



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**BASUNDHARA TEACHERS' TRAINING COLLEGE,
MUZAFFARPUR, BIHAR**

VILL- SILOUT BISHNUPUR JAINARYAN, PO- SILOUT, TEHSIL. TALUKA-
KURHNI, DIST. - MUZAFFARPUR, BIHAR- 843119

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SSR SUBMITTED DATE: 14-08-2024

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Basundhara Teachers' Training College located in Muzaffarpur, Bihar was established in the year 2012. North Bihar Educational Trust established in 2009 has always been foresighted and a strong believer of quality education for all.

Basundhara Teachers' Training College is permanently affiliated to the Baba Sahib Bhim Rao Ambedkar Bihar University, Muzaffarpur. It is a self-financed institution and is recognized by the National Council for Teacher Education (NCTE). BTTC envisions empowering student teachers to face the challenges of the 21st Century with value-based transactions and meaningful collaborations. It aims to pursue in its mission of promoting academic excellence & creating humane, self-reliant teachers to meet the local and global challenges. Today BTTC, Muzaffarpur is one of the leading institutions imparting quality education. The institution provides the B.Ed programme and B.A. B.Ed./ B.Sc. B.Ed. Interdisciplinary Studies Education under Baba Sahib Bhim Rao Ambedkar Bihar University, Muzaffarpur. Our commitment to quality is reflected in our excellent academic results, achievements in inter and intra collegiate activities and placements in schools of high repute. BTTC, Muzaffarpur aims at the holistic development of the teacher educators and actively participates in community services and extension work of the University. The institution's success is the result of the teamwork and dedication of the Management, the Principal Dr. Sheo Prakash Dwedi, staff, students, alumni and all stakeholders. BTTC, Muzaffarpur continues to define new benchmarks and scale new heights and we look forward to creating a new generation of teachers, through whom we will make a difference in the outlook and the knowledge base of the future generation.

Vision

- To be a leader in the field of higher education by providing innovative learning environment through academic pursuit of excellence, community involvement and empowerment with traditional values to bring qualitative change in the society.
- To give direction to the students to accomplish self-learning with Indian values, openness and creativity to sustain themselves in the changing societal and economic environment.
- Empowering students with value-based knowledge and skill that enable them to cope up and compete with the demands of modern age.
- To develop leaders with new ideas and capacity to make difference in themselves and society by upholding values of respect and humanism.
- To be the centre of excellence in education, skill development and lifelong learning.
- College provides perennial flowing environment of self-learning, to become flexible to meet the challenges by inculcating innovative educational methods.

Mission

- To provide infrastructural and institutional facility and employee competent teaching staffs to impart high quality education and training programme leading to recognized B.Ed. and B.A. B.Ed./ B.Sc. B.Ed. degree as per the norms and standard of NCTE and Affiliating University.

- At BTTC our mission is to cultivate passionate and proficient educators who are equipped to shape the future of education with excellence, innovation, and inclusivity.
- We are committed to providing a transformative learning environment where aspiring teachers are nurtured, challenged and empowered to become reflective practitioners, critical thinkers, and compassionate leaders in the field of education.
- We are dedicated to realizing the full potential of every learner and educator.
- Our mission is not only to prepare teachers for the classroom but to inspire them to become agents of transformation who make a lasting impact on the lives of individuals, communities, and the world.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Fostering quality education for 14 years.
- Courses offered B.Ed. and B.A. B.Ed./ B.Sc. B.Ed. Programme.
- Progressive, Visionary Management Principal is the Member of R&DC and so many committees.
- All Faculty Ph.D. and UGC-NET Examination Qualified and competent.
- Programmes on Skill enhancement and Value added courses.
- Effective feedback and monitoring system Good rapport and strong relationship with Practice teaching schools.
- Collaborative initiatives conducted with L.P.Sahi institute of Teachers' of Education, Muzaffarpur and Roy College of Education, Muzaffarpur.
- Effective teaching -learning- evaluation through SPARK Model.
- Two Functional MoU with other educational institutions of high repute Sustainable Goals Sustainable Future is the goal.
- Activities are geared towards achieving it. Highlighting Atma Nirbhar Shikshak through various initiatives.
- Robust feedback mechanism Student centered teaching learning process.
- Strong Alumni interaction and support academically and financially.
- Well spaced infrastructural facilities.
- Continuous Internal Evaluation Above 75% academic results Nurturing personality development through activities.
- Faculty publications through Books and Research articles - UGC CARE.
- Computerised Library Facilities Campus enabled with WiFi connectivity and technologically equipped classrooms.
- Scholarships to Students Career Guidance & Counselling Training for Competitive Exams - TET/ CET/ PET/ NET &SLET (Education).
- Students participation in National / State level competitions, Seminars and Conferences.

Institutional Weakness

- Students admitted in the college belong to rural area of Muzaffarpur with limited exposure to English language therefore the medium of instruction in the college is Hindi and Bhojpuri as a local regional language.
- Government policies regarding recruitment of Teachers Training College have affected the appointment of new teaching positions.

- There is no any government and any other social grants. So, the college could not initiate many professional courses like four years M.Ed. and other courses.
- BTTC is a teacher training undergraduate college which focuses on teaching and learning activities rather than on research.

Institutional Opportunity

- Fully ventilated with lush green campus.
- International faculty and student exchange programmes.
- Additional Certificate courses computer, mussion culture etc.
- Research publications - UGC CARE.
- The faculty members are actively engaged in teaching -learning process, training, taking practical sessions and school internship programme.
- The college management support and encourage performance improvement, planning and implementation strategies.
- All the staffs are engaged in institutional activities.
- The college is running with professional and job-oriented courses that meet the current needs of the society.

Institutional Challenge

- Enhancing infrastructural expansion like building a new auditorium.
- To start courses like M.A. Education, B.Ed. Special education, skill development courses.
- Rising cost of professional courses which curtails the access and equity to higher education.
- Unemployment/under-employment among trained graduates.
- Decreasing strength of male students in B.Ed.
- Introduction of new programmes like B.Ed. special education, M.Ed. integrated, M.Ed. of study remains a challenge.
- Resource crunch to enable multimedia enabled class rooms.
- Enhancing facilities to make campus differently abled friendly. Overall maintenance of large campus with amenities.
- Construction of separate hostel for boys and girls.
- Construction of full furnished quarter for teaching faculties and non -teaching staffs.
- The college at present is lack of any funds sanctioned by the State government /social welfare, any other agencies, stalk holders etc.
- However, this is a great challenge to receive such type of grants/funds.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Basundhara Teachers' Training College, Muzaffarpur is permanently affiliated to the Baba Sahib Bhim Rao Ambedker Bihar University, Muzaffarpur and follows the syllabus prescribed by the Affiliating University. The institution believes in adopting a proactive approach in transacting the curriculum and is focused on providing curricular experiences that are updated, in alignment with its vision and mission and the needs of its

stakeholders and the local community and relevant to the local, national and global context.

The University provides the overall Academic Calendar for the academic year. The curriculum planning is done based on the deliberations of the IQAC, the strategic plan, Institutional academic calendar is prepared that provides the roadmap for the institutional activities both academic and non-academic.

Year plan and the course activities based on Programme Learning Outcomes and Course Learning Outcomes that incorporate varied activities, new learning approaches, technology and optimal learning experiences to the student teachers are prepared.

The institution offers the Two year B.Ed and B.A. B.Ed./ B.Sc. B.Ed. programme. The institution provides academic flexibility to the students as they have the choice to select optional/elective courses, pedagogy courses, value added courses, self-study courses offered by the college. All information with respect to the programmes are displayed on the college website.

The institution focuses a lot on providing numerous opportunities for student teachers to develop their skills and capacities through curriculum enrichment and to derive professionally relevant understandings and consolidate these into student's professional acumen through a wide range of curricular experiences such as Expert sessions by Alumni, Action Research, Presentation in Seminar, Skill Enhancement, Visits, Field Trips, Community outreach, Extension, Collaborations, Content Enrichment Programme, Expert talk sessions, Training programmes. Alumni and experts from different school boards are invited for interactive sessions with the student teachers to provide them with knowledge of diversities in school systems.

Teaching-learning and Evaluation

Student enrolment is as per the rules and regulations of NCTE, LNMU, Darbhanga, Admission Regulating Authority. The institution has relevant assessment processes for honouring student diversity, to identify different learning needs of students and their level of readiness and provide academic support through study circle, teacher in charge, remedial Classes.

Fosters a student centric learning environment in its teaching learning process evolving from the conventional lecture method to experiential learning experiences through innovative and creative learning practices through Experiential Learning, Participative learning, Problem Solving methodologies, Brain storming, Focused group discussion, Online mode. Student teachers are well versed with digital modes of learning, online tools and resources. Strong mentoring process, mentor and mentee groups are formed. Two practices are 3Ps and Atmanirbhar Shikshak which aims to develop the student teachers' personality, pedagogical and professional competence.

Competency and skill development programmes through a robust internship programme, simulated lessons, value added courses, technology integrated learning experiences, effectively utilising digital tools and resources, expert talk sessions, workshops, personality grooming session, enhancing communication skills, organising and anchoring various programmes and events, group discussions, projects, field visits, inclusive practices, seminar presentations, experiential learning, preparation of learning resources, various assessment tools, outreach activities.

The teachers attend orientation, short term courses, faculty development programmes. The faculty are part of several educational bodies and committees at the College level such as IQAC, Admission committee, exam

Committee, examiners, moderators etc.

Infrastructure and Learning Resources

The Institution has sufficient infrastructure and has well-built mechanism for the proper utilization of physical facilities for teaching and learning. The institution has 13 spacious, well-ventilated classrooms available with adequate seating capacity, 4 Tutorial Room, 6 LCD Procter Room, Wi-Fi facilities, 1 seminar halls, 1 Conference Room, 1 computer laboratory, 1 Multipurpose Hall, Curriculum Lab, Psychology Lab, Art & Craft and Music Lab, well equipped library with digital facilities, Delnet. The college library is spacious, well light, aptly ventilated, easily accessible, with enriched availability of textual resources consisting of text books, reference books, e-books, national policies/documents, journals, e-journals, abstracts, magazines, encyclopedias, dictionaries, dissertations and newspapers. The library is fully computerized, inbuilt library software is used for library transaction. National Library and Information Services Infrastructure for Scholarly Content (Delnet) is subscribed. Delnet provides access to more than 6,000 e-journals and more than 1,90,000 e-books.

The college has an established system for maintenance and utilization of physical, academic and support facilities. For the smooth functioning of the system, various committees have been formed, that regularly monitors and evaluates the requirement of maintaining physical, academic and support facilities. All the equipment is purchased after considering their energy efficiency which adds to the sustainability of resources and conservation of energy.

Student Support and Progression

The college has a strong student support system in place and provides a wide range of capability building and skill enhancement initiatives such as Being Job Perfect that includes sessions on career guidance, professional skills, Resume writing, Communication Skills, SWOC, Personality development, other sessions include Mental Health and Wellbeing, Classroom Management, Innovative practices, Reflective practices, course on Skill Development, seminar on Student Teacher's Action Research, sessions on digital learning, using online tools and resources. The institution has a transparent grievance & redressal mechanism within 7days timely address of issues, the institution has a grievance committee, guidelines are provided to students, provisions are in place for offline mode of raising grievance. The institution's guidance and counselling cell conducts various awareness programmes, in house counsellor provides requisite support to the students, Students are provided with monetary support from external sources, placement support, fee concessions etc.

The Basundhara Teachers' Training College, Muzaffarpur Alumni Association is an active team that plans activities and events for the welfare of the current students and the institution. Many Basundhara Teachers' Training College, Muzaffarpur alumni are working in various prestigious designations such as principals, coordinators, faculty, academic leaders, entrepreneurs and help in career guidance and support in the placement of our students in different schools. They play a vital role through student mentoring, student support, financial support, and recognizing talent, nurturing competencies to be successful in their profession and providing strategies to be effective and efficient teachers to meet the local and global challenges. The institution highly values the feedback and inputs of members that plays a very vital role in filling any gaps in the curriculum.

Governance, Leadership and Management

The Management, Principal, Teachers, and administrative staff work in coordination with full dedication to fulfil the vision and mission and objectives of the institution. The Principal in consultation with the Management and the faculty prepares the action plan in keeping with the vision, mission and objectives of the institution and focused towards achieving the programme outcomes. The code of conduct and handbook provides the requisite information for the staff and students. The institution maintains transparency in all its academic, financial, administrative functions. Regular staff meetings, student council meetings are conducted to discuss, deliberate, review and share views regarding the institutional initiatives and activities. Regular audits are conducted pertaining to academic, administrative, and financial aspects of the institution.

Faculty empowerment strategies encompasses support towards attending courses, training programmes, research work, facilities such as inter-institutional library facility, leave, financial support. The performance appraisal system gives direction to the quality enhancement of the institution. It provides an assessment of the knowledge and capabilities of the staff and their overall performance. Feedback regarding the performance of the staff is taken from students, peer, Principal and Management.

The institution's finances are managed in an effective and efficient manner. The college has a well-defined resource mobilisation and financial management strategy. Various committees analyse and examine the use of funds to ensure that they are used for the intended purpose and that the income and expenditures are properly audited and filed.

Institutional Values and Best Practices

Basundhara Teachers' Training College, Muzaffarpur situated away from din and bustle of the town, its locational advantage is a big boost to teaching-learning process. Its building boasts of having standard class rooms which are ideally suited to conduct class lectures.

Work culture, work ethics and discipline prevailing at the campus are admirable. Classes are held with unflinching regularity. Credit goes to the dedicated and motivated teaching faculties who never shy away from giving their best. Laboratories are well maintained and quite organized. Practical classes are held with same vigour to impart value addition.

