement. Feedback sessions help student teachers understand their strengths and weaknesses, which encourages a reflective approach to their teaching practices. Teacher educators also play an important role in helping students develop well-structured lesson plans.

The role of the school principal:

The principal monitors discipline, behavior, adherence to the lesson plan, substitution reserved classes, social skills, participation in all school programs, certificate of completion of studies.

The role of the school teachers:

When the training phase approaches, the educational institution plans assigning schools to student teachers. Students approach the master of their methodology .School teachers determine the lessons to be taught.

Role of peers:

Students from the same school provide emotional and physical support.

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

2.4.12

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

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

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

Response: 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: C. Any 3 of the above

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

2.5 Teacher Profile and Quality

<p>2.5.1</p> <p>Percentage of fulltime teachers against sanctioned posts during the last five years</p> <p>Response: 92.5</p>	
File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
English translation of sanction letter if it is in regional language	View Document
Data as per Data Template	View Document
<p>2.5.2</p> <p>Percentage of fulltime teachers with Ph. D. degree during the last five years</p> <p>Response: 54.05</p>	
<p>2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years</p> <p>Response: 8</p>	
File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document
Any other relevant information	View Document
<p>2.5.3</p> <p>Average teaching experience of full time teachers for the last completed academic year.</p> <p>Response: 9.64</p>	
<p>2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year</p> <p>Response: 135</p>	

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:

1. In-house discussion on current developments and issues in education

(a) In-house planning and/or reviewing curriculum Knowledge needs to be transferred to form skills.

The Knowledge economy is based on knowledge-based skills. This must be done from Primary Curriculum to Higher Education. Today the Competency-Based Curricular is only centred around academic learning outcomes, ignoring the skill as a Learning Outcome. St. Paul Teachers Training College has a well-established system for reviewing its curriculum regularly. Faculty members actively research and identify emerging trends, pedagogical approaches, and technological advancements that are impacting education. They then incorporate this knowledge into their course materials to provide students with up-to-date and relevant learning experiences. St. Paul Teachers Training College encourages its teaching staff to engage in continuous professional development. The college organizes regular workshops, seminars, and training sessions to equip educators with the latest teaching methodologies and strategies. St. Paul Teachers Training College demonstrates a strong commitment to maintaining a relevant and updated curriculum that addresses current developments and issues in education. Through continuous professional development initiatives and a collaborative learning environment, the college ensures that its teachers remain well informed and equipped to provide high-quality education to their students. The meeting was carried out at the beginning of each term of the Academic Year.

2. Share Information with colleagues and with other institutions on policies and regulations

(a) Educational curriculum planning with social stakeholders like Practicing schools, Employers, Experts and Alumni

The college recognizes the significance of involving various social stakeholders, including practicing schools, employers, experts, and alumni, in the curriculum enhancement process to ensure its relevance, effectiveness, and alignment with real-world needs. St. Paul Teachers Training College actively collaborates with practicing schools in the region to incorporate practical insights into the B.Ed. curriculum.

(b) Share information through Value-Added courses

St. Paul Teachers Training College recognizes the value of equipping future teachers with a diverse skill set to meet the demands of modern education. The purpose of value-added courses is to complement the core B.Ed. curriculum and offer specialized training in areas that align with emerging trends and challenges in the education sector. These courses are carefully selected to enhance the overall teaching capabilities of the students.

Expert Faculty and Guest Lecturers:

The value-added courses are facilitated by expert faculty members with significant experience in their respective fields. Additionally, the college invites guest lecturers and renowned educators to provide unique perspectives and real world insights.

(c) Faculty Development Programme Faculty are always encouraged toward efforts to keep themselves professionally updated.

The teachers attend orientation, faculty development programmes. The teachers also guide the B.Ed. students for their Action research projects that are part of the curriculum.

(d) Share information about the diversities in school system in Indian as well as an international and comparative perspective

This TEI is keen to familiarizing students with the diversities in school system. Institute took initiatives to familiarize students about Indian school system, different boards of higher education in India and to know about an International and comparative perspective.

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:

Evaluation is an innate part of teaching learning process. The college follows the modalities of conducting the Continuous Internal Evaluation as prescribed by Lalit Naryan Mithila University, Darbangha.

On the commencement of each new academic session, the students are intimated about the evaluation system to be followed.

Updation of different university notifications about the examination is provided to the teachers as well as students.

Continuous information regarding evaluation on the basis of house examinations/ unit tests, attendance, projects, presentation, participation in class and model making is provided to students. As per the university syllabus college follows internal evaluation system.

House tests are evaluated and shown to the students so that they can work on their weaknesses. In case of unit Tests, the answer sheets are evaluated by the teachers and results are prepared within stipulated time period.

The evaluated answer sheets are given to the students in classes for on the spot discussion of their performance. The teachers discuss the paper in detail with the students and give them tips to attempt the paper in a more effective manner. Remedial teaching is also practiced by the teachers.

Attendance Requirements:

Every student is required to attend a minimum of 75% lectures delivered to that class in each paper. **A deficiency in attendance is condoned by the Principal for special reasons as per the relevant ordinances on the subject.**

Meetings with teachers:

The Principal also holds special meetings with all the teachers to discuss the results and performance of the students.

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: B. Any 3 of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

There is complete transparency in the internal assessment. The criterion adopted is as directed by the university.

At the beginning of the session, faculty members inform the students about the various components in the assessment process during the session.

The internal assessment test schedules are prepared as per the college and communicated to the students well in advance.

To ensure proper conduct of formative tests, two invigilators are assigned to each hall. Evaluation is done by the course handling faculty members within five days from the date of examination. The corrected answer papers of the students are distributed to them for the verification by the students

and any grievance is redressed immediately.

The marks obtained by the students in internal assessment tests are displayed on the notice board.

Day to day performance of the students is assessed for every activity/practical which includes regularity, performance, viva and the promptness in submitting the record.

Assessment for engagement with the field is based on the student's performance in various field related activities, practical work, project work; community related work, diaries, lesson plan files (macro and micro), field observation education resource centers etc.

For final theory and practical examination internal and external examiner appointed from the other colleges as decided by the Lalit Naryan Mithila University.

Mechanism for grievance redressal related to examination

College Level: The continuous evaluation of students is carried out by faculty regarding theory lectures, labs, assignments, unit tests. The midterm marks are allotted based on defined strategies and displayed on notice board. Query if any is discussed with faculty and examination committee. The Institute appoints an examination committee for smooth conduction of examinations at the college and for final university examination the Principal appoints separate examination committee as per the guidelines. If students are facing any problems, they are solved by the examination committee. The grievances during the conduction of online/theory examinations are considered and discussed in consultation with the Principal and if necessary forwarded to the university by examination committee.

Redressal of grievances at University level: The queries related to results, corrections in mark sheets, other certificates issued by university are handled at Lalit Naryan Mithila University examination section after forwarding such quires through the college examination committee. Students are allowed to apply for revaluation, recounting and challenged evaluation by paying necessary processing fee to university if they are not satisfied with the university evaluation through college. The students can also apply through RTI and demand a photocopy of their answer sheet. Any grievance regarding the style of question paper or non- adherence to prescribed syllabus is dealt with at college level through formal representation to the Examination Branch of Lalit Naryan Mithila University, Darbanga.

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

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

An academic calendar is prepared by the concerned official at the beginning of each semester in line with the University's calendar consisting of various curricular, extra and co-curricular activities. The calendar is uploaded on college website, displayed on notice boards. It is updated and revised with respect to any changes suggested by the university. All the classes and examinations are planned as per the calendar, thus ensuring complete adherence.

Preparation of time table – Time table committee plans the time table before the beginning of session as per the guidelines of Lalit Naryan Mithila University Darbanga according subjects of each session.

Lecture plan - Every teacher is assigned the subjects to be taught during the academic year. The teacher plans the teaching and evaluation schedule of assigned subject. The type and schedule of internal evaluation is Planned in consultation with the Principal of the college.

Internal Examinations- The dates of unit tests and house tests are mentioned in the academic calendar. Detailed Examination schedule is announced in advance, by members of examination committee. To maintain further compliance, exam sheets are checked within five days after the commencement of each examination. In case of practical work internal viva and practical exams are conducted by respective teachers before/after the university examinations. The Institution right from the Admission of the new Entrant to the examinations administers and calculates minutely the progress of the pupil teachers and the college also constantly keeps track of their performance and progression in their further future prospects. Thus the 360 degree continuous internal evaluation of Knowledge-based education is rendered to the Students of the Institution.

Question Paper Setting- The question paper of internal exams is prepared by concerned teachers and is approved by the Principal. The Principal and examination committee selects question paper for common subjects out of a pool of papers prepared by all concerned teachers.

Exam sheets evaluation- The answer sheets are checked by the subject teachers in the given period of time.