First best practice:

WOMEN EMPOWERMENT THROUGH HOLISTIC EDUCATION

- To boost their self-esteem & confidence.
- To develop in them essential traits like compassion for humanity & love for nature.
- 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.

Second best practice:

TEACHING PRACTICE THROUGH HOLISTIC EDUCATION

Microteaching:

- Break down teaching into smaller, manageable components by conducting microteaching sessions.

- B.Ed. students can practice delivering short lessons to their peers or even to a small group of students.

Lesson Planning and Instructional Design:

- Emphasize the importance of effective lesson planning and instructional design.
- B.Ed. students can learn to create well-structured lesson plans that align with curriculum objectives, incorporate diverse teaching strategies and resources, differentiate instruction to meet the needs of all learners, and assess student understanding effectively.

Classroom Observation and Reflection:

- Encourage B.Ed. students to observe experienced teachers in action and reflect on their observations.
- They can analyze teaching methods, classroom dynamics, student engagement strategies, and assessment practices.

Practicum or Teaching Internship:

- Provide opportunities for B.Ed. students to gain practical teaching experience through practicum placements or teaching internships in schools.
- This hands-on experience allows them to apply theoretical knowledge in a real classroom setting, practice classroom management techniques, build relationships with students, collaborate with colleagues, and receive mentorship from experienced educators.
- It also helps them develop confidence and professionalism as they transition from student teachers to licensed educators.

Research and Outreach Activities

The Management of the institution provides seed money and other financial and necessary support for research purposes in the institution. The institution provides leave to the faculty for research and professional development. The institution organises seminars, colloquiums, Extension Lecture the faculty and students. The institution provides access to digital library to support the research endeavours of the faculty and students. The institution greatly encourages innovation, creativity, and entrepreneurship among its students through its incubation centre Skill Set.

BTTC organizes regularly seminars, workshops and extension lectures for faculty and students to make the students aware of the social issues and their actual contribution to the change. The institution encourages its staff to engage in research activities and resource sharing through internal seminars. The college organizes seminars, workshops, Faculty development programmes etc. at various national and international levels or professional development. College library enriched with journals like University news, Indian education review, journal of education and many more. Library has e-granthalya software for up gradation of faculty and students. College permit faculty members to attend seminars, workshops, faculty development programme on rotational basis. Our college also provide time table adjustment as per their seminars, workshop, faculty development programme.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BASUNDHARA TEACHERS' TRAINING COLLEGE, MUZAFFARPUR, BIHAR
Address	Vill- Silout Bishnupur Jainaryan, Po- Silout, Tehsil. Taluka- Kurhni, Dist. - Muzaffarpur, Bihar- 843119
City	Muzaffarpur
State	Bihar
Pin	843119
Website	www.bttc.co.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sheo Prakash Dwivedi	0621-22812073	9334664138	-	info@bttc.co.in
IQAC / CIQA coordinator	Meenu Verma	0621-2812073	9262676780	-	dwivediprincipal@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

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

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	16-08-2012	60	Permanent

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Vill- Silout Bishnupur Jainaryan, Po- Silout, Tehsil. Taluka- Kurhni, Dist. - Muzaffarpur, Bihar- 843119	Rural	1.047	4182.309

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 Bed, Education	24	Graduation	English, Hindi	100	100
UG	B.A.BEd, Education Ba Bsc Bed, Education	48	Intermediate	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				32			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				32			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				16
Recruited	9	7	0	16
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				4
Recruited	3	1	0	4
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	9	5	0	14
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

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	90	0	0	0	90
	Female	110	0	0	0	110
	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	5	10	6	6
	Female	7	3	3	3
	Others	0	0	0	0
ST	Male	1	2	2	5
	Female	0	2	0	1
	Others	0	0	0	0
OBC	Male	57	52	37	33
	Female	31	40	53	29
	Others	0	0	0	0
General	Male	10	27	44	22
	Female	36	59	40	40
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		147	195	185	139

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>As per the NEP guidelines, curriculum structure has been designed incorporating multidisciplinary education, optimal learning environment and learner centric approach. To this effect, wider consultations were held through a number of extension lecture and seminars to create awareness and sensitization about NEP-2020 implementation. A detailed strategic plan for NEP implementation has been chalked out and phase wise implementation has resulted in to multidisciplinary ecosystem. All UG and PG programmes have been restructured for multidisciplinary options and the Curriculum have The affiliating University offers credits for extension activities. BTTC value-added courses for UG</p>
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	<p>programs including skill development course offered. Teaching learning process is transformed in blended mode with emphasis on opting for online/offline. The institution understands that today the focus is on addressing a problem of social, economic, business, climate or industrial relevance and the challenge is to assimilate knowledge and skill sets from different domains of been revised to incorporate outcome-based Program. Open electives are offered in all B.Ed./B.A.B.Ed/B.Sc.B.Ed. students with a view to impart quality 21st century skills to students. Extra-Curricular activities including Rally, Extension Lecture, Yoga, sports, cultural activities, music and performing arts are brought into Curriculum.</p>
2. Academic bank of credits (ABC):	<p>The National Education Policy (NEP) 2020 and the Academic Bank of Credits (ABC) share the objective of transforming higher education in India. NEP 2020 aims to bring comprehensive reforms, emphasizing multidisciplinary learning, skill development and flexibility in curriculum. ABC is a credit storing and transferring system that allows students to accumulate and transfer credits earned from different institutions/platforms, enabling interdisciplinary learning and multiple entry-exit points. NEP 2020 acknowledges the importance of such credit-based systems and the integration of ABC aligns with its vision of promoting lifelong learning and digital education. Together, NEP 2020 and ABC offer a promising approach to modernizing higher education, empowering students, and fostering a dynamic learning environment. It is a student-centric platform that facilitates seamless curriculum framework flexibility and encourages interdisciplinary or multidisciplinary academic mobility among Higher Education Institutions (HEIs). With an efficient credit transfer mechanism, it empowers students to design their learning path, achieve degrees, diplomas, or postgraduate qualifications through multiple entry exit points and embrace anytime, anywhere, and any level learning.</p>
3. Skill development:	<p>The National Education Policy (NEP) 2020 places significant emphasis on skill development as a core aspect of its comprehensive reforms. The policy envisions equipping students with practical skills and competencies that are essential for thriving in the modern world. By focusing on skill development, NEP 2020 aims to create a workforce that is well</p>

	<p>prepared to tackle the challenges of the 21st century and contribute effectively to the nation's development. In alignment with the vision of Atma Nirbhar Bharat, India seeks to become a global manufacturing hub. To realize this goal, sustained double-digit growth in the manufacturing sector is crucial. This necessitates manufacturing companies to be an integral part of global supply chains, possess core competencies, and embrace cutting-edge technology. The institution dedication to skill development is evident through its major and successful initiatives, designed to empower students with practical knowledge and hands-on experience. Few of such initiative involve the production of various valuable products, including Computer Skill development course, English efficiency development course, yoga and mental stress removal course. These activities not only provide students with valuable insights into sustainable practices but also foster an entrepreneurial spirit.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The National Education Policy (NEP- 2020) recognizes India's traditional knowledge's richness and diversity, aiming to preserve and promote it at all education levels. It seeks to revitalize various aspects of Indian knowledge fostering a deeper understanding of India's cultural roots and contributions. The policy encourages incorporating local and indigenous knowledge in teaching, promoting a holistic and inclusive approach to education. NEP 2020 advocates for institutions and centers focused on traditional Indian knowledge, serving as repositories and promoting research. By integrating Indian knowledge systems into the education system, NEP 2020 aims to instill a sense of pride and appreciation for India's cultural heritage among learners. This integration also serves as a means to promote innovation, creativity, and critical thinking, drawing inspiration from traditional knowledge to address contemporary challenges. The institution has taken significant strides towards enhancing the undergraduate programs by introducing several value-added courses.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The National Education Policy (NEP) 2020 is a transformative reform in India's education system, centered around outcome-based education (OBE). BTTC shifts the focus from rote learning to a student centric approach, emphasizing clear and measurable learning outcomes at all educational levels. This</p>

	<p>learner-driven approach promotes continuous evaluation and fosters 21st-century skills like critical thinking and problem-solving. The institution has adopted Outcome-Based Education (OBE) as a fundamental approach to curriculum, teaching methodologies and innovative assessment. To implement OBE successfully, the institution has undertaken a comprehensive redesign of the curriculum. Graduate attributes have been defined and accordingly learning outcomes have been framed. Accordingly, the program outcomes and course outcomes are designed. By defining clear learning outcomes, the curriculum becomes more focused and aligned with the desired educational objectives. Program learning outcomes and course learning outcomes are mapped. Accordingly the courses are unitized and the question papers are designed to evaluate the attainment of various outcomes and attributes. Extensive and comprehensive training programs have been meticulously designed to equip teachers with the necessary knowledge and skills to effectively align their courses with the identified learning outcomes.</p>
<p>6. Distance education/online education:</p>	<p>The institution has whole heartedly embraced online education as a transformative tool to enhance learning experiences for its students. Through platforms like Google Classroom, the institution has seamlessly transitioned to a digital environment, creating a dynamic and interactive virtual classroom. To enrich the online learning process high-quality video contents are being developed. These instructional videos cater to various subjects and topics, making complex concepts more accessible to students. The integration of multimedia elements further enhances the effectiveness of virtual learning. In recognition of the crucial role of technology in online education, the institution has made substantial improvements to its support infrastructure. Robust Wi-Fi connectivity ensures uninterrupted access to online resources, enabling students to participate in virtual classes and engage in independent research without connectivity hurdles. The institution commitment to facilitating extensive digital resources is evident through its digital library. Students can access a vast array of e-books, research papers, journals, and other online academic materials, fostering self-directed learning and exploration</p>

	<p>beyond the traditional classroom. Moreover, the institution has embraced the concept of virtual resource sharing and study groups. Through collaborative online platforms, students can share study materials, collaborate on group assignments and engage in productive discussions, breaking the barriers of physical proximity and creating a vibrant online learning community. The institution has embraced technology-based education platforms like DIKSHA, SWAYAM, and NPTEL to optimize learning experiences. It provides adequate technology support through platforms like Samarth to enhance educational processes and outcomes. Technology enabled learning and capacity-building initiatives aim to improve teaching, learning and evaluation methods.</p>
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Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, Basundhara Teachers' Training College has taken steps to promote electoral literacy and civic engagement. Recognizing the significance of voting as a fundamental democratic right and responsibility, the institution has set up an Electoral Literacy Club, with a dynamic team of students and faculty coordinators.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes. ELC consist of students coordinators as well as faculty members coordinating the club. BTTC ELC is functional right from its inception & students and teacher coordinators are actively engaged in conducting program in every session. Yes, it is representative in character. The ELC is functional with following objectives: 1. Empowering its academic community with the knowledge and motivation needed to participate meaningfully in the electoral process. 2. Educating the students about the importance of voting in a democracy, their rights and responsibilities as voters. 3. Guiding on how to register to vote and help individuals understand the requirements and procedures involved. 4. Encouraging citizens to vote ethically, which includes voting without being influenced by money, gifts, or any other undue influence. 5. Empowering young people to become active participants in elections and civic activities.</p>

<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The Electoral Literacy Club at Basundhara Teachers' Training College is dedicated to fostering civic engagement and democratic participation among the student body through a range of innovative programs and initiatives. Awareness Programs: These programs demystify the electoral process, covering voter registration and the electoral system to equip students with the knowledge they need to be active citizens. Guest Lectures and Expert Speakers: The club invites experts, including election officers, to provide valuable insights and facilitate direct student engagement with key figures in the field. Voter Registration Drive: The club conducts in-class voter registration drives, making it easy and convenient for students to register, ensuring their voices are heard in the democratic process. Panel Discussions: The club hosts panel discussions on political and social issues to encourage critical thinking, diverse perspective exploration, and constructive dialogue. Ethical Voting Promotion: Ethical voting is promoted to instill integrity and responsibility in student voters, ensuring they exercise their franchise ethically. Inclusive Participation: The club actively works to enhance participation among underprivileged sections of society by removing voting barriers. Increased Voter Registration and Turnout: By conducting these initiatives, the club aims to boost voter registration and turnout among students, recognizing that an informed and engaged youth is vital for a resilient democracy. In conclusion, the Electoral Literacy Club at Basundhara Teachers' Training College is committed to shaping informed, responsible, and active citizens through innovative programs. Their goal is to empower students to participate in the democratic process, promoting ethical voting, inclusivity, and the responsible exercise of their franchise, ensuring a brighter, more participative future for the society and nation.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The commitment of Basundhara Teachers' Training College to democratic participation goes beyond mere theoretical knowledge. The Electoral Literacy Club, a driving force on campus, is committed to transforming awareness into tangible action. One of the pivotal initiatives undertaken by the club is organizing voter registration drives on campus. Under the able guidance of the club coordinators and in collaboration with election officials, eligible</p>

	<p>students are empowered to complete the voter registration process using a convenient mobile app. This proactive approach has streamlined the registration process, eliminating many of the hurdles that often deter individuals from participating in the democratic process. The Voter Registration Campaign spearheaded by the Electoral Literacy Club is a testament to their commitment to raising awareness about the significance of voting. This campaign has illuminated the crucial role of civic duty and highlighted the profound impact of individual participation in the democratic process. This pledge represents a resolute commitment to the core principles of democracy, including the right to vote, the responsibility to stay informed about the issues that matter, and the duty to engage constructively in the democratic process. In a world where democratic values are cherished and safeguarded, the initiatives of the Electoral Literacy Club serve as a shining example of how educational institutions can go beyond classroom instruction to empower the future leaders of the nation. These initiatives underscore the university's vision, which goes far beyond producing educated individuals; it is about fostering individuals who are not only well-informed but also responsible, engaged, and committed citizens who actively contribute to the democratic fabric of our society.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>100% of the eligible students above 18 years of age have been already registered as Voters in the Electoral Roll. The institution has initiated a process to increase registration in electoral roll at the time of admission itself. Every student is required to submit his / her EPIC number in the application for institution. In addition to the above, the ELC conducts voter registration drive through its club once every semester.</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	195	182	139	35
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
200	200	200	200	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
130	130	130	130	65
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
98	90	90	31	93
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
98	90	89	31	93
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
200	195	182	130	35
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
32	32	32	32	16

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

2.2

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

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

File Description	Document
University letter with respect to sanction of p	View Document
Any other relevant information	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
22786111	7352748	7368075	2276434	4852133

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

3.2

Number of Computers in the institution for academic purposes..