Assignments and seminars- In addition to the tests, assignments and seminars are also the part of Continuous Internal Evaluation. Assignments are provided to students on the scheduled dates mentioned in the academic calendar. Every teacher conducts regular class tests in the form of discussions, seminar presentations, oral tests etc. Dates for submission of assignments are posted in whatsapp groups and Google classroom by respective teachers.

University Exams- The tentative dates for university exams are indicated in the academic calendar. The final university exam schedule is also displayed on students' notice boards.

Student feedback – At the end of academic session students submit their feedback for each subject through online feedback forms from the academic session 2019-2020 for maintaining complete anonymity.

Academic Monitoring- The Principal monitors the syllabus covered and student's attendance in the form of report from the faculty before the House examinations. Remedial classes are conducted for weak students in subjects.

Amendments- In case of unseen conditions, academic calendar is modified and revised as per the instructions of the Lalit Naryan Mithila University Darbanga.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

Program Learning Outcomes and Course Learning Outcomes are very well planned by the college and also displayed on the college website. The program outcomes and the course outcomes have been clearly stated. These are in accordance with the syllabi prescribed by Lalit Naryan Mithila University, Darbanga. The Program outcomes of B.Ed. are intended towards making the education process a more holistic experience for the pupil teachers, whose main motive is not only the acquisition of knowledge but also the application of this acquired knowledge through practical training.

The college ensures to achieve these Program Learning Outcomes and Course Learning Outcomes as per University guidelines. The teachers evolve themselves professionally outfitted with skills and competence for fulfilling technological needs and global concerns. College has adopted a system of education which strengthens the prospective of every learner to attain, preserve and transfer knowledge leading to foresighted society through innovative, experiential and joyous modes of learning. The college selected and makes use of learner-centred teaching techniques, developing an insight of fundamental change in conceptualizing disciplinary knowledge in school curriculum, essential capabilities for organizing learning experiences, selecting and making use of suitable evaluative strategies for facilitating learning. As a subject Gender, school and society it fulfills the challenges and overcoming gender inequalities in school, classroom, curricula, textbook, social institutions, etc. The institution involves student-teachers with self, child, community and school to form close associations between different curricular areas. College also provide many opportunities to the students to engage in community services activities students get to interact with the community. Our surrounding villages and clean public places like dispensary, primary school, Temple, Gurudwara sahib etc. they also participate in adult literacy campaigns for the elderly people of the village. Under these activities our volunteers work on the theme NOT ME BUT YOU as they represent themselves for the wellbeing of community. Many awareness lectures are also organized under these by experts, government and private doctors, faculty from Art of Living etc.

The teachers guide the pupil teachers in the general classrooms. The teachers also hold discussions and seminars in classroom teaching which gives the students an opportunity to explore more about the topics and present their views in front of the teachers as well as their peers. The teachers adopted various methods for teaching like lecture method, lecture cum demonstration method, heuristic method, project method, role playing method, discussion method to ensure the best learning.

Our students actively participate in curricular as well as co curricular activities.

All the courses prescribed by Lalit Naryan Mithila University, Darbanga of all the two years gives and immense opportunity to know more about their fields like values, culture, educational system, digital technologies (hardware and software) for creating resources and providing learning experiences for all types of learners, appreciation towards the role of pedagogy subjects in daily life. All these courses help to develop an understanding of the various methods, approaches and techniques of teaching.

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:** 98.51**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
98	100	95	73	98

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
Link for additional information	View Document

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

PLOs and CLOs are monitored for further improvement in student that the students are excelled in different innovative teaching methods and are able to know about modern strategies of teaching and learning which developed and enhanced different skills in the students to fulfill the growing demands in the field of education.

Regarding the details of practice teaching in schools, a student teacher generally delivers two/four lessons covering one composite method subject she / he opted per day. These are observed by the teacher educators or concerned subject teachers. So far the feedback and monitoring mechanisms are concerned, Internship incharges of the institution use to go to the various practice teaching schools to discuss with

the school teachers and the student teacher regarding the progress of this task.

Besides , thorough interaction with the Principal and the school teachers in respect of their concerned subjects gets the feedback about student-teacher’s class room performance and also interacts with the teacher educators as his colleagues regarding the progress and the problems faced by the student –teachers in teaching and managing the classes . After completion of teaching practice in the schools, post internship phase is held in the institution in the presence of the teacher educators as faculty members to share with the student-teachers regarding their experiences in the schools. Teacher educators give some suggestions for further improvement in their teaching performance.

The institute has a mechanism in place to cater to the students coming from across the country. Due importance is given to design, revision and effective delivery of curriculum in most efficient manner. Evaluation system is flawlessly designed to evaluate student performance at each stage of the program.

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

The Institute follows evaluation pattern of marks for internal evaluation and to prepare final lists Examination.

Program outcomes are displayed at various prime locations in the institute premises and are also available on the website to make faculties and students aware of the Program Outcome and Program Specific Outcome so as to make students aware of different course learning outcomes as mentioned in the syllabus provided by Lalit Naryan Mithila University, Darbanga.

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

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

2.7.4

Performance of outgoing students in internal assessment

Response: 98.99

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

Response: 98

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:

Indications of learning outcomes and programme outcomes are seen through the success of PLOs and CLOs. Skills achieved in the area of teaching-learning skills, communications skills, classroom management skills, individual participation, ICT skills, and soft skills. Internal or Formative evaluation is done through class tests, assignments, essays, practice teaching lessons, assignments, community work, learning resources, internships, and book reviews. External or Summative evaluation is done through external university examination.

1. Entry level: St. Paul Teachers Training College organizes an orientation programme for student-teachers at the beginning of the academic year. Year-wise orientation is also done at the start of each session. Teacher-educators orient the various tasks and activities; thereby an overall structure of the B.Ed. program is explained in detail.

2. Mid-term evaluation: After the start of the session the student-teacher is continuously monitored and assessed through essay tests, class tests, assignments, community work, learning resources, internships, book reviews, etc. Performance of all the activities is measured and student-teachers whose score is under 50% marks are given extra support through mentoring, guidance, extended library hours, peer tutoring, additional resources, books, and e-content. Student-teachers securing more than 70% marks are given additional support through skill development courses, and guidance for various competitive examinations such as CTET, NET, SET, etc. Counselling and guidance are given during mid-term evaluation. It helps students to boost their competencies and address the problems at the right time to emerge with meaningful results towards a holistic development. During the internship in second year supervisors provide feedback that helps student-teachers in realizing their weaknesses and boost their strengths in lesson presentation. Peer feedback is also encouraged for building confidence in them.

3. Exit level: After the completion of the two years B.Ed. course the teacher-educators evaluate the overall performance of student-teachers through the analysis of the year-wise academic and other achievements. This gives a clear indication of the progress made by each student-teacher right from the entry-level to the exit level. The achievements witnessed by the student-teacher in CCA, Examination, Internship, and other project-based courses indicate the overall development of the student-teachers

through the various teaching learning activities and given other opportunities for growth and self-development.

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: 3.6

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
Link for additional information	View Document

3.1.2

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

Response: 0

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

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

File Description	Document
Link for additional information	View Document

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last

five years in the form of:

- 1. Seed money for doctoral studies / research projects**
- 2. Granting study leave for research field work**
- 3. Undertaking appraisals of institutional functioning and documentation**
- 4. Facilitating research by providing organizational supports**
- 5. Organizing research circle / internal seminar / interactive session on research**

Response: C. Any 2 of the above

File Description	Document
Institutional policy document detailing scheme of incentives	View Document
Data as per Data Template	View Document
Link for additional information	View Document

3.1.4

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

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

Response: B. Any 3 of the above

File Description	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
Link for additional information	View Document

3.2 Research Publications

3.2.1

Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years**Response:** 1.01**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
5	3	4	0	3

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
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:** 0.47**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
2	1	1	2	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: 4.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	5	2	3	4

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: 49.88

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
95	89	75	92	71

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

3.3.3

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

Response: 52.01

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
92	91	96	89	72

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

3.3.4

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

Response:

The college believes in the all round development of the students and in sensitizing them to the prevalent social issues. Session begin with Hawan ceremony every year to inculcate the values. For harmonious development the college has functional committee/cells like Anti ragging comittee, legal cell, sexual readdress cell, IQAC cell. All the significant dates such as National Science day, Independence day, Yoga Day, Teachers Day, Hindi Divas, Rashtriya Ekta Saptah etc are celebrated to familiarize students with the value of our culture and traditions. The college promotes social consciousness. In our bid to encourage more and more students to be responsible citizens, we organize Rallies on special issues, thereby sensitizing not only our own students but also the immediate community/ neighbourhood. The students are involved in cleaning the campus under Swachhta Abhiyan and are made aware of the menace of vector borne diseases like dengue and chikunguniya.

In order to sensitize the students about Human Rights, Cancer, Investor awareness, Inclusiveness etc morning assembly is conducted. In order to ensure overall development of the students they are encouraged to participate in various items of Youth festivals like Heritage items, literary items, dance items, fine arts items etc. Educational trips are organized every year to the various places like janki mahal, Science city Darbanga, Agriculture Pusa University etc.to sensitize students about community.