Response: 30

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

We adopt the curriculum overview of Baba Sahib Bhim Rao Ambedkar Bihar University, Muzaffarpur. Depending on our resource potentiality, Institutional goals and concern towards the students, we impart quality education. The Institution has developed a structured and effective implementation of the curriculum related with identification of learning gap, New Skills and Knowledge Enhancement etc.

The institution believes in adopting a proactive approach in curriculum transaction based on the needs and requirements of the stakeholders as well as the changing trends in education and adapting to the local context. The institution reflects in its vision and mission the need for providing curricular experiences that are updated, aligned and relevant to the local, national and global context. The University provides the overall Academic Calendar, the institution then based of the same plans the curriculum.

The year plan includes the teaching experiences, testing and continuous evaluation. The activities are conducted based on further discussion and inputs from the respective committees which include the faculty and student council members. The academic calendar, year plan, programme learning outcomes, course learning outcomes, activities, events etc are uploaded on the institution's website and WhatsApp class groups.

Procedure Followed:

The syllabus of the Institution is set by Baba Sahib Bhim Rao Ambedkar Bihar University, Muzaffarpur.

Academic Calendar is prepared before commencement of academic session as per BRAB University academic schedule. Calendar includes curricular & Co-curricular activities in institution academic calendar.

Subject allocation is prepared after giving the subject preference by each faculty as per their specialization & educational background.

B TTC has a Time-table committee who prepares time table at course level as well as B.Ed. and B.A. B.Ed./B.Sc. B.Ed.

Some Class room is equipped with Projectors, white boards & proper seating arrangements.

Internet connectivity has been established in overall campus with library, computer labs, Class rooms, Faculty rooms and offices.

Our college is updated with academic labs like Computer labs, communication lab, curriculam lab, psychology lab, music lab, Science lab, Art & craft lab etc.

Institute has centralized library upgraded with sufficient number of books, subscription of various Journals, Encyclopedias, Surveys, Research Reviews & competitive magazines & News Papers.

A detailed orientation program is scheduled to provide an insight of their course and also bridge the expectation in mindset of newly inducted students for the concerned program.

Eminent academicians, Educationest experts and alumni's are invited for delivering lectures on current trends.

The Institute provides various Value Added Programs in every academic year contunious.

Our college organizes various National Conferences/ Workshop/Seminar/ extenson lectures for students.

Faculty/student updating themselves through programs like online Delnet/Swayam/ Swaymprabha online courses.

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

1.1.2

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

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

1. Faculty of the institution
2. Head/Principal of the institution

3. **Schools including Practice teaching schools**
4. **Employers**
5. **Experts**
6. **Students**
7. **Alumni**

Response: A. Any 5 or more of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
List of persons who participated in the process of in-house curriculum planning	View Document
Data as per Data Template	View Document
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
Paste link for additional information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 63.16

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
12	12	12	12	12

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
19	19	19	19	19

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

1.2.2**Average Number of Value-added courses offered during the last five years****Response: 3****1.2.2.1 Number of Value – added courses offered during the last five years**

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

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

1.2.3**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years****Response: 99.73****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
171	169	181	161	67

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

1.2.4

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

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

Response: A. All of the above

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

1.2.5

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

Response: 32.22

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
172	00	00	00	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:

A fundamental or coherent understanding of the field of teacher education: Modelling of effective teaching strategies plays a key role in the way students teachers eventually teach. Expert talks and sessions conducted by alumni and heads of departments provide students with good insight into the field of education in general and challenges in the classroom in particular. The students get to learn from the experiences of various resource persons. Sessions on role of a teacher in changing times, classroom behaviour management help deepen student understanding and the need to emerge with new strategies in teaching learning process is focussed.

Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization: Content enrichment programs that aim to enhance students' subject knowledge along with age and developmentally appropriate teaching strategies are conducted. Assessment strategies for different skills across subject areas are also developed through sessions. The institution ensures that students acquire the knowledge and the skills for different levels of school education through innovative techniques and hands- on experience such as internship, field engagement, field trips, laboratory work, etc. Innovative teaching strategies such as demonstrations, seminars, brainstorming, group discussions, PowerPoint presentations and use of audio and video weblinks for clarity and understanding of each subject prescribed in the curriculum. These strategies further enhance and groom the students in their skills of teaching during internship programme and their professional competence.

Capability to extrapolate from what one has learnt and apply acquired competencies: Learning skills like storytelling, creative teaching aid making, role of a teacher, effective classroom strategies,

reflective practices for teachers equip student teachers for their internship. They are encouraged and expected to apply the knowledge from the various workshops and sessions and implement them into their lesson planning and practice teaching activities. Students develop unit plans, blueprints for assessments, and conduct the assessments in schools. They are given the opportunity to apply all their knowledge in a real school scenario. Nai Talim week exposes students to a range of ideas and teaching methodologies which they incorporate into lesson plans. Students are given opportunities to apply learnt knowledge to real life situations through participation in team-work activities and various competitions organized at different levels.

Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc. Learning Q-EST, a series of sessions to develop emotional, social and teacher quotient in the students covers a range of skills. Developing emotional intelligence through guidance and counselling, life skills workshops, value added courses among students. Developing social skills of cooperation and collaboration through the numerous activities conducted every month as students plan, organize and conduct events. Their communication skills are encouraged and developed through the hosting and conducting the celebration of festivals, seminar presentation, team activities . Critical thinking is fostered through scenario-based learning, case study, problem solving, project method. Students engage in communication and negotiation effectively during their internship, community work, project activities, group work.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.3.2

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

Response:

In this regard a committee meeting is organized for planning activities and assigning activities to the students. For this purpose, students are divided in groups randomly according to their registration numbers and a total of four activities were planned: a Project, Seminar, Group Discussion and a Multimedia Presentation through which the task was accomplished successfully.

The BTTC aims at making efficient teachers who not only possess teaching skills and competencies but are also aware of the school system in which they have to work. In this streamline the students are made

aware about the development of the school system in India through briefing them about the various Commissions, Policies or Acts. They were made aware about the popular Boards in India like CBSE, ICSE, and State Boards Students were also acquainted with the knowledge of different State Boards of India which are total 52 in number. After briefing the students regarding all these important aspects of diversity in school education in India, they are assigned different group activities so that they can do team work and search upon these aspects in more detail.

The Topics framed in this line were:

- 1.Special Lecture on Development of the School System in India after Independence.
- 2.Seminar on Diversities in Various Boards of School Education in India with respect to Functioning, Norms Standards, Assessment System.
- 3.Group Discussion on State-wise Variations in School System in India.
- 4.Multimedia Presentation on 'an International and Comparative Perspective of the School System in India'.

The following topics were randomly distributed in groups. The allotted faculties gave guidance to the students about all what was expected from the students. As and when required by the student’s guidance was provided to them. On completion of the activities students became familiar with the diversities in the School System in Indian as well as in an international and comparative perspective.

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:

In this direction number of practical courses is introduced to students which start from their first year with Student Orientation beginning of the classes and demonstration of Micro Teaching skills. Here focus is on lesson planning and teach-re-teach of different teaching skills namely Set Induction, Questioning, Explanation, Illustration with Example, Stimulus Variation & Reinforcement. After this for enhancing student teacher skills Integration Lessons are introduced, opportunity is given to

practice various skills of teaching in an integrated way to second year student teachers move to a higher level and engagement with field is done where the student teachers are supposed to plan and conduct lessons of 30 minutes duration in schools under guidance of teacher educators. Here emphasis is given on using appropriate teaching aids, models of teaching, games, questions, illustrations, scope for students' active participation. This Practice teaching is followed by Internship of two weeks in a school, where students are involved in lots of activities like Study of time tables year Plan of schools co-curricular activities conducted in school, Morning assembly and Display Boards of school, observation of school facilities such as science laboratory, library, playground and sports facilities, computer laboratory, geography room, drawing room, music room etc.

In the second year the level of learning even gets higher the internship is conducted in schools for twelve weeks. The activities which our student teachers have to do are taking attendance of a class, preparing reports, efforts by school for increasing attendance, assessing homework/assignments/journals of a class, Planning and conducting 5 lessons/ subject on any one unit through applying constructivist principles. Conducting any activity for fixation and enrichment of knowledge of students and developing interest of students through assigning any project, preparing and implementing a unit test including essay type, short answer type and objective type test items and making blueprint under guidance of teacher in school and assessing answer sheets, presentation and interpretation of result giving feedback to students. Along with this student teachers are supposed to plan and conduct four lessons per subject.

The scope of learning is of very high level using a constructivist approach in teaching, identifying learning difficulties of students and preparing and implementing remedial material. Preparation of test items, Learning about various registers, Conducting assembly and writing bulletin board, Organization of co- curricular and health related activities, Conducting interview of headmaster to know more about school functioning, innovative practices, etc. Thus all these activities which move from lower to upper level prepare students for their Professional field.

At the end of second year our student teachers prepare a portfolio file the objective is to enable the students organize ideas, thoughts and evidence systematically, express ideas and thoughts about various aspects of education, reflect on experiences obtained during the B.Ed. program. This reflection provides the analysis and insight about the student teacher's process of discovery and teaching improvement.

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: A. All of the above

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

1.4.2

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 77.7

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

2.1.2

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

Response: 69.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
112	109	101	77	25

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: 3.1

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
10	7	6	0	0

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

2.2 Honoring Student Diversity

2.2.1

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

Response:

At the entry level of a professional education program, the assessment process is critical for understanding the diverse learning needs of students and determining their readiness to engage

effectively in the program. This assessment process involves a multifaceted approach that considers various aspects of students' backgrounds, abilities, and potential challenges.

B.Ed. and B.A.B.Ed/B.Sc.B.Ed admission process is done through the Combined Entrance Test (CET) of the University on merit basis. The college has evolved a systematic mechanism to implement effective and efficient teaching-learning strategies on the basis of learning levels of students.

The College has designed various strategies for learning needs of students besides the regular programmes as follows:

Tutorial classes are conducted for clarifying the doubts and re-explaining critical concepts if required. Study materials are distributed among the students in online and offline mode. Involving students in social activities for increasing the confidence level. Special classes are arranged based on the specific needs of students in online as well as offline. Through the practice of school teaching, students are taught by students themselves. Faculty prepares and distributes self-learning materials that suit the requirements of slow learners. Assignments and projects are given to students. Personal counseling and motivation are given to slow learners. Advanced learners are given special care and attention for their betterment.

Diagnostic tests are another essential tool for assessing students' learning needs and readiness. These tests can cover a range of cognitive abilities, including literacy, numeracy, problem-solving, and critical thinking skills. Diagnostic tests help educators identify students who may require additional support in specific areas and tailor instruction accordingly.

One component of the assessment process is observation. Educators and administrators observe students in different contexts to gain insights into their behaviour, interactions, and engagement levels. Observations help identify students who may exhibit signs of learning difficulties, such as struggles with attention, comprehension, or communication. Interviews also play a crucial role in the assessment process.

In addition to observations, interviews, and diagnostic tests, educators may also review students' portfolios or previous academic records. Portfolio reviews allow educators to assess students' work samples, projects, and accomplishments, providing a more comprehensive understanding of their abilities and learning trajectories.

Once students' learning needs and readiness have been assessed, it's essential to provide them with appropriate academic support to help them succeed in the professional education program. Academic support encompasses a wide range of strategies and resources designed to meet the diverse needs of students and foster their academic growth and development.

Creating an inclusive and supportive learning environment is essential for ensuring that all students feel valued, respected, and empowered to succeed. Implementing differentiated instruction techniques and providing accommodations for students with disabilities can help ensure that every learner has the opportunity to reach their full potential.

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

2.2.2

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

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

Response: B. Any 4 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: Only when students seek support

File Description	Document
Reports with seal and signature of the Principal	View Document

2.2.4**Student-Mentor ratio for the last completed academic year****Response:** 10.53**2.2.4.1 Number of mentors in the Institution**

Response: 19

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:

BTTC, Muzaffarpur encourages learner-centric education through modern methodologies such as experiential, participative and problem based learning methodologies with modern ICT tools incorporated to facilitate effective and self-directed learning.

In Experiential learning methods, College organize tour / site visits, faculty exchange, student exchange programme etc. to provide exposure to the experiential practices and processes. Students are encouraged and guided for learn new teaching learning process. BTTC, Muzaffarpur has made Internship mandatory for second year students and credits are assigned as per revised curriculum.

Faculty promotes participative learning through various innovative teaching-learning practices such as role-play, quiz, group discussions, puzzles, flip classroom, mind map and Think Pair Share activities. These activities are incorporated in the teaching plan to make learning more effective. All students regularly undertake assignments as a part of curriculum.

BTTC, Muzaffarpur faculty effectively uses ICT enabled teaching learning tools for content delivery and learning. This helps to explore, analyze, exchange and present information responsibly and without discrimination from a wide range of people, communities and cultures. The institute has adequate

facilities and resources for providing interactive, engaging, flexible and user-friendly ICT enabled learning environments for the learners. Classrooms and Seminar halls are equipped with LCD projectors, internet/Wi-Fi connectivity and Smart classrooms are also available for the delivery of digital/multimedia contents. Academic processes are carried through Google Classroom are used by faculty to provide for sharing the learning resources. Google Meet/Zoom is used by faculty members for content delivery especially during pandemic. Various e-learning resources such as subject specific web resources, Swayam/NPTEL platform, MOOC platforms are employed for self-directed learning. The ICT enabled learning environment with innovative pedagogy techniques has facilitated collaborative learning, open and flexible delivery of the contents and has enhanced the students' ability to learn, think, create and communicate. Moreover, Students are encouraged to attend and participate in seminars/workshops/Student development programs/webinar series/ Institute events.

Experiential and participative learning is also facilitated by committee activities, various Professional Student Chapter activities of the institute. Students are encouraged to participate in several social and environmental issues by undertaking various field activities such as Green India campaign, save water-save life campaign, tree plantation drives, road safety awareness drive and computer literacy campaign. All these above student centric methodologies adopted at institute have enriched student's learning.

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

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: 68.75

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
22	22	21	21	13

File Description	Document
Data as per Data Template	View Document
Link of LMS	View Document

2.3.3

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

Response: 100

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

Response: 200

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

2.3.4

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

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

Response: B. Any 3 of the above

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

2.3.5

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

Response:

BTTC, Muzaffarpur has a unique student mentoring system. During the orientation programmes the students are informed about the course structure, curriculum demands and approach that need to be followed for successful completion of the course. Special lectures from educational experts and experienced teachers are arranged to help students understand the requirements necessary for the job.

Addressing student diversity: Learning style and Multiple Intelligence questionnaires help in identifying student diversity. Mentor and mentee groups are formed. Besides these students are again grouped as per their method, guidance group and the tutorial group. A wide range of activities academic and non-academic are conducted thus helping in developing teamwork and collaborative learning skills. Through the cultural events, innate abilities are highlighted, Skill-set is an opportunity given to students to showcase their entrepreneur skills. Students from different strata - age, socio-economic, faculty are provided support through referral books, peer mentoring, online sessions, book bank, fee concession, letter of recommendation.

Working in teams: Students participate in college assembly, cocurricular events, course activities, outreach initiatives, internship activities, content enrichment programme aim at holistic development of the students. Tutorial in charge, Guidance teacher, Pedagogy teacher provide guidance, counselling, feedback and motivate the students to develop their skills and abilities to be effective teachers. The college started 'The Student Mentor & Teacher Assistant programme' in collaboration with the Alumni Association of BTTC, Muzaffarpur. Mentors creates opportunities for the mentees to demonstrate their competencies besides keeping the track of their progress and setting milestones.

Self-development: Mentoring ensures academic development and personality development of the mentees. Value added courses are conducted for students on that foster personality, Effective Communication, Personality development, Wellness, Understanding the Self. Expert sessions are organised to understand different aspects and gain valuable inputs that will enrich their knowledge and keep them updated with recent developments in field of education and life.

Balancing work and stress: Sessions by experts on wellness, life skills, mental health, physical health,

yoga and meditation provide students with insights to develop positive attributes and acquire strategies to balance their home and work-related stress. Mentors help students prepare for the campus interviews. Cocurricular activities, participation in quiz, inter-intra collegiate events, different participative methods of teaching. Mentors ensure constant communication with the students through the WhatsApp, email, mobile and the online platforms made available by the management during the Covid-imposed lockdown to boost the morale of the students and help them find ways to deal with their problems. Mentors seek help of the professionals in the field to address the specific issues of the mentees.

Updating oneself with the changing trends: With Covid-19 pandemic, technology gained prominence in updating oneself to latest trends. Value added course on use of technology was conducted. Innovative teaching methods in schools was introduced through expert session, alumni interaction and Learning QEST. Guidance and sessions on TET, career guidance, competitive exams, higher education opportunities are conducted. School policies, NEP 2020 are oriented and discussion on the same is conducted. Assignments involving latest trend in education is done.

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

2.3.6

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

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

Response: B. Any 4 of the above

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

One characteristic of the creative process that makes it particularly powerful is that it requires not only knowledge and understanding of the domain being investigated, but also a willingness to question and not be constrained by existing knowledge. Learners should understand how they can question or challenge established knowledge to help them to formulate their own understanding, and imagination can play an important role: 'One cannot think creatively unless one has the knowledge with which to think creatively.

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 play, 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 intercollege and intra college activities. College also organizes plenty of academic and extra -curricular activities in various fields like skits, speeches & creative writing, and

poster making Competitions.

Interactive Teaching: To ensure interactive teaching, the faculty makes use of Power Point and multimedia presentations for the better retention and understanding of the content. Career Counseling cell, Mentor- Mentee groups/ Tutorial groups have been formed to deal with academic and stress related issues.

E -Learning: Computer laboratory has the Internet facility to access the latest research and other advancements in the respective subjects. Computer laboratory which are open to use by the faculty as well as students. The college library also provides the computers with internet facility and access to e-journals and e-Books 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: A. Any 8 or more of the above

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

2.4.3

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

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

Response: B. Any 3 of the above

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

2.4.4

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

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

Response: B. Any 3 or 4 of the above

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

2.4.5

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

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

Response: 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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: B. Any 3 of the above

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

Other Upload Files

1

[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

B TTC, Muzaffarpur has a well-planned and monitored Internship programme. Every year students complete their internship in the partner schools. The internship dates are decided as per the University schedule and the institutional academic calendar.

Orientation to school and teachers: The practice teaching school teachers, teacher educators are

oriented with tasks that is undertaken as a part of Internship activities. List of activities are provided that helps in understanding the process and keeping a check on the progress.

Orientation to students: The students are provided with detailed orientation regarding internship period and the activities to be conducted. Students are placed in groups and allotted to a school, group leaders are selected for smooth conduct of the internship programme. They are provided with stationery material required during the internship such as PT files, lesson plan sheets, record books, duster, roller board, chalk box. The student teachers collect lesson units from school. The students prepare the daily internship timetable based on the school schedule. Attendance of the students are maintained throughout the internship period.

Selection of schools: Data is collected from the students consisting of the B.Ed., place of stay, preference to school. Schools are identified in the beginning of the academic year and permission to conduct Internship is sought. The teacher educator visits the schools and meet the principal and discuss the needs of the institution with respect to the internship period.

Defining role of teachers of the institution: The students are provided with comprehensive learning experiences and opportunities to prepare themselves for practice teaching. Content enrichment programme consist of assignments, tests thus enabling students to strengthen their subject knowledge. Demonstration lessons are given by the pedagogy teachers. Detailed discussion on lesson plans is conducted. Lesson demonstrations is also provided by senior students and alumni. Orientation sessions, workshop related to objective and learning outcomes, core elements, values, nai-talim lessons, set induction, teaching aids, classroom management, role of a teacher, collaborative learning, reflective practices, teaching methodologies, digital resources, emotional intelligence are conducted to enhance their effectiveness during internship. Sessions are also conducted by experts from different school boards to give students additional perspectives.

Assessment of student performance: Students lessons are guided and receive suggestions by the guidance teacher and pedagogy teacher. Students give their rough lesson plans to the guidance teacher based on the format of the lesson and activities to be conducted in the class. Suggestions are given and after it is approved the students give their lessons in the schools, supervised by the teacher educator who provides feedback on their performance. The students maintain a detailed record of their internship period thought their lesson files, observation books, reflective journals etc.

Students were encouraged to take lessons using the online tools and teaching aids. Exposure to different school boards are provided.

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: 24.5

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

Response: 4

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: B. Any 6 or 7 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:

Basundhara Teachers' Training College, Muzaffarpur has established an efficient monitoring system to guarantee that school internships yield the best possible outcomes. In order to gain a deeper understanding of the requirements and hopes of the schools where these internships take place, the college's Principal convenes a discussion with senior faculty members from these institutions. The following key points were brought to the notice:

1. Actively encourage interns to engage in all school activities.
2. Provide clear instructions on the first day of the internship.
3. Allocate extra time for practical work.
4. Appoint senior faculty in schools as supervising teachers for each intern.
5. Offer written feedback after five classes.
6. Supervise and evaluate all aspects of intern activities, with reports approved by the supervising faculty.
7. Conduct an overall performance assessment at the end of the internship.

This comprehensive approach ensures that interns receive proper guidance, support, and evaluation during their school internships, ultimately enhancing the quality and impact of their learning experiences.

Role of school Principal

The school Principal's duties include assigning supervising teachers, determining standards, divisions, and trainee schedules. The Principal provides guidance on punctuality, attendance, participation in school activities and monitoring daily attendance. The Principal also oversees overall intern performance and behavior during the internship, assigns substitute teaching responsibilities, and, upon program completion, officially signs and seals the intern's records.

Role of teacher educators

All teacher educators, except those in general education, supervise groups of eight to nine interns during their internships. They regularly observed three classes at intervals, provided immediate feedback using a rating scale to enhance teaching skills, and addressed various aspects of classroom instruction. During each school visit, educators inform the principal the date and time. Additionally, every weekend, teacher educators assessed the interns' lesson plans and teaching aids for the upcoming week's classes.

Role of school teachers

Supervising teachers play a vital role in the internship program by offering both academic and moral guidance to interns. They allocate specific teaching tasks to interns, offer guidance, corrections, and ongoing supervision. They provide verbal feedback after each class and written feedback every five classes. At the end of the internship, they submit a comprehensive evaluation assessing the intern's performance in multiple aspects.

Role of Peer Students

Internees collaborate as a cohesive team to successfully complete their internships. They observe and provide feedback on each other's classes, enhancing peer internee's teaching. They work together to organize school events, including assemblies and actively engage in school activities.

Role of school students

At the end of the internship program, school students assess their trainee teacher using a designated form, providing ratings scale pupil teachers. Additionally, students offer qualitative comments to express their feedback.

The institution has established a well-structured and comprehensive system for monitoring and enhancing the school internship experience for trainee teachers. The roles and responsibilities outlined for various stakeholders, including teacher educators, school principals, supervising teachers, peer students, and school students, contribute to a holistic approach to intern development and evaluation.

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

2.4.12

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

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

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

Response: B. Any 4 of the above

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

2.4.13

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

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

Response: A. All of the above

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

2.5 Teacher Profile and Quality**2.5.1**

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

Response: 100

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.5.2

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

Response: 41.67

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

Response: 12

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

2.5.3**Average teaching experience of full time teachers for the last completed academic year.****Response:** 5.56**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 178

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

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

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

Response:

Our institution encourages teachers to keep themselves updated professionally. Teachers attend different seminars, workshops, conferences such as faculty development programs. The faculty attend refreshers' courses, seminars, workshops, conferences, orientation program through online and off line mode. Teachers of the college participate in International, National and Regional level Seminars, Conferences and Workshops as Resource persons, participants, moderators of paper presentation sessions etc.

The institution conducted discussions and faculty and Student exchange programme with faculty from other MOUs signed institutions based on new trends in the field of education. Many of the faculty participated in workshops and seminars conducted by Government and other bodies where policies and regulations are discussed and clarified. Teachers organized and participated in Subject Teaches

Consortiums at university level and they have active role in it. Teachers have active participation in Teacher Organizations in International, National, State, University and Institutional level that help them gain much knowledge with regard to service matters and other issues. Clarifications with respect to academic and administrative function are sought through social networks and other media.

Teachers collaborate to share resources and discuss about effective teaching practices. Professional development sessions are conducted specifically focused on updates in educational policies and regulations. Faculty participate in the seminars and workshops conducted in the campus. Staff meeting sessions give opportunity to get enlightened through discussions on various topics. Issues are formally discussed in staff meetings and appropriate decisions are made. Faculty regularly review about the implementation of every major events during staff meeting which helps to plan more effectively. The librarian keeps the staff informed of the details of library reference on monthly base and this service helps the staff to get encouraged to do more reference. Staff are informed on the list of seminars and workshops conducted in advance through social media and in staff meeting too. IQAC of the college initiates discussions on current practices, reflects on educational challenges and opportunities and organizes training and capacity building programs. IQAC also conducted orientation program on NAAC by resource persons. Informal discussions on current developments and issues in education and sharing experiences after the morning assembly and during break time is a regular practice in the college.

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
Any other relevant information	View Document
Link for additional information	View Document

2.6 Evaluation Process

2.6.1

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

Response:

Evaluation is an innate part of teaching learning process. The college follows the modalities of conducting the Continuous Internal Evaluation as prescribed by Baba Sahib Bhim Rao Ambedker Bihar University, Muzaffarpur. On the commencement of each new academic session, the students are intimated about the evaluation system to be followed. Updating of different university notifications about the examination is provided to the teachers as well as students. Continuous information regarding evaluation on the basis of internal 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.

Internal 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.

Annual Institutional Evaluation Plan is prepared and introduced to the students by the Examination Committee functioning in the college. Internal Examination is conducted through criteria-based rubrics, performance-based assessments, attendance, Internal Test, Model Examination Results and Practicum, Practical and student teacher's portfolio. Student teacher's portfolio is prepared and evaluated as evidence of the systematic, selective collection of student work to demonstrate his motivation, academic growth and level of achievement.

Institution ensures display of internal assessment marks before the term end examination, timely feedback on individual/group performance provision of improvement opportunities, access to tutorial/remedial support and provision of answering bilingually or multilingually. Provision of Continuous and Comprehensive Evaluation that incorporates both scholastic and non-scholastic aspects of education, spread over the total span of instructional time. Internal assessment is designed with the provision of corrections, immediate feedback and suggestions for improvement. Answer scripts of theory papers, Observation schedules of Micro Teaching, Link Practice, Criticism Classes, Induction Class and Internship Classes, Performances tests and Portfolio Based Assessment are transparent with the provision of improvement. The innovative concept of Language Across the Curriculum is included in the B.Ed. curriculum as a Core Course where multilingual or bilingual evaluative strategies are appreciated. The academic calendar carefully includes the schedule of internal test which is displayed on the notice board two weeks in advance. Students are allowed to go through the valued answer scripts and doubts are clarified. All that is pertaining to CIE is well documented for future reference.