Sensitized students visit community and aware community through various activites.

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

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

Response: 0

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

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
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: 4.2

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

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

File Description	Document
Report of each linkage along with videos/ photographs	View Document
List of teachers/students benefited by linkage exchange and research	View Document
Data as per Data Template	View Document
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: 3

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: 3

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:

The college aims to achieve the primary objective of providing the student an education, complete with personality development and professional training. To facilitate the same, a policy making mechanism that ensures transparency and efficient distribution of funds is in place. For conducting effective delivery of its curriculum the college has 8 spacious classrooms out of which 4 is ICT enabled classroom. One is ICT enabled Computer Labs, one multipurpose hall with LCD projector and four staff room. There are well marked and self - contained spaces for sports. The college has also maintain a Botanical Garden having different types of plants. Music room equipped with various musical instruments are available for curricular and co-curricular purpose. The college has two girls common room and two boys common room offers recreation and relaxation to students as a few indoor games can be played here and a well-equipped gymnasium is also available in the college.

The college cafeteria caters to students with a lunch , variety of snacks, hot and cold beverages, at reasonable rates. This offers a meeting hub for students where discussions are held freely.

The college boasts one volleyball ground, one badminton court and places for Kabaddi and Kho kho sports. Institute also uses nearby school ground (sister concern) for football and cricket.

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

4.1.2

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

Response: 50

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

Response: 6

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

Response: 12

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: 28.25

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
15.83	14.24	11.73	3.01	12.46

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

4.2 Library as a Learning Resource**4.2.1****Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software**

Response:

The college library act as the Knowledge Resource Centre, for the institution and its stake holders. Adjacent to this is a reading room with a reasonable collection of journals , periodicals and newspaper.

The college library was established in 2014 with a humble collection of books. However, the present block has been extended, modernized and updated over the years.

The College Library houses many collections of books, journals, reports, and other resources, offering a ready platform for the students, teachers and other stakeholders to pursue learning and research.

St. Paul Teachers' 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 library is a member of Granthalya and Inlibnet which provides catalogue of books, database of theses and dissertation, database of e-books etc.

The partially computerised internet equipped library of the college has an higher collection of books with subscription of magazines, journals, newspapers in english and hindi.

The library is developing a comprehensive collection of print, digital and media resources on education, philosophy, psychology, sociology, English literature ,History, Geography, Economics, political science, varied disciplines of sciences , health and Physical Education to fulfil the teaching and research needs of the teacher education community. The teaching and research work of the institution is also supported by online resources and e-library. The library has institutional membership of Information and Library Network Centre (INFLIBNET) , to fulfil information needs of faculty, students.

It provides excess to a big number of journals and books of national and international standards. The library has Offline book search facility.

Functions of Library Committee

Purchasing of new books Forwarding proposals for renovation Collection of material resources.

Access, use and security of library materials Annual Stock verification.

Preparing Annual Budget.

Reviewing the working of the committee Availing new trends in library management Utilization of grants and other facilities.

Adopting measures for motivating staff and students for strengthening reading habits.

The library has computer and internet facilities. There is a computer with Laser Printer B/W and xerox machine. 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 provides reprographic services to staff and students. The library is kept open on all working days from 10.00 a.m. to 4.30 p.m.

Library is open during all calendar days except the red letter days. Even on public holidays the library is open on request.

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

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
Web-link to library facilities	View Document

4.2.2

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

Response:

Our College St. Paul Teachers' Training College has access to library resources which students and teachers use frequently. Our College has Remote Access in simple language with the ability to access a computer / server remotely through a network connection. The users have leverage to work remotely away from the institution/ office while retaining access to a distant computer or network. E-journals, also known as electronic journals, are digital versions of traditional print journals that are published online. They provide academic or scholarly articles, research papers, and other scholarly content in various disciplines. These e-journals are accessible through multiple portals or platforms, such as university libraries, research databases, and publisher websites for students. With the aim of providing researchers and students with access to a wide range of scholarly articles, journals, and other research materials. It aims to bridge the gap between researchers and knowledge sources by providing access to online journals, databases, and other digital content. It enables users to search for and access scholarly articles and research papers easily, without any geographical restrictions. Students and researchers can access a vast pool of resources, including full-text articles, digital books, and research papers for students. Shodhganga It is a web-based repository that serves as a platform for researchers in India to deposit their Ph.D. theses and make them accessible to the public. It was initiated by the University Grants Commission (UGC) of India with the objective of creating a comprehensive database of scholarly work in various disciplines. Example: Shodh ganga in our library. It not only enables researchers to preserve and showcase their research findings but also promotes open access to scholarly literature It has become a valuable resource for academic communities, students, and the general public looking for research material. E-books, short for electronic books, are digital versions of printed books that can be read on electronic devices such as smartphones, tablets, e-readers, or personal computers. They offer the convenience of accessing a vast library of books in a portable and compact format. The college has subscribed to E- journals like CORE, Science Open, Directory of Open Access Journals for Library, Social Sciences Research Network, Public Library of Science, Open DOAR, CIA World Fact Book, Paperity, Eco Biz and Ethos for students. Databases They are structured collections of organized data that can be stored, managed, and accessed electronically. It provides a way to store different types of data, such as text, numbers, images, and videos, and connect related information in a structured manner for

students.

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: B. Any 3 of the above

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

4.2.4

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

Response: 0.68

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
1.31	0.56	0.68	0.49	0.38

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

4.2.5

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

Response: 6.88

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: 330

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: 255

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: 248

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: 370

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: 270

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

4.2.6

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

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

Response: D. Any 1 of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Usage of Wireless infrastructure in the college is to enhance the accessibility of internet for academic purposes and to browse exclusive online resource (licensed online journals) of the institution.

The connection strength has been progressively increased over the years to meet the changing demands of the situation.

To meet the growing demands of technically skilled professionals in the modern competitive world, the college ensures that its students and faculty are facilitated with latest computers and software. College frequently upgrades the IT facilities including Network, Internet and WI-FI in college campus.

The 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 computer Laboratory came into its own in 2014 with the sponsorship of Management of the college. 37 Computers and Laptop with internet facility and Licensed Software like Windows and Antivirus are provided in laboratory. Scanners, Printers, Projectors, Photostat Machines, 37 UPS and CCTVS 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 30 MBPS. In the college took a giant leap in upgrading IT infrastructure. A licensed software named Visual Studio has been installed to facilitate research on Multi-media data base.

Availability of the signal will vary from place to place for students/faculty members and staffs. The signal strength also may vary from location to location

It is not mandatory that each and every area in each floor of every block will have the same kind of signal strength. Each floor has a booster router; one each at left and right wing.

Password protection is ensured for security and safety.

Access to Wireless internet is only an extended service and either students or staff can access it on demand with support of the Network Centre Technical Staff.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 5.41

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

4.3.3**Internet bandwidth available in the institution****Response:** 60**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 60

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

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

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

Response: D. Any 1 of the above

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

4.4 Maintenance of Campus and Infrastructure**4.4.1**

Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)**Response:** 2.68**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
1.32	2.05	0.25	0.87	0.95

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

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

Proper care is given to the maintenance of equipment and infrastructure, so that optimal utility can be obtained.

Measures taken at Departmental Level**Library:**

All new books and journals are entered into library accession registers. Damaged /lost books are removed as per procedure mentioned. Annual stock taking of the library resources is duly carried out and the reports are submitted to the Principal. The Librarian is ably assisted by her support staff of a Restorer, and a Cleaner in the efficient and smooth running of the library.

Science Laboratories: The maintenance of these laboratories falls under the supervision of Librarian and Assistant Librarian for routine management. The outdated equipment and chemicals are disposed of as per the rules of the district administration. Stock registers are methodically maintained and checked by the teachers incharge and are verified by the Principal.

Sports:

An efficient ground staff is attached with the Department of Physical Education & sports 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.

ICT Resource Centre:

The College has ONE computer lab with Wi-Fi facilities. The college has engaged the services of a System Administrator for the upkeep of its infrastructure. A strong Firewall has been installed to protect the computer systems from data theft.

Construction & Purchase Committee:

To ensure proportionality, transparency, accountability and fairness in procurement of necessary articles for college use ,a purchase committee has been set up. A designated group of staff members in this committee independently review and evaluate the purchasing documentation like quotations and recommend the most appropriate supplier on basis of price and quality.

College Beautification Committee:

Regular cleaning schedule in college is a must ensuring that college is well maintained and is conducive to productivity. So a beautification committee has been formed to inspect various parts of the college campus from time to time and to take necessary measures for ensuring hygiene and cleanliness.

Gardening:

Gardening 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. The college has also entered into several annual maintenance contracts with various service providers for smooth functioning of all electronic gadgets.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: C. Any 2 or 3 of the above

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

5.1.2

Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

File Description	Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

5.1.3

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

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

Response: B. Any 5 of the above

File Description	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: C. Any 2 of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 18.05

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
16	12	8	6	43

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

5.2.2

Percentage of student progression to higher education during the last completed academic year**Response:** 15.15**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 15

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
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.2.3**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 23.14**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
51	41	7	7	3

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

5.3 Student Participation and Activities

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

There is no exists student council in self- finance private colleges as per state govt. rules.