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

2.6.2

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

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

Response: A. Any 4 or more of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

There is complete transparency in the internal assessment. The criterion adopted is as directed by the Baba Sahib Bhim Rao Ambedkar Bihar University, Muzaffarpur.

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 Baba Sahib Bhim Rao Ambedhar Bihar University, Muzaffarpur.

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 Baba Sahib Bhim Rao Ambedhar Bihar University, Muzaffarpur.

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

2.6.4

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

Response:

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 Baba Sahib Bhim Rao Ambedkar Bihar University, Muzaffarpur. 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.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

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 like under cocurricular activites students get to interact with the community. Our volunteers visit the surrounding villages and clean public places like dispensary, primary school, 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 program outcomes and the course outcomes have been clearly stated. These are in accordance with the syllabi prescribed by BRAB University, Muzaffarpur. The Program outcomes of B.Ed. and B.A.B.Ed/B.Sc.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. All these courses help to develop an understanding of the various methods, approaches and techniques of teaching.

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 BRAB University, Muzaffarpur. of all the four semesters' 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.

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

2.7.2

Average pass percentage of students during the last five years

Response: 101.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
99	98	90	89	31

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 fulfil 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 in charges 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 Affiliating University.

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
Any other relevant information	View Document
Link for additional information	View Document

2.7.4

Performance of outgoing students in internal assessment

Response: 101.02

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

Response: 99

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:

Course learning outcomes and programme learning 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: Basundhara 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.

The exit level test conducted reveals how far the learning needs are identified and catered to. From the analysis it is clear that there is remarkable change in entry level and exit level performance of students. The annual result of the college shows that all the needs of the students are satisfied.

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:

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

Sanction letter from the funding agency

[View 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
Sanction letter from the funding agency	View Document
Income expenditure statements highlighting the research grants received, duly certified by the auditor	View Document
Link for additional information	View Document

3.1.3

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

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

Response: B. Any 3 of the above

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

3.1.4

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

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

Response: B. Any 3 of the above

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

3.2 Research Publications

3.2.1

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

Response: 0.69

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
0	0	0	20	0

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: 0.56

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
16	0	0	0	0

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	View Document
Data as per Data Template	View Document
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: 3.2

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
4	4	0	4	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

3.3.2**Percentage of students participating in outreach activities organized by the institution during the last five years****Response:** 38.22**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
88	104	0	71	24

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

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

Response: 48.87**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
91	90	87	73	26

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:**

Extension/social activities have been an integral part of functioning of the institution and have contributed to the success of the institute and students. This has been a strong driver of our efforts and has motivated the institute to be involved in supporting causes that appeal and strive to achieve a better society. We infuse among the students the fact that, all have a commitment both as individuals and an entity to make sure that we live in a better world, now and future as well. The institution promotes various extension activities under co-curricular committee established at the institutional level. The main objective of the co-curricular committee is to develop a sense of social and civic responsibility in the students. Several activities are carried out such as cleanliness, tree plantation, water conservation, voter right awareness, environmental awareness, national integrity, COVID-19 awareness, beti bacao beti padhar and cleanliness programme etc. The student volunteers have organized weekly camps in nearby adopted villages every year. Co-curricular committee of the institution which is established to encourage students to take active participation in welfare of society by engaging them in social activities. Other committees also organize various activities for making students into responsible citizens of the country, such as tree plantation, road safety, self-defense program for girl students.

The programs have had many impacts on Stakeholders and Society:

1. Students have gained ideas to organize programs while maintaining social distancing in groups.
2. They also learned how to use their skills and abilities to help and stand with the society at the time of

need.

3. They have also spread the message about the importance of hygiene in our health and daily life, importance of wearing mask and maintaining social distancing.
4. By organising various programs, the students spread the various advisories issued by the government, encouraged the people to take vaccine.
5. The programs also taught the students to use the technology at the time of need from the comfort of their home.
6. Social responsibility has empowered students to use resources at their disposal for good.
7. These activities have boosted students' morale and team work spirit.
8. These activities have helped students incline towards ethical and sustainable acts taking into cognizance human rights, environment, and society in which they operate and knows its environmental and social impacts.
9. Community engagement has superseded rivalry among students leading to awareness about the value of team work and has resulted in truly a long-term positive impact.
10. It has ignited passion of team members about a certain social issue and work towards it.
11. Impact is also visible from feedback of employers of our students, which are encouraging.
12. These activities also aid in institution brand building along with boosting its reputation.

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
Link for additional information	View Document

3.4 Collaboration and Linkages

<p>3.4.1</p> <p>Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years</p> <p>Response: 1</p>														
<p>3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>2</td> <td>2</td> <td>1</td> <td>0</td> <td>0</td> </tr> </table>					2022-23	2021-22	2020-21	2019-20	2018-19	2	2	1	0	0
2022-23	2021-22	2020-21	2019-20	2018-19										
2	2	1	0	0										
File Description	Document													
Report of each linkage along with videos/ photographs	View Document													
List of teachers/students benefited by linkage exchange and research	View Document													
Data as per Data Template	View Document													
Any additional information	View Document													
Link for additional information	View Document													

<p>3.4.2</p> <p>Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years</p>				
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Response: 2

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: 2

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: B. Any 5 or 6 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Infrastructure and Physical Facilities:

The Institute is situated in the Silout, NH-28, Muzaffarpur, Bihar and is near the markan chowk. The institute has a total campus area of 1.047 Acres. The institution has four-floor building having A, B and C wings with a total built-up area of 4182.39 square meters housing instructional, administrative and amenities area and are as per regulatory norms. Institute has been augmented with infrastructure that interplays intelligent design and space articulation with ergonomically designed classrooms and laboratories having an impressive aesthetic appearance. The institute has spacious library, laboratories, multipurpose hall, exam control room, training and placement and faculty rooms. The institute has ample infrastructure facility which is ensured to be utilized in the best possible way to uphold the teaching-learning process in addition to conducive environment for co-curricular activities and extra-curricular activities. Institute has favorable atmosphere nurturing research and innovation amongst students and faculty members. The Institute has sufficient facilities to conduct cultural, gymnasium and yoga activities.

Classrooms and ICT Facilities:

The institute has ICT enabled classrooms, smart class rooms, seminar halls and multipurpose hall as per norms. For efficient Teaching -Learning Process, Class rooms are well equipped with white board, LCD projector, along with, high-speed internet; Wi-Fi enabled campus, power backup facility (generator) and CCTV cameras. Also Tutorial rooms are available for conducting the tutorials.

Laboratories Facilities:

The Institute laboratories are developed to meet the curriculum and norms of NCTE. Laboratories are equipped with the latest equipment, software to impart hands-on experience to the students. For Better learning of students Charts, models are placed in laboratories. For safety, necessary instructions and safety rules are displayed in Laboratories. The laboratories are established to meet requirements of rapidly growing students demands.

Cultural Activities:

The Institute has facility to conduct cultural activities like singing, dancing, drama, art gallery exhibition, rangoli, short film making and photography skills. For practice, required instruments are made available. Auditorium of a seating capacity of more than 200 audiences is available for students to practice and perform various cultural activities. The institute focuses on overall development of the

students by facilitating them to participate in co-curricular and extra-curricular activities.

Gymnasium:

The gymnasium has a variety of exercise equipments such as tread mill, elliptical Cycle, bars, plates, benches, twisters, abdominal boards, chin-up bars, decline and incline bench presses, hyperextension bars, power cages, standing and seated calf machines, jogging cycles, and double bars etc.

Yoga Center Facilities:

The institute has dedicated space for yoga center for facilitating yoga practices. Mental Stress Management courses on yoga and meditation are organized for the faculty members and students. The Institute conducts motivational lectures on positive attitude, leadership qualities, stress management, etc.

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

4.1.2

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

Response: 50

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

Response: 8

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

Response: 16

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to relevant page on the Institutional website	View Document

4.1.3**Percentage of expenditure excluding salary for infrastructure augmentation during the last five years****Response:** 5.06**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
514684	250820	724174	585597	181589

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 NEP-2020, NCF and other resources, offering a ready platform for the students, teachers and other stakeholders to pursue learning and research. BTTC is a knowledge hub that provides comprehensive access to text and reference books, journals, magazines, audio/vedios 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 DELNET 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 Developing Library Network Centre (DELNET), 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
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:

Basundhara 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 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:** D. Any 1 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:** 101806.2**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
64470	61456	166936	9994	206175

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document
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: 25.15

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: 1316

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: 1230

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: 811

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: 1286

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: 1191

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: C. Any 2 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:

Basundhara Teachers' Training College, Muzaffarpur is having state-of-the-art IT infrastructure which is being continuously upgraded according to the advancement in technology and demands of the teaching learning process. In order to strengthen the IT infrastructure, the institute has been providing the best quality computers, sufficient internet bandwidth, central servers, IP CCTV, licensed & open source software, WiFi devices, UPS, Network Plan, Firewall, Internet Switches, RFID based attendance system.

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. 40 Computers and Laptop with internet facility and Licensed Software like Windows and Antivirus are provided in laboratory. Scanners, Printers, Projectors, Photostat Machines, 40 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 connection of 100 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.

The Institute regularly updates its labs, Internet resources, and services to meet the demands of the academic and research endeavours.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 6.67

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

4.3.3

Internet bandwidth available in the institution

Response: 100

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

Response: 100

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any other relevant Information	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

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: 11.58

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
698217	1387830	1131498	731866	1220141

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:

Basundhara Teachers' Training College infrastructure which is being continuously upgraded according to the advancement in technology and demands of the teaching learning process. The BTTC administration approves a sufficient budget each academic year to guarantee the upkeep and expansion of various facilities in the classrooms, labs, library, sports, etc. The college makes effective arrangement for repair and replacement of furniture and other equipment's available in the campus. For the smooth functioning of the system, various cells and committees have been formed, which constantly monitor and evaluate the requirement of maintaining physical, academic and support facilities. It is also a common practice to receive suggestions and demands from students, teachers and faculty members regarding infrastructure maintenance. The college's maintenance committee is responsible for maintaining the general cleanliness of the campus as well as support amenities like safe drinking water, rest rooms, waste management, fire extinguisher replacement, electrical work, plumbing, and water tanks, among other things. Proper care is given to the maintenance of equipment and infrastructure, so that optimal utility can be obtained.

Measures taken Facilities:

Library: All new books and journals are entered into library accession registers. Damaged /lost books are removed as per procedure mentioned in BRAB University Calendar. 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. 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 Physical Education & sports officer 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 Cleanliness & Sanitation Committee:

Regular cleaning schedule in college is a must ensuring that college is well maintained and is conducive to productivity. Our college co-curricular committee also organised cleanliness awareness programme inside campus and out side campus. So a cleanliness 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.

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: B. Any 4 or 5 of the above

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

5.1.2

Available student support facilities in the institution are:

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

9.Canteen**10.Toilets for girls****Response:** A. Any 8 or more of the above

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

5.1.3

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

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

Response: A. All of the above

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

5.1.4

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

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**
- 5. Concession in tuition fees/hostel fees**
- 6. Group insurance (Health/Accident)**

Response: C. Any 2 of the above

File Description	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: 14.71

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
15	15	13	03	13

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

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 9.18**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 9

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
Upload any additional information	View 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:** 20.95**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
05	28	28	16	7

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:

Our college is not framing any student council because our state government is not permitted to selffinance colleges developed any student council but our student participation in so many committees just as gravedances, redressal and saxual harassment committee, in-house committee, ant-ragging committee and so many committees.

File Description	Document
Upload any additional information	View Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Paste link for additional information	View Document

5.3.2

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

Response: 4

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	2	0	6	7

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:

Alumni Association serves as the link between the past and present. It aims to establish an emotional connect between the Institution and passed out students. Institute is having a alumni association since September 2019. It consists of Some executive association members including ex-officio members of the institute. Alumni association works in the direction of achieving the objectives set by the association as given below:

- To build a long-term relationship with all the alumni and the present students of Institute.
- To carry out various learning events for the Institute.
- To facilitate Training and Placements. To undertake domestic and international consulting projects.
- To develop, nurture and imbibe virtues of selfless service, corporate governance and nation building in the youth of the country.
- To provide scholarships and grants to the students.
- To publish a directory of alumni with their details.
- To conduct various social activities like tree plantations, pollution control, health awareness etc for the well-being of the society.

On the Alumni association website, all the alumni are registered as members. This website is a common platform for the institute and alumni to display the alumni profile, activities and achievements. Alumni members can post requirements for recruitments which are accessible to all the alumni and ex-officio members.

Alumni members regularly contribute to the institute through various ways like counselling students, guiding students' projects, extending help for higher education, helping students to prepare for interviews, enhancing training and placement activities and recruiting students.

Alumni members support various committee through Memorandum of Understanding with their organizations. Alumni support various initiatives like entrepreneurship development, startup activities, research and consultancy. Alumni also conduct personality development programs, seminars/webinars, and workshops. The Institute conducts alumni meet regularly.

Alumni are well placed in diverse fields and employed with many respective places. They are today our institutions' advertiser of this state. In return, the college gains from their valued input to up-to-date teaching methodology subjects. They also share the social commitment of the institute by participating in various programs. Our Alumni engage us with global community to support and advance the college excellence. Our Alumni promote and foster mutually beneficial interaction between the present students of this institution. We are arranging get-together of the Alumni and social, cultural function of the institutional development. Enable the Alumni to participate in activities that would contribute the general development of the college.

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Paste link for additional information	View Document

5.4.2

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

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

Response: B. Any 4 or 5 of the above

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

5.4.3

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

Response: 2

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
0	1	1	0	0

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:

Basundhara Teachers Training College numerous initiatives, they also share the institute's dedication to social responsibility.

- Our alumni interact with the worldwide community on our behalf to promote and support college great ness.
- Our Alumni encourage and develop interactions between the institution's current students that are

mutually beneficial.

- We plan alumni gatherings and other social and cultural events as part of institutional growth.
- Give alumni the opportunity to take part in activities that further the college's mission.

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. Former Students who received employment after completing their training programme from the academic years 2014-15 to 2021-22. The Program's prologue was delivered by Principal S.P.Diwedi and Suryakant Chaudhary president of the alumni committee along with Mahesh Kumar, Secretary. The Programme hosted by Sri Pratibha Kumari, Asst. Prof. Speaking to you all on this joyous occasion of our institutions' placed alumni meet bring me a great deal of pleasure. A day like today is crucial for us because it gives us the chance to finally catch up with many of our trained graduate students. Many of you are in powerful position with significant social influence. I want to thank you for working so hard to advance our society and make your time at this prestigious university worthwhile. I want to express my gratitude to each and every one of you for your enthusiastic participation and ongoing support of you alma school that you.

Alumni are well placed in diverse fields and employed with many respective places. They are today our institutions' advertiser of this state. In return, the college gains from their valued input to up-to-date teaching methodology subjects. They also share the social commitment of the institute by participating in various programs. Our Alumni engage us with global community to support and advance the college excellence. Our Alumni promote and foster mutually beneficial interaction between the present students of this institution. We are arranging get-together of the Alumni and social, cultural function of the institutional development.

Enable the Alumni to participate in activities that would contribute the general development of the college.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Basundhara Teachers' Training College with a teaching excellence of 12 years caters to the needs of the society by building competent teachers for better and stronger India. At the help of management and strategic planning, a conscientious and unwavering commitment is consistently embraced to spearhead a myriad of programs aimed at realizing the institution's overarching objectives. BTTC's quality policy, intricately crafted to resonate with the institution's visionary essence and mission, stands as a testament to this meticulous alignment.

The faculty members often have a key role in the governance of the institution. They are involved in decision-making processes related to curriculum development, academic policies, and other aspects of the college's academic mission.

The long-term plans and overall direction are headed by the Chairman Managing Committee. Under the leadership of Educational Agency, the Manager executes the administrative function of the college and the Principal is bequeathed with the power of excessing all the academic activities of the college. Various committee are also responsible for setting the overall strategic direction and policies of the college staff members.

The institution implements a shared governance model where key decisions are made collectively by managing committee, teachers, students and non-teaching staff, alongside college administration. The participation of teachers, students and non-teaching staff in decision-making processes is considered important for creating a collaborative and effective atmosphere in the college. The representatives of the Management Governing Body, IQAC, In-House Curriculum Planning Committee, Graviences-Redressal & Sexual Harrasment Committee, Anti Ragging & Disciplinary Committee, Examination Committee and Admission Committee work along with the faculty, students and non-teaching staff on administrative functioning. They also suggest the ways and means of strengthening various activities and development of the college. Effective communication channels and mechanisms for feedback is established to ensure that all stakeholders are well-informed and contribute to the decision-making process.

The academic governance structure involve teaching faculty, non-teaching staff and students in decision-making related to curriculum development, academic standards, and other educational matters. The planning for the academic session begins with a well-designed academic calendar designed according to the annual calendar notified by the university. The time table governs the teaching schedule for the semester and anuall examinations. Staff council members regularly review and evaluate the college's mission and vision statements to ensure that they remain relevant and aligned with the evolving needs and goals of the College. Together, they form a triumvirate of scholarly stewardship, steering the ship of

knowledge through the boundless seas of enlightenment.

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

6.1.2

Institution practices decentralization and participative management

Response:

A decentralized mechanism is carried out successfully in the institution. This inclusive and participatory approach promotes an environment of unity and mutual respect which ensure the smooth functioning and growth of the institution. The allocation of committees to each faculty member and the freedom given to them to work responsibly within those committees are positive aspects. This not only empowers individual staff members but also promotes a culture of accountability. The functions of each committee are specified in the institution. The management ensures the involvement of staff in the Governing body and various committees and encourages staff members to freely voice their opinions and suggestions regarding the efficient functioning of the institution during staff meetings and meetings with the Management which is given due consideration. The accountability to the principal and management ensures that the decentralized structure doesn't lead to chaos but rather contributes to the overall success and development of the institution.

The management approach where the decision-making process involves active participation and collaboration among various stakeholders, including administrators, faculty members, nonteaching staff and students. It encourages shared responsibility, open communication and the involvement of individuals in shaping the policies, procedures, and direction of the college. Through the participative management practices faculty feel empowered and motivated to contribute their best efforts towards achieving the college's goals, leading to increased job satisfaction and engagement.

Decentralization and Participatory Management at Staff Level

Teaching staff in the institution ensures participatory management of the decision-making process and management of an institution. In participatory management practices, teachers involve in decision making processes related to curriculum development, teaching methods and assessment strategies. The collaboration among teaching staff is fostered by promoting joint lesson planning, team teaching and

collaborative projects.

Non-teaching staff members are actively involved in the various levels of the institution's governance. The institution takes into consideration the suggestions and recommendations provided by the non-teaching staff. The institution fosters a collaborative and inclusive work environment by promoting teamwork and team-building activities. The institution conducts regular meetings where non-teaching staff can discuss and contribute to decision-making processes.

Decentralization and Participatory Management at Student Level:

Decentralization and participatory management practice at the student level involve empowering students to play an active role in decision-making processes within the institution. This approach aims to foster a sense of ownership, responsibility and engagement among students, preparing them for future leadership roles.

Constitution of Committees

The college organizes staff meeting to constitute various committees democratically that discharge various duties of the college. Members can include faculty, students, staff and external experts, depending on the nature of the committee's work. The process begins with the formation of college committees involves all teaching and nonteaching staff of the college. All programs and activities of the institution are planned & executed by the said committees headed by the coordinators of every committee.

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

6.1.3

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

Response:

A decentralized mechanism is carried out successfully in the institution. Basundhara Teachers' Training College a self-finance college which is affiliated to Baba Sahib Bhim Rao Ambedkar Bihar university, Muzaffarpur. Fee and funds are directly controlled by the account section. Salaries of the teaching and non-teaching staffs and other expenditures of the college are directly controlled by the account section. Fee which is collected by the students are spent for the salary and other expenditures. Payments are made through cheques/ online/ NEFT/ cash etc. Audits are periodically conducted at certain interval to ensure complete transparency. At the conclusion of each financial year, the institution routinely performs

internal and external financial audits. The auditors make frequent visits to the college, where they check all financial transactions using the accompanying documentation and the appropriate authority's clearance. To get a reasonable assurance about whether the financial statements are devoid of substantial misstatements, they develop and carry out the necessary procedures. They provide the college with an audit report for a true and fair assessment of the financial accounts based on this type of audit. Auditors provide "Audit Reports" based on the internal audited.

Teaching as well as non-teaching staffs is part of the college administration. BTTC have highly qualified, motivated and committed faculty members who are capable of complete the assigned tasks. The faculty members are actively engaged in teaching-learning process. The college management support and encourage performance improvement, planning and implementation strategies.

The college operates transparently in its academic operations as well the college academic calendar is produced in advance of the start of the term and all extracurricular and academic events are arranged. It's distributed to every faculty member. Workloads and schedules are also created and distributed. It is recommended to employ technology more often to improve the teaching-learning process. Internal exams and periodic assessments are planned on a regular basis to evaluate pupils' development. Under the supervision of the controller of examination, an examination coordinator is in-charge of processing, creating date sheets, organizing seating, keeping track of absentees and creating question papers. The internal assessment makes sure that students receive their graded response sheets and keeps track of their performance, growth, and evaluation fairness. According to official government policies, admission is determined solely by merit.

The principal is in charge of the institution's general management and academic operations, ensuring that they adhere to both mandatory requirements and management policies. Additionally, all administrative actions are impartial and open. All purchase and account-related activities are uploaded to e-governance. Every student's entrance, exam, purchase, account, and inventory record are kept up to date via e-governance. Every one of these documents is periodically posted. Structured utilization of management funds Auditing and documentation of the fund by internal and external system Documentation of all financial transactions.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Any additional information	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The Strategic Plan of Basundhara Teachers' Training College serves as a foundational document that demarcates the trajectory towards realizing its long-term aspirations and objectives. It is intricately aligned with the institution's overarching vision, mission and core values. Emphasizing the enhancement of overall institutional growth and refinement of diverse facilities and infrastructure. The strategic plan encapsulates a blend of enduring goals and immediate targets geared towards positioning the institution as a paragon of excellence. Encompassing the time frame from 2014 to 2024, this plan delineates a concerted effort to attain significant milestones and advancements.

The following are the main aspects of the Strategic Plan:

1. Faculty Excellence
2. Infrastructure Augmentation
3. Research Culture
4. Academic Excellence
5. Eco-friendly Practices
6. Cultural Integration Initiatives

To accomplish the institutional objectives, the college has created both short and long-term plans developed, time-bound strategic plan is implemented well and backed by the right kind of funding. The college's staff is managed according to the principles of transparency and participation. The BTTC Governing Committee is made up of seasoned academics who provide high-quality instruction through an efficient teaching-learning process, while also incorporating innovation and best practices that the institution has chosen. Every year, the institute creates strategic plans academic calendar and time table that are accomplished in two parts: long-term and short-term. To ensure openness and efficient system operation, the institute has a clear and comprehensive job description in student orientation programme in the beginning of the session. The institute have number of committees that operate effectively and transparently to advance the vision and mission. To Develop human values of concern, compassion, tolerance and togetherness among students. To establish among them a sense of discipline, honesty, Confidence and self-respect. To make it possible for the student teachers to carry out their national building responsibility. To impart the knowledge and skills outlined in different programs through creative instruction, active learning, and trustworthy assessment. The institution's accounts are kept up to date by the accounts assistant and the principle regularly verifies them. External auditors audit the finances each year. The faculty's performance has been tracked by the school through self-evaluation, student assessments and expert evaluations of their work by the teacher's self-appraisal proforma. The establishment is connected to Baba Sahib Bhim Rao Ambedkar University, Muzaffarpur and the admissions process adheres to the guidelines set forth by Baba Sahib Bhim Rao Ambedkar University, Muzaffarpur and the Government of Bihar admission nodal university.

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

6.2.2

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

Response:

The effective functioning of the institutional bodies is effective and efficient which is reflecting through policy implementation, administrative setup, appointment and service rules. The principal is the academic and administrative head of the college. They all follow rules and regulations as prescribed by UGC/NCTE/affiliated university. Faculties are responsible for the academic and curricular development of the students. Staff members have been designated as coordinator, co- coordinator and members of various committees. There are 13 committees which is actively working and decision making for the betterment and deployment of college policies. Every committee consists of coordinator, co-coordinator and members of various committees. The function of every committee and sub-committee is well defined.

The College formed various major committees for functioning:

- In House committee
- Internal Quality Assurance Cell (IQAC)
- Research & Development Committee
- Co-Curricular Committee
- Examination Committee
- Staff Council
- Admission Committee
- Anti- Ragging and Disciplinary committee
- Guidance, Counselling and Placement Cell
- Grievance, Redressal and Sexual Harassment Committee
- Internship committee
- Alumni committee
- Maintenance and Campus Beautification committee
- SC/ST/OBC Committee
- Library Committee
- Scholarship Committee
- Women Development Cell etc.

The institution has a well-defined administrative structure and policy guidelines that govern its effective functioning. The Appointment of Non-Teaching Staff is done by Management directly on the bases of candidate's merit. The Teacher appointment is done by Selection committee formed and approved by university. The functioning of the institutional bodies is effective and efficient which is reflected through policy implementation, administrative setup and appointment and service rules.

The Managing Council:

The organizational structure is centrally managed and supervised by the Managing Committee constituted under the North Bihar Educational Trust. This committee is the apex body in respect of policy making and sets a framework for the implementation of the proposals from various contributors.

The Governing Body:

The Governing Body set the college's strategic plan, approving policies and ensuring that the college is operating in accordance with its mission and relevant laws and regulations.

The Principal:

The Principal is entrusted with the responsibility of managing the day-to-day affairs of the college, implements the directives of the Managing council in accordance with the norms and guidelines stipulated by the government, the University and other regulatory agencies.

Administrative Officer supervises the Office Staff, Library staff, Support Staff etc.

Appointment:

The recruitment to the posts is on the basis of merit; vacancies are advertised in newspapers and the college website. The interview panel comprises of the Principal, Senior Staff of the college and an External Subject Expert as per the provisions of the University.

Service Rules:

All the employees follow the rules regarding the recruitment, appointment and selection process of University and Government and other agencies. Employees have to comply with both the University regulations.

Grievance, Redressal and Sexual Harassment Committee

This committee functions under the coordinator ship of a senior faculty, the employees can raise any issue before the committee. The college has Internal Complaints Cell (ICC) and Anti-ragging committee. The teachers and students are given necessary awareness on the redressal mechanism of the institution.

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

Basundhara Teachers' Training College the various and Bodies have well defined roles and they plan out various programmes and implement them with the approval of the Principal.

The head of the institution organizes meeting before the commencement of the academic period. Various committees and clubs 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.

In-House Curriculum Planning Committee

Decision: Preparing the Master time table In the Curriculum Planning Committee meeting, the Principal assigned to prepare the Master time table and place it for approval by the month of June every year.

Action Taken: The Master time table was prepared and placed before the Principal for approval on June every year.

Library Committee

Decision: Purchase of new LMS System in the Library, Library committee forwarded a request for purchasing Plagiarism checker in the library. The principal explained an library committee decided every year new books and journals purchasing and recommended Del-net e-resources software.