5.3.2**Average number of sports and cultural events organized at the institution during the last five years****Response: 3****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
5	3	0	4	3

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

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

The alumni association jointly believe in creating and maintaining association with its alumni. The Alumni Association provides an interface for establishing a link between the alumni, staff, and students of the institute. The alumni are currently working at various positions all over the globe and proving their mettle in all spheres of teaching.

The Alumni Association Contribution through various means: Book Donation: Contribution by donating Books.

Alumni Interaction: Alumni give inputs to aspiring B.Ed graduates. They are invited as resource persons at various events, guest lectures and panel discussions. They provide inputs and share their experiences regarding skills, recent technologies in teaching world.

Placement & Career Guidance Assistance: Alumni are working in organizations at various capacities. They keep the faculties and the placement officer abreast about the available job opportunities. They assist and guide the students to crack the interviews. They also share their experience with the students and motivate them for their career development in various domains.

Job opportunities: Alumni provides innumerable opportunities in various companies to the students.

Awareness: Some of our Alumni have established startups in different sectors. They decided to become teacher during their academic span at our college. Through the journey as an teacher they learnt various skills & knowledge. They enlighten the students with their success stories and challenges faced.

Alumni Meet: The alumni get chance to reconnect with the new students and old friends. This is the best platform for networking and sharing current happenings in the teaching world. These inputs are helpful to academicians for molding the aspiring students.

Promoting Institute Events: Alumni associates with various events conducted at our college. Alumni take active role in planning and organizing any activity, competition or events.

Institute Social Responsibility: Our Alumni in association with St. Paul Teachers' Training college are engaged in conducting social activities for the welfare of the society through Donations in the form of Books, Stationary etc.

Communication:

Social Networks (Facebook / Whats App Group)

Contribution of Alumni

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.

Alumni also strengthens the placement cell of the college for job opportunities and for generating references in the job market for the placement of the students.

File Description	Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document
Paste link for additional information	View Document

5.4.2

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

1. **Motivating the freshly enrolled students**
2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

Response: C. Any 2 or 3 of the above

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

5.4.3

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

Response: 6

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	0	3

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

5.4.4

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

Response:

The Alumni are truly a strong support to the institution. An active Alumni Association can contribute in academic matters, student support as well as mobilization of resources – both financial and non-financial. But to achieve this, firstly education in India must be detached from political influences and politicians. Secondly, alumni needs to be convinced that their hard and earned money will not fall prey to corrupt practices and will be used wisely for betterment and growth.

Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent. Following are the mechanism through which Alumni Association acts as effective support system by:

1. Sharing their success stories in their respective fields during their interaction with the students. They also share how college has contributed in their all-round development by laying equal emphasis on academics as well as co-curricular activities and community services.
2. Encouraging students to pursue higher studies. The members provide academic or technical expertise and career advice for development of the students.

File Description	Document
Upload any additional information	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:

The institution has a well-defined vision and mission to make concrete and dedicated efforts for quality and value-based education. For the fulfillment of the mission, the leadership strives to maintain an open and interactive environment. All stakeholders are actively encouraged to participate and voice their perspectives for effective decision making and policy formation. A two-way communication between the staff and the authorities is an important feature of our institution. The governance of the college is reflective of the effective leadership as it addresses the needs of students and society it seeks to serve by:

- (a.) Developing attributes as per the need of the discipline.
- (b.) Developing overall personality of the students to be good citizens.
- (c.) Inculcating human values and having regard for heritage and culture.

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. The involvement of leadership is achieved through a well-defined organizational structure.

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. It adheres to the Academic calendar of Lalit Naryan Mithila University, Darbanga to accomplish its objectives. The college administration relies heavily upon its Internal Quality Assurance Cell comprising senior faculty members, members of the management, representatives of the alumni and social outfits.

Some of the major areas which the cell deals with are: The feedback committee collects feedback from students, teachers and other stakeholders. This feedback is considered Self Study Report of ST. PAUL TEACHERS' TRAINING COLLEGE, BIRSINGHPUR for future action of the institution. At the commencement of each academic session the administrative and academic committee comes out with different proposals for the effective delivery of curriculum as well as for the general improvement in efforts to impart social skills and awareness regarding environmental issues.

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

6.1.2

Institution practices decentralization and participative management

Response:

Parmeshwar Neeta Educational Trust is quite sensitive to latest management concepts like decentralization, teamwork, decision making, participative management etc. That is why it has adopted the policy of decentralization and the same is ensured through participatory management of the institution. The Principal with the support of Conveners of various committees initiates the decision making process which creates an organizational climate of participatory democracy. The faculty plays a significant role in the planning and effective implementation of the college administrative process. Responsibilities are delegated to them based on their competence, commitment and aptitude to meet the institutional objectives. It facilitates them to balance workload and provide development opportunities to staff to create positive and motivating environment, to inculcate team spirit to take initiatives and to make learning a more interesting and rewarding experience.

At the institutional level, various committees are formed which take decisions regarding their respective fields. They hold meetings at regular intervals and take into account the opinion of all members. The resolutions are passed with the consent of majority of members. Through committees such as Administrative committee, Academic Committee, Time table Committee, Anti-Ragging Committee, Examination Committee, Discipline Committee, Purchase Committee, College Campus Beautification Committee, Press Committee etc, the college encourages a culture of participative management. clubs and societies, teachers and students work in a cooperative spirit, helping and motivating each other and encouraging every individual to grow. The governing body also includes two staff representatives to look into the overall policy and governance. There is also an active unit of teachers' union.

Campus Beautification Committee and IQAC of the institution which shows that the institution is following the policy of decentralization and participative management. Though it is the Principal of the college who has the last say in the decisions of the committee, a senior assistant professor is appointed as the convener of the committee. The committee is constituted of a few full time teachers. Transparent working Procedure Firstly, the demands and requisites are received by the office. Then the Principal marks those demands and requisites to the committee. The convener of the committee notifies the time and date of the meeting to all the members to discuss and decide about the demands received. All members sign the comparative statement and then the order is placed. After the order is duly completed a cheque is issued to the supplier. The committee holds its meetings as and when required. The minutes of

the meetings are maintained regularly.

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

6.1.3

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

Response:

The members of the Finance Committee discuss major matters relating to budget provisions of the College and finalize budget proposals to be presented before the Management Council for approval near the beginning of each year financial year. The day to day income received and expenditure incurred is accounted and documented in the various registers of the college; It is being audited by competent authority and counter signed by the principal at regular intervals. The financial accounts are audited yearly under various heads at different strata like Management level and Chartered Accountants level. The financial transparency of the institution reflects in the following actions Preparation of annual statement of accounts Structured utilization of management funds Auditing and documentation of the fund by internal and external system. Documentation of all financial transactions Periodic filing of documents of income tax paid by staff members.

Academic Transparency: The regulations, curriculum and syllabus are uploaded on the college website. There is an academic committee in the college which monitors the academic activities. The rules and regulations are made clear to the Students through the college Annual Calendar; made available online or through Hard copies. Significant current events, including admission, examinations, seminars, time-tables, workshops, training programs, etc are posted on the College notice board. They are circulated among the staff and students. The admission process at the Under Graduate level is organized as per the norms laid down by the Lalit Naryan Mithila University, Darbanga in the Prospectus. The process is published through the College Website and also by one-to-one counseling on campus for those who seek information regarding admission. The mid-term examinations, assignments, and projects are verified and feedback is provided regularly.

Transparency in the Admission process is ensured through: Online process through college Admission Portal on the basis of merit and reservation policies of Government of Bihar. Interaction Session with parents and students. Proper documentation with receipts for official and in-house contribution by Students / Parents.

Transparency in Administrative and auxiliary functions: Periodic review meeting at various levels . Periodic Faculty Meetings, Institutional IQAC, Meetings, attendance and admission. Grievance Redressal mechanism for faculty, students and parents. Timely handling of files and papers to various

agencies.

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:

The institution has undertaken many initiation as part of its strategic planning. One event to high light is with respect to curriculum implementation. The revised teacher education curriculum as per NCTE guidelines since 2014-15 at the college is two year duration. The intense practice teaching is scheduled in the 2nd year and the internship is to be undertaken in the 2nd year. After the observation of the student teacher progress of work in the 2nd year during the first batch of the two year B.Ed. course (2015-17), it was noted that an organizational support in terms of Time vs. Actions to be performed is to be provided in advance to the interns in order to streamline their effort to culminate to a more fruitful one. Based on our internal analysis from the managerial/planning perspective, Students are provided with a copy of the same. They are directed to follow the scheme as far as possible to reduce the assumed heavy work load during the internship in a sequential manner. The major advantages of the schedule designed and followed by the student-teachers were identified as: proper time-action sequencing, prioritization of events, advance organization of complex functions with a pre-determined action plan resource mobilization and goal setting with a clarity in mind, stage wise progress analysis and self assessment of achievement of immediate goals, emotional stabilization through a pre-fixed action plan, strategic time management, better coordination (reduced friction) between the college and the practicing schools etc.