Action Taken: library committee recommended books and journals purchased, and Del-net e-resources software purchased.

Eco Club

Decision:

To celebrate World Environment Day: The Eco Club of the college decided to celebrate World Environment Day on June 5th, 2022, through tree plantation. It was decided to pay tribute to Sundarlal Bahuguna, during the event to honour his contributions to environmental conservation.

Action Taken: World Environment Day, was observed on June 5th, 2022, through tree plantation. A heartfelt tribute was paid to the environmentalist Sundarlal Bhuguna, acknowledging his remarkable contributions.

Women Development Cell

Decision: To organize a program aimed at observing discrimination against women under the leadership of each optional and to enhance awareness among future educators. The conduct a program for observing discrimination against women in which all the members of Women's cell were present.

Action Taken: A extension lecture programme was conducted. A variety of activities were undertaken by co-curricular committee in collaboration with the Women Development Cell.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

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 causalities for the inmates and family members. Medical and health insurance scheme is supported on concession based to the employees as per rules of institution. 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 for non-teaching and teaching staff as per the guidelines of Bihar state govt. rules. Provision for Duty leave for attending meetings, seminars, workshops and conferences for professional development purposes.

Growth and satisfaction of both teaching and non-teaching staff and this involves:

- academic freedom for staff members
- deputed on duty for attending and conducting the Seminars/ Workshops etc
- access to library resources, journals, online journals in the college as well as those materials required to enrich the content from outside the college
- encouragement to participate and present and publish Research papers
- permission to do higher studies connected with their profession
- participation in professional and technical training programme for skill enhancement
- Performance Based Appraisal System to determine individual strengths and weaknesses of teaching and non-teaching staff
- Permission to attend FDP such as Orientation programmes and Refresher courses, short term courses.

Financial well-being is another critical aspect addressed by welfare measures. The staff is provided with-

- financial support for seminars and conferences
- soft loans and help are provided to the needy staff
- staff tour expenses are met by the management honouring the retiring staff with valuable gifts.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.2

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

Response: 33.33

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
17	0	8	10	13

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: 4

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	0

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

6.3.4

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

any other similar programmes**Response:** 40.28**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
17	8	10	10	13

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Any additional information	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 has effective welfare schemes and performance appraisal system for teaching and non-teaching staff members which helps them to create a positive workplace environment.

Following welfare measures are implemented for the teaching and non-teaching staff:

- 1. Admission to the wards of faculty on a priority basis:** The admission to the wards of teaching and non-teaching staff in the Basundhara Teachers' Training Colleges are given on a top priority basis and fee relaxation.
- 2. Medical Insurance Scheme:** The medical insurance policy for teaching and non-teaching staff is taken from the Star Health Insurance to provide financial support to employees individually against medical expenses. All teaching and non-teaching staff members get partial concession in medical health insurance reference.
- 3. Employee Provident Fund (EPF):** EPF scheme is extended to all eligible staff members as per EPF Rules.
- 4. Appreciation / Reward:** The institute felicitates teaching and non-teaching staff for their remarkable contribution in their respective areas.
- 5. Uniform:** Institute provides uniforms to class IV employees yearly.
- 6. Training Programs:** As a policy of empowerment of faculty and support staff, the IQAC has arranged activities about new developments of quality education and accreditation. Gender

sensitivity awareness programs conducted every year have enabled a healthy atmosphere.

7. Financial supports to the teaching faculty members attending conferences/research work and professional memberships: Teaching faculty members are encouraged to participate in conferences, Faculty Development Programs (FDP)s and research work for which financial support and duty leave is provided by the institution.

8. Leaves: All types of leaves have been sanctioned as and when required by all employees as per university norms.

9. Salary: Salary as per norms is applicable for teaching and non-teaching staff members.

Performance Appraisal System:

Teaching Appraisal: The institute has adopted the performance appraisal system for teaching staff members as per UGC prescribed appraisal Performa. A Self-Appraisal Performa is submitted to the respective principal by each faculty member. The principal gives their remarks and forwards all the appraisal Performa for his kind perusal and appraisal. Based on an overall assessment, the Principal conveys the strength as well as areas of improvement to each faculty for achieving academic excellence.

Parameters of Evaluation: For teaching faculty, the appraisal system encompasses the contribution of the faculty in teaching-learning and student engagement, which includes the assessment of teaching learning, pedagogic initiatives, project guidance, support to co-curricular & extracurricular activities and maintenance of student attendance and their feedback. The appraisal also contains faculty contributions in the participation and conduct of professional programs. Contribution to research is reflected through students supervised, publication in quality journals and attracting funding for research projects. Institute also values the creation of IPR by faculty as a part of assessment.

Non-Teaching Appraisal: For non-teaching staff appraisal, the institution appraises the performance of non-teaching staff members based on technical competency, behavioral approach and laboratory & deadstock maintenance work.

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

6.4 Financial Management and Resource Mobilization

6.4.1**Institution conducts internal or/and external financial audit regularly****Response:**

Institution has the strategies which mobilize and utilize resources and funds in a way that supports its mission, vision, and priorities while ensuring accountability and transparency. Mobilizing and utilization of resources and funds effectively requires organizations to manage both their Permanent Assets and Operational Assets.

By developing comprehensive asset management plans, prioritizing maintenance and repair which includes land, buildings, machinery, and equipment and making informed decisions on asset acquisition, institute ensures that its permanent assets are being used efficiently to support its long-term goals and objectives.

Similarly, by implementing effective inventory management systems, optimizing the use of rental and leased equipment, and managing cash flow, institute ensures its operational assets are being used efficiently to support their day-to-day business activities and generate revenue.

Mobilization and optimal utilization of resources and funds

The Institute ensures adequate funds for development and maintenance through various sources of funds as follows:

- Fees from students of B.Ed. and B.A.B.Ed./B.Sc.B.Ed. candidates.
- Institute faculty gets funds from staff welfare as miscellaneous fund for attending such as FDP, Conferences, Refresher Programs, etc.
- The Institute plans utilization of financial resources through operational and capital budget exercises.

Funds are utilized in the following areas:

- Salary of teaching and non-teaching staff
- Laboratory equipment, consumables, Software
- Computers, Furniture Library books, E journals, subscriptions, periodicals and newspapers
- Infrastructure Augmentation
- Repair and maintenance Honorarium Miscellaneous expenses.

The Central Campus Beautification and Maintenance Committee of the Institute follows the regular process; calls quotations from vendors, compares the specifications and pricing, best suited quotation is finalized in discussion with the Principal. Conduction of internal and external financial audits:

Internal Audit: The Institute has appointed an Internal Auditor as accountant with the concerning authority for carrying out regular audits during the year. The budget is prepared at the Institute level as per the actual requirements at the beginning of every financial year(FY), which gets duly approved by the management. The financial resources are then utilized accordingly. Payments are made through cash/cheque/NEFT/RTGS. Actual expenses are periodically checked and verified with budgeted

expenses.

External Audit: The auditors verify all financial transactions with the supporting documents and the approvals given to the same by Competent Authority. 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 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
List of audit objections and their compliance with seal and signature of 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
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View Document
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:

1. In conducting activities like Seminars & Workshop for faculty, Seminars & Workshop for students Organizing Field Trips
2. A large amount of fee is utilized in providing Faculty & Staff's Monthly Salary.
3. Another large amount of fee is utilized in providing various facilities like Wi-Fi Facility, Electricity, Water, Rho, Telephone, etc.
4. Organizing Alumni Meet every year.
5. Conducting Practical Exams.
6. Providing Incentives to Faculty for Paper Publishing, Out-Standing Performance, Participating in workshops and Seminars.
7. Providing Incentives/Scholarships to Meritorious Students In organizing different Cells and committee Activities.
8. Providing Incentives/Scholarships to Meritorious Students In organizing different Cells and committee Activities.
9. Providing free Transport Facility to Faculty, Staff, and Students Organizing and Participating in Inter- Institute Competitions, Infrastructural Maintenance like renovations etc.
10. Infrastructural Developments like constructions of rooms, Labs, etc.
11. 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 Intellectual Resources

- 1.It encourages all staff members to reach their personal and professional growth goals by cooperating with their career development imperatives and discipline-specific aspirations.
- 2.The institution mobilizes its human resources, too by visualizing, designing, and implementing academic and co-curricular activities.
- 3.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.

Mobilization of Physical Resources

- 1.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 Table.
- 2.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.
- 3.The Computer Laboratory accommodates students of multiple works, the seminar halls which are also used as lecture theatre’s, the library which functions as a composite knowledge resource centre are a few other examples of optimal space utilization.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) of the college works for the continuous improvement of academic and administrative processes so as to ensure and enhance the quality of education provided to students. The following initiatives are undertaken to achieve its goals.

Teaching-Learning Methods: Periodical checking of the ICT resources and their functioning provided in the class rooms ensures the effective use of the same for the teaching learning process. A total number

of 15 Value added courses were offered during last five years.

Assessment and Evaluation: Timely collection, analysis and reporting of the feedback of the curriculum from its stakeholders was made. The Internal Assessment and Evaluation of the students is fair and certain is ensured through having a grievance redressal system in place. Feedback of the teacher's quality is also collected from the students. Self-Appraisal of the teachers is taken care of. Principal's Confidential report is prepared for teaching and non-teaching staff.

Faculty Development Programme: A total of 18 faculty development programmes were organised in the last five years.

Student Enhancement Programmes: Nearly 2 programmes were organised for Student Enhancement.

Research and Publications: Faculty encouraged to publish their research findings in reputable journals. Encourage for paper publication in UGC -Care listed journals.

Infrastructure and Facilities: Upgradation of infrastructure facilities and its modernisation was taken up.

Internal and External Audits: Internal and external Financial and Academic-Administrative Audits were undertaken regularly to evaluate the institution's performance against set benchmarks.

MOUs for Collaborations: 2 MOUs were Signed for various Collaborations.

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

6.5.2

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

Response:

Basundhara Teachers' Training College, Muzaffarpur implements semester wise system in the B.A. B.Ed/ B.Sc. B.Ed. and annually system for B.Ed. programme as per the regulations of Baba Sahib Bhim Rao Ambedker Bihar University, Muzaffarpur. IQAC has a practice of comprehensive semester wise result analysis to monitor the strengths and weaknesses of curriculum implementation. At the beginning of the academic year, IQAC prepares academic year plans and monitors its effective implementation throughout the year. Teachers also submit a Course Plan every month so as to evaluate the progress of

the curriculum in tune with the academic calendar. IQAC insists on the Mapping of Programme learning objectives (PLO's), and Course learning Outcomes (CLOs) at beginning of a Programme/Course. This gives a positive direction towards the methodologies to be adopted in teaching and evaluation.

Students are continuously evaluated through different modes such as assignments, projects and internal examinations. IQAC ensures proper conduct of internal examinations and instituted a transparent mechanism for evaluation through Continuous Internal Evaluation so that the students are regularly monitored towards academic competence and professional development. Performance of students is checked and monitored through assignments, class tests, presentations, google form unit wise quizzes and necessary feedback was given to students regarding their progress and areas of improvement. Extended time was provided for online examination and uploading of answer sheets. After every semester feedback is taken from the students. IQAC ensures progressive steps to be taken based on the feedback taken from the students and corrective changes such as use of innovative teaching methodologies are planned and implemented for the betterment of students. The students' performance in practice teaching is monitored and suggestions are taken from various sources such as guidance teachers, peer, subject teachers. During the pandemic students were given online guidance, recordings of demo lessons, digital lesson plans. Feedback is also taken from the alumni during alumni meetings or interactions. This feedback is analysed and the major points are discussed during the IQAC meetings.

During the pandemic, some of the suggestions which were elicited from such feedback, IQAC ensured to take following steps:

1. Academic difficulty solving sessions through online mode were organized for the students.
2. As students were facing internet connectivity issues, separate time slots were provided to help them in this regard.
3. Video recordings of the lectures and topics were uploaded in the classroom so that they can view it any time.
4. Counselling was provided as required to support and motivate the students due to the various challenges faced by them in the pandemic and as all transactions was only in the virtual mode.
5. Many students had moved to their hometowns and as they were facing network issues, they were given the provision of giving recorded lessons as part of their internship requirements.
6. Enhancing the research and publication through research cell.
7. Teachers were encouraged to enrol for various online programs and upgrade the digital tools for teaching-learning and evaluation.

Hence, IQAC monitors student centric and holistic methodologies of teaching learning process.

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

6.5.3

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

Response: 13.8

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
24	15	8	12	10

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

6.5.4

Institution engages in several quality initiatives such as

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

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

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

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: C. Any 2 of the above

File Description	Document
Feedback analysis report	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) 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:

One of the main functions of the IQAC is to review the teaching- learning process, and methodologies of operations and learning outcomes at periodic intervals to assure quality of functioning in the Institution.

Academic Incremental Improvements:

1. Academic Planning Committee plans the session plan and academic calendar for the complete session for well-planned and organized functioning of the Institute.
2. Examination Committee: Looks after Internal & external examination and maintains examination records.
3. The committee keeps the record of any grievances related to examination and acts as a bridge between university and college for smooth execution of examinations.
4. The overall result of the institute stands between 95-100%.
5. The IQAC is committed to a learner centric approach and designing gradual attribute like academic excellence.
6. Therefore, percentage marks in internal examination are approximately 70-85%.
7. Therefore, pass percentage was above 95-100%.
8. The institution equips the student teachers with skills to be effective professionals through several capacity building activities such as value-added courses, workshops on innovative practices, organizing events.
9. Through community outreach programmes, environmental activities, institution endeavours to foster values that will form the foundation of the student teachers learning journey.
10. Through these activities the institution encourages student teachers to be lifelong learners.
11. Various opportunities are provided to the students to develop their technological skills through ICT based activities, use of e- resources, etc.
12. BTTC strives to make students self- reliant by orienting them to innovative teaching learning strategies, giving expert advice for higher education, counselling sessions, etc.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

With a growing awareness of environmental issues and the looming threat of climate change, institutions worldwide are increasingly recognizing the imperative of adopting energy policies that prioritize conservation and the utilization of alternative energy sources. Basundhara Teachers Training College, Muzaffarpur energy policies play a pivotal role in shaping the sustainable future we aspire to achieve. These policies serve as guiding principles, delineating a roadmap towards a greener, more efficient energy landscape.

At the heart of any institution's energy policy lies a commitment to conservation. Recognizing the finite nature of conventional energy resources and the ecological toll of their exploitation, institutions are compelled to minimize their energy consumption. Through a multifaceted approach encompassing both technological innovations and behavioural changes, institutions endeavour to optimize their energy usage, thereby reducing their carbon footprint. From simple measures like switching off lights when not in use to implementing sophisticated energy management systems, every effort is directed towards maximizing energy efficiency.

Central to the ethos of an institution's energy policy is the embrace of alternative energy sources. As the world transitions towards a post-carbon era, institutions are pioneering the adoption of renewable energy technologies. Solar, wind, hydro, and biomass energy emerge as cornerstones in the quest for sustainability. By harnessing the power of nature's inexhaustible resources, institutions not only mitigate their environmental impact but also insulate themselves from the volatility of fossil fuel markets. Through strategic investments in renewable energy infrastructure, institutions lay the groundwork for a future powered by clean, renewable energy.

Moreover, institutions recognize the imperative of collaboration in advancing their energy agendas. Partnerships with government agencies, industry stakeholders, and research institutions facilitate knowledge exchange and foster innovation. By leveraging collective expertise and resources, institutions can overcome barriers and accelerate the transition towards a low-carbon economy. Through advocacy and outreach initiatives, institutions also seek to inspire broader societal change, promoting a culture of energy consciousness and environmental stewardship.

Furthermore, institutions prioritize the integration of energy considerations into their broader decision-making processes. From facility management to procurement practices, energy efficiency becomes a key criterion guiding organizational operations. By embedding sustainability principles into institutional governance structures, institutions ensure that energy concerns are accorded the attention they deserve across all levels of the organization. This holistic approach ensures that energy policies are not viewed in isolation but are seamlessly woven into the fabric of institutional strategy and culture.

Ultimately, an institution's energy policy is a testament to its commitment to responsible stewardship of resources and its dedication to shaping a more sustainable future. By championing energy conservation and embracing alternative energy sources, institutions not only fulfil their ethical obligations but also position themselves as leaders in the global transition towards sustainability. Through concerted action and unwavering determination, institutions have the power to effect meaningful change, paving the way for a brighter, cleaner, and more prosperous tomorrow.

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:

Basundhara Teachers Training College, Muzaffarpur dumps the bio-degradable waste to degrade or decomposes. After decomposition the good quality and nutrients rich manure is used in college garden itself. Non-bio degradable waste is picked by Municipal Corporation. Use of plastics and plastic bags are strictly prohibited in the College campus. Dustbins are kept on every floor, classrooms, laboratories, canteens and campus. The college has well-constructed drainage system for waste water management. The tanks of drainage systems are regularly cleaned to avoid stagnation of water. Implementing an effective waste management system is crucial for maintaining environmental sustainability and public health. This multifaceted process involves a combination of strategies aimed at reducing, reusing, recycling, and responsibly disposing of waste materials.

Basundhara Teachers Training College, Muzaffarpur realizes sustainable and holistic waste management essentially reducing its environmental footprint and providing a safe and healthy work environment for teaching and non-teaching employees, students, and visitors. The college will adopt the principles of the 'best practicable environmental option' in the delivery of its waste management services. The college will apply a 'waste hierarchical approach', to reduce, reuse, recycle and recover waste products in preference to the disposal of waste to landfill.

At the forefront of waste management is the principle of waste minimization. This involves reducing the amount of waste generated at the source through practices such as product redesign, packaging optimization, and consumer education. By minimizing waste production, fewer resources are consumed and less waste ends up in landfills or incinerators.

Another vital aspect is recycling, which involves the collection, sorting, processing, and remanufacturing of materials such as paper, plastics, glass, and metals into new products. Recycling conserves natural resources, reduces energy consumption and decreases the need for virgin materials extraction.

Complementing recycling efforts is the promotion of reuse. Encouraging the reuse of products or materials through initiatives like donation programs, thrift stores and refillable containers helps extend their lifespan and reduces the demand for new resources.

Additionally, waste management encompasses proper disposal methods for non-recyclable and hazardous waste. Landfills and incineration facilities must adhere to strict regulations to minimize environmental contamination and mitigate health risks to nearby communities. Advanced technologies such as landfill liners, gas collection systems and waste-to-energy plants help mitigate the negative impacts of waste disposal. Education and awareness play a crucial role in waste management. Public outreach campaigns, school programs and community workshops raise awareness about the importance of waste reduction, proper sorting, and disposal practices.

Furthermore, waste management requires collaboration among government agencies, businesses, communities and individuals. Effective policies, regulations and incentives support waste reduction initiatives and ensure compliance with environmental standards.

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

7.1.3

Institution waste management practices include

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

Response: D. Any 1 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	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
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:**

Basundhara Teachers' Training College, Muzaffarpur use public transport or on foot or bicycle to attend college from neighborhood areas which reduces the pollution and making the campus green. Use of public transport and vehicle pooling is encouraged among the teaching and non-teaching staffs. The college has proper space for parking bicycles, scooters and cars.

The college takes care of landscaping and maintaining large green spaces on campus. The college has a rich collection of flora with large trees lining across campus.

College has taken active participation in SWACHHA BHARAT ABHIYAN to make the campus plastic free.

Dustbins which are categorized as biodegradable and non – degradable, installed in the various areas around the college. The College has a beautiful garden and landscaping which is maintained by gardeners. Smoking and chewing of tobacco is strictly prohibited inside the campus and is regarded as a punishable offence. The college reduces the use of paper to save environment. Most of the communication of the college is through internet, mobile, what's app and email, so that there is less use of paper. Maintaining cleanliness, sanitation, green cover, and ensuring a pollution-free, healthy environment is paramount for the well-being of both individuals and the ecosystem. It encompasses a holistic approach towards preserving the environment and safeguarding public health.

Cleanliness is not merely the absence of dirt but a state of being free from pollutants and harmful

substances. Regular cleaning of surroundings, including streets, public spaces, and water bodies, is essential to prevent the accumulation of waste and the spread of diseases. Proper waste management through segregation, recycling, and disposal also plays a crucial role in maintaining cleanliness.

Sanitation facilities such as toilets, sewage systems, and drainage networks are indispensable for promoting hygiene and preventing the spread of waterborne diseases. Access to clean water for drinking, cooking, and sanitation purposes is a fundamental human right that must be ensured through proper infrastructure and management.

Green cover, including trees, plants, and other vegetation, contributes significantly to environmental sustainability and human health. Trees not only absorb carbon dioxide and release oxygen but also provide shade, reduce air pollution, and support biodiversity. Therefore, efforts to preserve existing green spaces and create new ones should be prioritized in urban planning and development initiatives.

Creating a pollution-free environment requires addressing various sources of pollution, including air, water, and land pollution. Implementing stringent regulations on industrial emissions, vehicle exhaust, and agricultural practices can significantly reduce air pollution levels. Similarly, treating wastewater before discharge and preventing the indiscriminate dumping of waste into water bodies are essential measures to maintain water quality.

File Description	Document
Documents and/or photographs in support of the claim	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: 1.94

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
62765	198940	69940	370943	164352

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:

Basundhara 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. So, institution is free from pollution. In the college there is Pollution check board by Bihar pollution control board.

Basundhara Teachers' Training College is using locational Knowledge and resource in the following manner: Various activities is done at nearby 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 Basundhara Teachers' Training College for students' fitness. Using halls of Basundhara 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.

Locational Knowledge: The institution organized a value-added course on Human Values to promote sustainable living practices among the students. The institution has endeavoured to spread awareness on the environmental issues through a Poster competition on sustainable living, exhibition of eco-friendly products, food for wellness and ocean day, Environment Day, Water Day celebrations etc. so many extensions lecture and rally conducted on gender equality, human trafficking, human rights, social wellness, physical wellness.

Community practices: The institution has leveraged the locational knowledge and resources to a great extent by organizing expert talk sessions on Good Health and Wellbeing, Mental Health, Menstrual Health and Hygiene, Nutrition, Diet for Wellness, Overcoming Stress and Anxiety, Awareness of Diseases such as Cancer, Aids etc by medical practitioners and other experts. A value-added course on Yoga was conducted where sessions were conducted on different yoga asanas, meditation etc to inculcate health and wellness practices among the student teachers and the community.

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
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Link for additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE: 1

Title of the practice: EMPLOYABILITY ENHANCEMENT THROUGH INDUSTRY VALUE ADDED COURSES

Objectives:

- To develop and transform the students to meet the challenges of employability and society through Value Added Courses.
- To prepare students to face interviews through English Speaking Course, group discussions, interviews preparedness.
- To make students ready for job in computer sector.
- To encourage career counselling by organizing guest lectures by senior educationist.
- To organised mental stress management and yoga course for developing employability.

Context: Our society is always demanding for students who are vibrant, energetic individuals, ready to accept challenges and having good communication skills. The skill development committee identifies the students job prepares at universal level.

The sessions organized skill and development committee motivating the students by conducting various

value-added courses on how to increase their self-esteem.

The Practice: Students are constantly motivated through counselling, on the importance of maintaining good academic record as it plays a major role during recruitment. Institute ensures to develop the students through training modules designed to impart technical, logical, analytical, behavioral and managerial skills. They are also assessed through various tests so that the students are channelized towards the right profile.

Evidence of Success: The following sessions are conducted for the students to enhance their different skills. This has resulted in opportunities for employability of the students.

English Communication Skill Development Course: Helps students to develop communication, confidence and presentation capabilities in academic and professional settings. In the last five years skill and development committee organized 15 value-added courses to students enhance and soft skills.

Motivational Lectures: Research and Development committee organizes various motivational lectures to the students to get inspiration and build confidence to achieve the desired goal.

Problems encountered and Resources Required: Competent faculty with updated soft skills and technical skills are always needed to train the students and assist in pre placement training. The students also lack commitment and focus; hence a close monitoring and mentoring by faculty is required.

BEST PRACTICE: 2

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.

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The vision of the BTTC clearly points towards a value-based education which is based on the curriculum of the affiliating university. A number of minorities and marginalized section students are studying in this college. The college successfully implemented the yearly system which was introduced by Baba Sahi Bhim Rao Ambedker Bihar University, Muzaffarpur. Special guidance is given to weak students. The college follows the inclusive education system. The college promotes the gender equality. The main focus of this college is on skill development, career-oriented programs through value added courses.

A woman cell is still working for the help of the girl's student. The college focuses at delivering to its best ability the vision of the college. BTTC believes in philosophy that students are the most essential and crucial stakeholder and all essential efforts are made to make them professionally and socially competent, so special efforts are made in this context. Students and faculty focus towards creative contributions to society.

The main vision of the college is:

o be a leader in the field of higher education by providing innovative learning environment through academic pursuit of excellence, community involvement and empowerment with traditional values to bring qualitative change in the society.

- To give direction to the students to accomplish self-learning with Indian values, openness and creativity to sustain themselves in the changing societal and economic environment.
- Empowering students with value-based knowledge and skill that enable them to cope up and compete with the demands of modern age.
- To develop leaders with new ideas and capacity to make difference in themselves and society by upholding values of respect and humanism.
- To be the centre of excellence in education, skill development and lifelong learning.
- College provides perennial flowing environment of self-learning, to become flexible to meet the challenges by inculcating innovative educational methods.

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 is 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.

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

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

5. CONCLUSION

Additional Information :

Our college enables a digital classroom for effective teaching-learning classes and also an LCD projector in the era of digitization. Training College have an Vidio lecture Capturing for the benefit of students' teaching-learning process. There are so many options for students' teaching-learning process such as lecture recording in vidio mode lecture for live teaching learning for remote areas and video format and students can read by individual accessing system. In the library students and teachers can access online books through LMS and read books & journals by Del-Net software.

Concluding Remarks :

Our committed, enthusiastic and talented teachers are passionate about educating young people thereby engaging the students in a learning journey that provides experiential, authentic and importantly, relevant to his or her own interests. BTTC, Muzaffarpur strives to provide the students with a stimulating and safe environment towards meaningful learning.

At BTTC, Muzaffarpur we endeavour to offer an educational programme that is innovative, reflecting best practice and catering for a broad academic range. We seek to foster among our students an attitude of community engagement and value based transactions by leading a fulfilling life and making an active contribution towards in the society.

BTTC, Muzaffarpur focuses on in fostering skills among teachers such as:

- **Focus on learning skills than teaching skills:** This primarily shifts the role of a teacher to learn than to teach, the teacher becomes a facilitator rather than the custodian of knowledge.
- **Focus of thinking skills:** Knowledge base can be ignited and multiplied, the scenario-based learning gives an opportunity to students to think out of the box and focus on real life learning.
- **Focus on global connectedness:** Classrooms are a global village/ society, with multiculturalism as the key of learning, the teacher needs to highlight, appreciate, accept and enhance global living standards.
- **Focus of emotional and social wellbeing:** Teachers are caregivers to a large extent and hence need to imbibe the feeling of emotional stability and social humility, these skills need to be fostered for enabling a nurturing learning environment.
- **Focus of technology driven learning:** Learning can no longer be in the clutches of physical classroom; it needs to travel far and wide. Digital education is the key for success of all the learning skills. It focuses of A3 – accessible, affordable, and accommodative learning.