A strategic plan ensures that the set target is achieved through accountability process comprising of review, evolution, reporting and re-planning. This is done by preparing long and short term plans.

Strategy: Introduction of Online Admission Process and Digitization of Student Record. To meet the challenges of this era of rapid transition with the aid of information technology and online facilities, our college formulated a well defined strategy to offer complete digitization right from the admission process to the final record of students' progression throughout their stay in the college. Self Study Report of ST. PAUL TEACHERS' TRAINING COLLEGE BIRSINGHPUR.

Procedure and Outcome of Implementation: Our first humble step in this direction was to get the students' data filled in separate Performa. This information was then fed into a computer. As we upgraded our website. A special effort is made to guide even those students who are not adopt at working on the computer. Our ICT technician is ready to assist them. Once the students are admitted we keep

them updated with various notices regarding mid-session tests and their lecture requirement. The marks of the Practical Examination and Internal Assessment are sent online to the university. The University results are also recorded digitally. We also have a digital record of the progression of our students to higher education and their final placements/ absorption in jobs/professions.

File Description	Document
Documentary evidence in support of the claim	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document
Link for additional information	View Document

6.2.2

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

Response:

Hierarchy of Administrative setup The Institutional bodies form an effective and efficient as visible policies administration set up. Manager is the authority of all administrative function. An office was setup for the proper functioning, placement, promotions and for managing the service rules and appointment. The academic council frames policies and regulations and it is published in the academic Calendar of the college. Administrative council review academic economic and physical facilities and other activities of the college and suggest remedial measures.

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 especially Academic Staff Colleges. Directing the administrative body to make the necessary provisions for maintaining the smooth functioning.

Recruitment of Faculty: The appointment of staff members, both teaching and administrative is made on procedural lines. Notification in registered newspapers Preparation of list Inviting university nominees after getting concurrence to the post. Constitute of interview board as per government norms. Issuing interview memo to all eligible applicants. Conducting interview and preparation of minutes signed by selection board members. Preparation of merit list with the approval by the manager. Issuing appointment orders on the basis of vacancies available. The College functions under the supervision of **Parmeshwar Neeta Educational Trust**. The Principal is the administrator of the college and he/she works in collaboration with the governing body to regulate and maintain a congenial academic environment. The Principal along with members of the teaching and non teaching staff implements the decisions and policies of the management. Faculty members report to the Principal and carry out the functions of the college. The College has a well- defined organizational structure in the administrative staff also. Hierarchy of staff, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism are defined as per the rules of the Lalit Naryan Mithila University. In

addition, a number of cells and committees comprising a large number of students & faculty members are active in various departments to enable effective learning of students. The college has a democratic setup, where each unit is given full freedom to innovate and plan its perspective of development, Self Study Report of ST. PAUL TEACHERS' TRAINING COLLEGE operates through a structured organization for discipline and smooth functioning. Role and responsibility of various bodies are well defined to ensure accountability.

File Description	Document
Documentary evidence in support of the claim	View Document
Link to Organogram of the Institution website	View Document
Link for additional information	View Document

6.2.3

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

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

Response: A. Any 6 or more 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
Annual e-governance report	View Document
Link for additional information	View Document

6.2.4

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

Response:

The administrative functions of the institution are carried out by the Head of the Institution through a series of committees and cells. The head of the institution organizes meeting before the commencement of the academic period. Various committees and cells are formed through discussion and voluntary acceptance of the faculty based on their potential, teaching experience, interest, communicative style and specialization. The plan of action is prepared after thorough discussion. Powers are delegated to these different bodies for the smooth functioning of the academic activities with the Principal having a supervisory role. Every month staff meeting is conducted where analysis, evaluation and new plans are discussed and proper decisions are taken. The decisions are informed to Staff at the meetings conducted between the Principal and the staff and will be conveyed to the management who ensures that the responsibilities are properly defined and communicated to the staff through official communications. The list of various committees/ cells functioning in the institution is attached as document for clarification. The various committees are Anti-Ragging, Grievance Redressal, Sexual Harassment Prevention. Along with this, other committees function to look after liaison with apex bodies such as UGC, NCTE, NAAC, AISHE etc. Besides these, the day to day administration, scholastic and co-scholastic programmes etc. are carried out through different cells.

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 gives dire importance for the welfare of its Faculty members. Significant initiatives were taken for the teaching and Non-teaching faculties in various dimensions such as

1. Academic
2. Professional
3. Social
4. Economic
5. Health and well being

Considering the above aspects, a multitude of programmes are envisioned. The management is vigilant to maintain the much needed professional environment in the campus. Wheat loan is granted to the non teaching staff and the rules and regulation are as per the Management. The staff members cooperate with each other and extend support in times of emergencies and casualties for the inmates and family members. Medical and health insurance scheme is provided to the employees as per rules of Government of Bihar. Canteen facilities for students and staff. Outdoor and indoor activities including recreational tours for staff. Yearly get together and cultural programme of the staff. Merit awards are presented for staff on the basis of their higher achievements Encourages the staff to be resource persons in other institutions, Motivates the staff to take part in seminars, work- shops, conferences and publications. Realizing that a satisfied employee is an asset for the institution and can make college a productive place, the management has put several incentives in place for teaching and non-teaching staff besides the salary package. Some of the initiatives towards the welfare of the staff and faculty . College has developed a healthy practice of providing salary to both teaching and nonteaching staff . Maternity Leave, Medical Leave, Loan against PF, ESI Gratuity for non teaching and teaching staff as per the guidelines of Lalit Naryan Mithila University Provision for Duty leave for attending meetings, seminars, workshops and conferences for professional development purposes.

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
Link for additional information	View Document

6.3.2

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

Response: 54.05

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
11	16	4	5	4

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

6.3.3

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

Response: 5

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

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

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

6.3.4

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

any other similar programmes**Response:** 8.11**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
6	0	0	0	0

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

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

The Institute follows a systematic Performance Appraisal System for teaching and non-teaching staff. The IPEM evaluates non-teaching staff based on performance in technical work and administration-related activities, co-curricular, professional, development-related activities, academic contributions, general conduct, and qualities.

Procedure Followed in Self – Appraisal is:

A structured “Self-Appraisal Form” is made use of by each faculty member for this purpose, wherein he/she gives the details of his/her performance and participation in all the activities assigned to him/her by the department and Institute.

Then concerned Principal give their remarks on the performance of the faculty member.

The management evaluates the faculty members and staff by merit rating based on their performance during the period of evaluation.

Then deserving Faculty recognized and awarded for academic performances, research proposals, consultancy, patents, and publication during the Teacher’s Day function each year.

Annual Awards to faculty/staff who perform beyond the call of their duty and even additional increments in some cases.

In addition, the salary revisions periodically are based on the performances indicated by results, project guidance, peer-reviewed publications, funded research, patents developed, recognition by professional bodies, and contribution towards achieving institutional goals in the case of non – teaching staff. The above methodology of merit rating has helped the institution to identify and reward meritorious employees and to positively motivate them.

Appraisal of the staff is done on the following parameters:

Job Description Achievements

Competency for future growth Learning ability

Contribution to Institutional Growth and Welfare Activities

Quality of Work and Productivity Team working and supervisory Skills.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The **St. Paul Teachers' Training College Birsinghpur (SPTTC)** has a separate Finance and Accounts Section which takes care of budgeting, financial planning, accounting for all receipts and expenditures as well as getting the accounts audited both internally and externally and thereafter filing the necessary tax returns. The institution conducts internal and external financial audits regularly.

The institution has a very strong mechanism for conducting an internal and external audit. **Mechanism of Internal and External Audit followed by the Institute is as below:-**

INTERNAL AUDIT:

Mechanism of Internal audit and settlement of objections implemented in the institutions is as follows:

Study of the Society and regulations Examine the previous financial statements.

Noting of provisions applicable Evaluation of Internal control system Verifications of student's fee registers.

Authorization of fees concessions, controls, policies.

Examining the statutory payments to different bodies like EPF, TDS, Income Tax Examining the Bank Passbook Examining Grants, sponsorships, deposits, payments.

At the end crosscheck all procedures and educating to put control for all transactions Interdepartmental stock checking reports.

Internal audit is carried out in a year. Audit review the utilization of budgets and for ratification of new items not included in the Audit Budget.

If any observation/objections are reported in the audit report submitted by the external auditors, such issues are investigated by the Institute's oversight committee consisting of the Department of Accounting, the Internal Auditor, the Department Head concerned, and any other member nominated by the Director.

The audit team also checks stock reports and conducts Library audits, Institute Works and carries out analyses of the entire Institute's Income and Expenditures.

EXTERNAL AUDIT:

Mechanism and settlement of objections of External Audit: •

The auditors verify all financial transactions with the supporting documents and the approvals given to the same by Competent Authority.

The financial transactions are accounted in Tally ERP by the Institute.

The audit is conducted in accordance with the Auditing standards generally accepted in India. They plan and follow laid down procedures to obtain reasonable assurance about whether the financial statements are free from any material misstatements or nothing has been ignored.

Auditors also examined on a test basis evidence, supporting the amounts and disclosure in the financial statements.

It also includes assessing the accounting principles used and Management's estimates and evaluation of overall financial statements presentation.

Based on such audit, the Chartered Accountant issues Audit Report giving True and Fair view on the financial statements

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
Link for additional information	View Document

6.4.3

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

Response:

The following are the various strategies employed by the institute for fund mobilization and Resource mobilization.

Strategies Employed for Mobilization of Funds:

The only source of Institutional funds is student's academic fees. This Academic fee is used in the following aspects/areas:

- A large amount of fee is utilized in providing Faculty & Staff's Monthly Salary.
- Another large amount of fee is utilized in providing various facilities like Wi-Fi Facility, Electricity, Water, Rho, Telephone, etc.
- In conducting activities like Seminars & Workshop for faculty, Seminars & Workshop for

students Organizing Field Trips.

- Organizing Alumni Meet every year.
- Conducting Practical Exams.
- Providing Incentives to Faculty for Paper Publishing, Out-Standing Performance, Participating in workshops and Seminars.
- Providing Incentives/Scholarships to Meritorious Students In organizing different Cells and committee Activities.
- In celebrating Festivals like Holi, Diwali, Christmas, New-Year, Teacher’s Day, etc Inter & Intra house Activities/ Competitions.
- Providing free Transport Facility to Faculty, Staff, and Students Organizing and Participating in Inter- Institute Competitions, Infrastructural Maintenance like renovations etc.
- Infrastructural Developments like constructions of rooms, Labs, etc.
- Providing Physical Facilities like purchasing of Computers, Books, Projectors, Furniture, etc Adopting Various Faculty & Staff welfare policies like Free Transport.

Strategies Employed For Optimal Utilization of Resources:

The institution adopts a comprehensive resource mobilization policy:

Mobilization of Physical Resources

- The whole campus is utilized fully and imaginatively. A strip of land behind one of the buildings has been transformed into a covered table tennis Court.
- The building plan of the institute was revised and Campus is fully renovated for providing the best infrastructural facilities to the students and facilities to the Faculty & Staff.
- The Computer Laboratory accommodates students of multiple works, the seminar halls which are also used as lecture theaters, the library which functions as a composite knowledge resource center are a few other examples of optimal space utilization.

Mobilization of Intellectual Resources

- The institution mobilizes its human resources, too by visualizing, designing, and implementing academic and co-curricular activities.
- It encourages all staff members to reach their personal and professional growth goals by cooperating with their career development imperatives and discipline-specific aspirations.
- Most importantly, it is the abstract resources of intellectual and moral probity, along with a social conscience and cultural inclinations which are prioritized and cultivated by the institution for its progress.

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:

In the pursuit of quality assurance, quality up-gradation, assessment and accreditation, and Institutionalization the institute has established the **Internal Quality Assurance Cell**. To initiate, plan and supervise various activities that are necessary to increase the quality of the education imparted in an institution the IQAC has been a proactive player in this overall benchmarking process.

The IQAC has contributed to institutionalizing quality assurance strategies and processes at all levels. The IQAC at SPTTC performing the following tasks on a regular basis:

- Institute prepares an Academic calendar through its IQAC every year at the beginning of the academic session in which the commencement of the classes, various events/activities, Examination Schedule, and mid-term exam is notified.
- Improvement in quality of teaching by regular inputs to all concerned based on feedback from students.
- Students and staff give their feedback and suggestions on teaching and administrative performance through the Suggestion Box located outside the Account Office.
- Feedback is also taken by each student through feedback form after completion of each session.

IQAC has collected feedback inappropriate forms from different stakeholder categories analyzed the same and used it for qualitative improvement.

- To cope up with the changing world scenario IQAC has tried to stay up with the ICT.
- Enabled teaching-learning process. To felicitate the teaching-learning process, Institute has set up ICT- enabled classrooms (with projectors & CPU) & Fully equipped computer Labs with the latest configured software.
- E-journals, Infilbnet, e-books database, 100 Mbps internet connection, and Wi-Fi facility are available for the students and staff.
- Institute is having its own ERP System to provide audio-video lectures of the faculty.

The teaching-learning processes are reviewed, and improvements implemented, based on the IQAC recommendations.

- IQAC also provides inputs for best practices in administration for efficient resource utilization and better services to students and staff.
- IQAC is also involved in the development of the Institutional Self-Assessment Tool.
- The IQAC led efforts to the successful implementation of alternative sources of energy, especially enhancement of jenrator & water harvesting in the Institute.
- IQAC provide inputs for Academic and Administrative Audit and analysis of results for improvement in areas found weak.
- IQAC plays an important role in inculcating research culture in the Institute. Research incentives

are provided to the faculties for publishing their papers in Scopus Indexed/UGC/National/International journals.

Besides this IQAC has taken the following initiatives for the institutionalization of the quality culture in the Institute

- Self-Study Reports of various accreditation bodies IQAC conducts periodic meetings.
- Performance-Based Appraisal System Stakeholder’s feedback.
- Process Performance & Conformity Action Taken Reports.
- New Programmes as per National Missions and Govt. Policies.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	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:

?SPTTC reviews its teaching-learning process, structures & methodologies of operations, and learning outcomes at periodic intervals through IQAC setup as per norms.

?The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process.

?The Academic Calendar is prepared in advance, displayed, and circulated in the Institute and strictly followed.

?Admission process, orientation program, tour, Examination Schedule and Declaration of results, and commencement of mid-term exam are notified in the Academic Calendar.

?All newly admitted students have to compulsorily attend the Orientation Programme, in which they are made aware of the philosophy, the uniqueness of the Education System, the teaching-learning process, the system of continuous evaluation, compulsory core courses, various co-curricular activities, discipline, and culture of the Institute. All students are also given a guided tour of the campus and the various facilities at the end of the Orientation program.

?All students are provided with the complete syllabus, Time-Table, Programme structure before the session commences, and a group is created in which all details & notices relevant for students are provided from time to time. All-important announcements are also made on the same group.

?Presence of Principal held periodically to take feedback and appropriate steps are taken to enhance the teaching-learning process.

?Feedback is properly analyzed and shared with the Secretary, Principal and individual faculty members.

?Students are also free to approach the Secretary of the Institute for feedback and suggestions.

?The teaching-learning processes are reviewed, and improvements implemented, based on the IQAC recommendations.

?The seminars and workshops conducted for the faculty and students from time to time. Examining students by conducting internal tests assessments.

?Arrangement of remedial classes doubt clearing classes for slow learners Establishment of research cell in order to encourage research activities.

?Appointment of Senior/expert faculty and resource person to get added advantage from them.

?Automation and digitalization of library.

?Provision of Wi-fi facility and smart classes.

?Increased usage of ICT tools in the teaching-learning process.

?The suggestion/complaint box is placed for everyone all the time and also on some important occasions to get the feedback of the students. ?Suggestions are considered while framing policies related to the institution.

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

6.5.3

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

Response: 8.8

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
12	7	7	10	8

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

6.5.4

Institution engages in several quality initiatives such as

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

Response: D. Any 1 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:

No any incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives.

File Description	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:

St. Paul Teachers' Training College is very much sensitive towards conservation and use of alternate source of energy. Energy conservation is the effort made to reduce the consumption of energy by using less of an energy service. This can be achieved either by using energy more efficiently (using less energy for a constant service) or by reducing the amount of service used . Energy conservation is a part of the concept of Eco-sufficiency. Energy conservation measures (ECMs) in buildings reduce the need for energy services and can result in increased environmental quality, national security, personal financial security and higher savings.

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

- It is mandatory that if any existing light will damage it will be replaced by only LED lights.
- All the teaching ,non teaching and students are instructed regarding switch off the lights when they will go out from any room.
- As the rooms are very much ventilated so there is less requirement of electrical lights . In college premises there are 5 star AC for reducing consumption of energy.
- College uses LED monitors in ICT labs for saving.
- Peons are instructed to check each and every switch time to time for conserving energy.
- Teachers use Google classrooms for assignments, evaluation purposes.
- For awareness regarding energy conservation poster making competition are organized. For awareness regarding energy conservation rallies are organized.

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:

St. Paul Teachers' Training College endeavours at harmonious and all round development of the students by providing healthy and congenial atmospheres necessary for intellectual, moral, aesthetic and physical growth as well as emotional stability.

For waste management the action plans are :

- It is mandatory on the part of every employ to report changes/additions in hazardous waste generation and steps taken to reduce generation of waste per unit of production.
- The waste could either be recycled /reused or disposed off . Waste avoidance and waste minimization at source.
- In the hierarchy of waste management, waste avoidance and waste minimization have to be attempted first.
- **Paper waste be recycled using different ways:** Burning of leaves, vegetable waste and some general waste will be completely prohibited with in the campus to maintain carbon neutrality.
- Waste management dumping for making compost.
- Different types of bins like red, green and blue for general, Paper and Plastic waste. Provision of vermin composting for waste management.
- E- waste management by exchange of items.
- There is a system of rain water harvesting through Pipes from roof having lower end near the garden.
- The AC's waste water is used for watering the plants.
- There is drip irrigation system in the lawns, push taps in the institution for saving water. Sign board for water conservation regarding awareness.
- For avoiding paper wastage Google classrooms adopted.
- There is provision of leakage check periodically in generator.

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

7.1.3

Institution waste management practices include

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

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
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 other relevant information	View Document
Any additional link	View Document

7.1.5

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

Response:

St. Paul Teachers' Training College is Located in a village area that is 10 Km far away from samastipur. College is surrounded by farms with lush green Lawns including varieties of trees, herbs, shrubs. Institution is free from pollution. In the college there is Pollution check board by Bihar pollution control board.

For cleanliness ,sanitation, green cover and providing a pollution free healthy environment college opted following actions:

- College is properly cleaned three or four times in a day.
- Different banners are displayed in college campus regarding cleanliness.
- The college premises has lush green lawns and a rich biodiversity of flora which is taken care of by a dedicated team of gardeners and members of Beautification Committee.
- Any new construction at the expense of existing trees is avoided.
- To increase the green cover of the college Plants are purchased from different Nurseries. Plantation drives are a regular feature and students are motivated not only to plant a sapling but also adopt one plant and nurture it. In the institution there are lot of trees.
- In Botanical garden houses of the college there are many herbs with medicinal values and air purifying plants.
- Vehicles are not allowed to enter the main building area of campus to lessen air pollution.
- The staff and students are encouraged to use pedestrian mode or public transport to reduce the carbon footprint and become more environmentally astute.
- The students are provided necessary documents to facilitate the concessions offered by State Transport Division immediately after admission.
- A sincere endeavor is being made to keep the campus plastic free by banning the use of plastic bags and plastic based disposable utensils in the canteen.
- Smoking is strictly prohibited inside the campus and is regarded as a punishable offence as per code of conduct of college.
- Instead of relying on artificial lighting, we use natural light whenever possible.
- The building is provided with ample windows which let the natural light filter into the classrooms and offices. The college is in the process of replacing traditional lights with LEDs.
- We are firmly entrenched in digital era, So we are trying to ditch the use of paper by opting for online procedures.
- Important information conveyed to the staff through WhatsApp group 'college information' and emails reduces dependence on paper notices.
- Staff members are advised to reduce taking printouts and use both sides of paper.
- Beautification Committee is proactive in organizing awareness programs and rallies regarding environment sustainability.
- Signboards loudly convey the message of environment protection and help in engraving green practices in the minds of students.

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: C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	View Document
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: 0.36

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
0.35	0.11	0.11	0.12	0.03

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

7.1.8

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

Response:

St. Paul Teachers' Training College is striving to imbibe the teaching learning process with unique blend of intellectual vigour and ethical Engagement.

The core belief of the Institution is the holistic vision that discount the past but at the same time embraces the future with unwavering confidence in the ability to shape it & harness its possibilities. We are committed to nurture & create teachers who are equipped to become world citizen who take pride in their heritage.

St. Paul Teachers' Training College is located in a village surrounded by farms. Institution has green Lawns with Varieties of trees, herbs, shrubs. Institution is 10 Km far away from Samastipur. So institution is free from pollution. In the college there is Pollution check board by Bihar pollution control board.

St. Paul Teachers' Training College is using locational Knowledge and resource in the following manner:

Various activities is done at near by villages in a session .So students learn the feeling of cooperation, sharing, learn or understand our heritage ,their life style, ethics, morals etc that is missing in the city.

During pre internship programme during B.Ed I and II year students learn the type of school, culture of the school, Observe teachers while teaching, observe students.

Using Gymnasium of St. Paul Teachers' Training College for students fitness.

Using halls of St. Paul Teachers' Training College for different functions and also providing our own to them. Using different schools for teaching practice and skill in teaching competition.

A vast collection of old students who are well placed in the many of the neighbourhood schools and colleges also constantly used for supporting the curricular and co-curricular growth of our inmates.

Art and Aesthetic Workshop is conducted by artists.

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: B. Any 3 of the above

File Description	Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	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 Practice – 1

Title of the Practice : WOMEN EMPOWERMENT THROUGH HOLISTIC EDUCATION

Objectives of the Practice :

- To build a safe and inclusive environment for girls.

- To develop a culture where girls can acknowledge the real world problems and learn to overcome them.
- To boost their self-esteem & confidence.
- To develop in them essential traits like compassion for humanity & love for nature.

The Context: Women have been a marginalized class in educational sector. In spite of efforts to reduce gender gap in education, there continue to be significant barriers to girl education. Co-education was introduced in majority of classes in main college and a sincere endeavour was made to generate a gender neutral atmosphere.

The Practice: The college caters to the growing needs of education of girl students of the region and enables them to pursue their studies independently in a protected campus . Organization of multifarious competitions to equip the girls fully to face the real world.

Evidence of Success: Stupendous results in academics in all classes prizes in co-curricular activities.

Best Practice – 2

Title of the Practice: “TEACHING – LEARNING METHODS PROMOTING SKILL-BASED EDUCATION, AND ENTREPRENEURSHIP.”

Objectives of the Practice :

The objectives of using learner-centered, participatory, innovative teaching-learning methods are as follows:

- To engage students in the learning process, at an individual level as far as possible. To respect the learner as an active participant as opposed to a passive recipient.
- To encourage cooperative learning.
- To empower our women students to build self-confidence.
- To enable students to extend their knowledge into the community.
- To have students co-construct knowledge and take ownership of ideas.

The Context : The Institution stands for a socially relevant education that awakens the students’ sense of social responsibility to reach out and share their knowledge and skills in society.

The vision of the Institution focuses on inculcating values of respect, commitment, and concern for the service of others, thereby enabling students to make a positive contribution to society in the 21st century, through their extension services and entrepreneurial ideas.

The Practice : The Innovative Processes adopted by the institution in Teaching and Learning promote Skill-Based Education, Extension Activities, and Entrepreneurship in the following ways:

- Experiments and demonstrations; Simulation techniques; PowerPoint presentations; Using Movies, documentaries and videos; Mind Maps which help students to picturize the information and facilitates clear understanding and quick review – These provide the know-how as a theoretical basis for Skill-Based Education.
- To engage the students of all the departments in the rural extension program at various rural

centers.

- Value-added computer course for all students to make it most relevant to the current needs.
- Value-added courses enhance the students’ creativity, entrepreneurship and help develop skills.

Evidence of Success : Creative, student-centered, participatory teaching-learning methods are used at all levels of the course.

The students are exposed to the latest developments in the field and requirements of the education. Students have got a lot of exposure to conduct activities and develop soft skills, communication skills, and leadership qualities.

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:

St. Paul Teachers' Training College is striving to imbibe the teaching learning process with unique blend of intellectual vigor and ethical engagement . It was indeed a blessed day in the history of academic development when in 2014 this college was established .It is indeed in the process of genesis with the propellant force behind the noble Endeavour of **Parmeshwar Neeta Educational Trust**.

The students are groomed in such a way that they not only excel in academics but also earn accolades in allied fields of Sports, Co Curricular activities and Community Service. The passionate faculty members are the assets of our institution. ICT enabled teaching is imparted to keep pace with digital age.

Interface with eminent scholars are arranged to broaden the outlook and acquaint the students with latest streams of thought in their subject. They are made to showcase their academic worth through Power Point Presentations and Student Seminars. In addition to academic pursuits within college campus, Educational trips and Industrial visits are also used as tools for optimizing concept development and promoting experiential learning among students.

Access to a well-stocked library with internet facility, e-learning sources, journals, periodicals has enabled them to achieve extensive academic growth. The library is equipped with software and audio books for visually impaired students to enable them to pursue academics despite odds.

Our results in the past five years have been fairly good and some of our meritorious students clinched

university positions. Merit Scholarships, Fee Concessions, Roll of Honor and College Color are conferred upon the excelsior in recognition of their consistent hard work.

Annual athletic meet is a regular feature which provides equal opportunities to boys and girls to exhibit their sporting prowess in various track and field events the.

The students are afforded ample opportunities to soar higher in this arena through various committees and Society activities, Talent Hunt Show, Fresher’s Party, Farewell Parties and Inter College competitions.

The students are also motivated not to remain self-centered and are urged to take up social roles through co-curricular activities and Outreach programmes. Donation drives, Participation in Walkathons organized for a cause, Awareness Rallies, Candle Marches, Blood Donation Camp, Swachhta Abhiyan, Plantation Drives enable the students to be socially responsible.

The college corridors exhibit motivational sayings inspiring the students to adopt ethical lifestyle. Positive progression enables the institution to work harder year after year and carve a special place on the map of the city. Morning Assembly, Display of Thought of the Day and Yoga camps are the means of arousing spiritual feeling among the young minds and creating a pious ambience in the college.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

St. Paul Teachers Training College is running an ERP system for the benefit of students' teaching-learning process. There are so many options for students' teaching-learning process such as lecture reading, downloading in PDF and video format and students can read by individual accessing system by personal tracking ID. In the library students and teachers can access online books and journals by n-list software. Our college enables a digital board for teaching-learning for classes and also an LCD projector in the era of digitization.

Concluding Remarks :

The frequency of curriculum updates or syllabi revision depends on the University. The Mentoring program for all students helps them to face academic and personal challenges continuously. Value-added courses like computer skills courses, E-Content Writing, Communication Skills, Personality Development Programmes, etc. are imparted for the holistic development of the Students. The teaching-learning and evaluation process of the Institution follows the academic calendar prepared in synchronization with the University calendar. Academic calendar in such a way that optimum experiential learning is imparted to the students. An Orientation Program is conducted by SPTTC to get better insights into terms of knowledge and skills of the Students. The Institute encourages research among its faculty and students in various ways like sponsoring them to present papers in National and International Seminars/Conferences, providing them academic leave for research, and attending international and national Seminars/conferences. The SPTTC had initiated a financial incentive Scheme for the Research Paper Publication among the faculty. The focus of SPTTC has always been to be at the forefront of optimum utilization of Information Technology (IT) resources and leverage the power of IT in making the learning process, informative and engaging. The computer laboratory has more than 25 computers with the latest hardware and software. The Internet facility is available round the clock using a broad band of 100Mbps. The computers are connected to LAN. Wi-Fi facility is available in the open area throughout the Institute. The academic support consists of Remedial Classes, Providing Online Notes and Question Banks, Conducting various Seminars and Workshops, Value Added Courses, Guest Lectures, Central Teachers Eligibility Test (CTET) / Bihar Teachers Eligibility Test (BTET) coaching, etc. Support in co-curricular activities is extended by activities organized by Various Student Clubs. The Career, Placement, Grievance related issues are addressed by the Training and Placement Cell, Mentoring System, Anti Ragging Committee, Grievance Redressal Cell, and the Women Cell. The Institute has signed many Memorandum of Understanding (MoUs) for conducting seminars/conferences and sports meets.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
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 required changes as per supportings.</p>																				
2.1.3	<p>Percentage of students enrolled from EWS and Divyangjan categories during last five years</p> <p>2.1.3.1. Number of students enrolled from EWS and Divyangjan categories during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>7</td> <td>16</td> <td>4</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>7</td> <td>16</td> <td>2</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made required changes as per supportings.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	2	7	16	4	0	2022-23	2021-22	2020-21	2019-20	2018-19	2	7	16	2	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
2	7	16	4	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
2	7	16	2	0																	
2.3.3	<p>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..</p> <p>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</p> <p>Answer before DVV Verification : 100 Answer after DVV Verification: 198</p> <p>Remark : DVV has made required changes as per supportings.</p>																				
2.3.6	<p>Institution provides exposure to students about recent developments in the field of education through</p> <ol style="list-style-type: none"> 1. Special lectures by experts 2. 'Book reading' & discussion on it 3. Discussion on recent policies & regulations 																				

	<p>4. Teacher presented seminars for benefit of teachers & students</p> <p>5. Use of media for various aspects of education</p> <p>6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global</p> <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: C. Any 3 of the above Remark : DVV has made required changes as per supportings.</p>
2.4.3	<p>Competency of effective communication is developed in students through several activities such as</p> <ol style="list-style-type: none"> 1. Workshop sessions for effective communication 2. Simulated sessions for practicing communication in different situations 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ 4. Classroom teaching learning situations along with teacher and peer feedback <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made required changes as per supportings.</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 : B. Any 3 or 4 of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made required changes as per supportings.</p>
2.6.2	<p>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</p> <ol style="list-style-type: none"> 1. Display of internal assessment marks before the term end examination 2. Timely feedback on individual/group performance 3. Provision of improvement opportunities 4. Access to tutorial/remedial support 5. Provision of answering bilingually <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made required changes as per supportings.</p>

3.1.3	<p>In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:</p> <ol style="list-style-type: none"> 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 <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 required changes as per supportings.</p>																				
3.3.1	<p>Average number of outreach activities organized by the institution during the last five years..</p> <p>3.3.1.1. Total number of outreach activities organized by the institution during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1025 1046 1160"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>14</td> <td>5</td> <td>2</td> <td>4</td> <td>5</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1238 1046 1373"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>8</td> <td>5</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>Remark : DVV has made required changes as per supportings. Observation of days has not been considered</p>	2022-23	2021-22	2020-21	2019-20	2018-19	14	5	2	4	5	2022-23	2021-22	2020-21	2019-20	2018-19	8	5	2	3	4
2022-23	2021-22	2020-21	2019-20	2018-19																	
14	5	2	4	5																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
8	5	2	3	4																	
4.1.2	<p>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.</p> <p>4.1.2.1. Number of classrooms and seminar hall(s) with ICT facilities Answer before DVV Verification : 4 Answer after DVV Verification: 6</p> <p>4.1.2.2. Number of Classrooms and seminar hall(s) in the institution Answer before DVV Verification : 12 Answer after DVV Verification: 12</p> <p>Remark : DVV has made required changes as per supportings.</p>																				
4.1.3	<p>Percentage of expenditure excluding salary for infrastructure augmentation during the last five</p>																				

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
86.92273	58.08336	42.37642	46.49303	54.52275

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15.83	14.24	11.73	3.01	12.46

Remark : DVV has made required changes as per supportings.

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**

Answer before DVV Verification : E. None of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : DVV has made required changes as per supportings.

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
27.81006	20.23296	6.1714	10.1	9.14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.32	2.05	0.25	0.87	0.95

Remark : DVV has made required changes as per supportings. Only repairs & maintenance has been considered.

5.1.3 The institution has a transparent mechanism for timely redressal of student grievances

including sexual harassment and ragging cases such as

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

Answer before DVV Verification : A. All of the above

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

Remark : DVV has made required changes as per supportings.

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)**

Answer before DVV Verification : B. Any 3 or 4 of the above

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

Remark : DVV has made required changes as per supportings.

5.2.1 Percentage of placement of students as teachers/teacher educators

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	12	6	6	43

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	12	8	6	43

Remark : DVV has made required changes as per supportings.

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

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

Answer before DVV Verification : 26

Answer after DVV Verification: 15

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

Answer before DVV Verification : 0

Answer after DVV Verification: 0

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

Answer before DVV Verification : 0

Answer after DVV Verification: 0

Remark : DVV has made required changes as per supportings.

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
20	9	4	13	19

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	0	4	3

Remark : DVV has made required changes as per supportings. Observation of days has not been considered.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	0	3

Remark : DVV has made required changes as per supportings.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	11	12	10	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	16	4	5	4

Remark : DVV has made required changes as per supportings and data template

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	1	1	1	1

Answer After DVV Verification :

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

Remark : DVV has made required changes as per supportings. FDP programs less than 5 days have not been considered.

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

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

Answer before DVV Verification:

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	18	11	16	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	7	7	10	8

Remark : DVV has made required changes as per supportings.

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

Answer before DVV Verification : A. All of the above

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

Remark : DVV has made required changes as per supportings.

7.1.7

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7.06499	6.14783	2.74841	4.22231	9.30043

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.35	0.11	0.11	0.12	0.03

Remark : DVV has made required changes as per supportings. Gradening expense has been considered.

7.1.9	<p>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</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made required changes as per supportings.</p>
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2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students on roll year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>100</td> <td>100</td> <td>100</td> <td>100</td> <td>73</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>200</td> <td>200</td> <td>200</td> <td>173</td> <td>73</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	100	100	100	100	73	2022-23	2021-22	2020-21	2019-20	2018-19	200	200	200	173	73
2022-23	2021-22	2020-21	2019-20	2018-19																	
100	100	100	100	73																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
200	200	200	173	73																	
2.1	<p>Total expenditure excluding salary year wise during the last five years (INR in lakhs)..</p> <p>Answer before DVV Verification:</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>86.92273</td> <td>58.08336</td> <td>42.37642</td> <td>46.49303</td> <td>54.52275</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>70.58</td> <td>39.87</td> <td>26.43</td> <td>29.64</td> <td>36.22</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	86.92273	58.08336	42.37642	46.49303	54.52275	2022-23	2021-22	2020-21	2019-20	2018-19	70.58	39.87	26.43	29.64	36.22
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70.58	39.87	26.43	29.64	36.22																	