



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**RAGHU SAROJ WELFARE AND CHARITABLE TRUST  
AMBEDKARNAGAR JEHANABAD BIHAR**

VILL- AMBEDKAR NAGAR PO-JEHANABAD DISTT- JEHANABAD  
804408

[www.rswct.com](http://www.rswct.com)

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**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

**Raghu Saroj Welfare and Charitable Trust** affiliated by **Magadh University Bodhgaya**, established in the year **2009**, has aesthetically designed with large landscape lawns, garden which create very conducive atmosphere for teaching learning activities. The college has emerged as an advanced center of study & research for quality education in the State. The imposing lush green campus boast of airy class rooms, finest laboratories like science lab, psychology lab, modern computer lab with 24 hours internet facilities, a well-equipped library endowed with relevant titles, journals etc. With the existing volume of modern infrastructure and assets like a big Multipurpose Hall with projector, Seminar Hall, Seminar Room, Common Rooms for both boys and girls, Sports Room, Play Ground, Administrative Rooms, Hostel facilities etc., the institute is strongly committed to provide quality education to its students which may enable them to accomplish their cherished educational goals. and since then has been performing a vital service of imparting quality education in rural area of Jehanabad, Bihar and for betterment of Schedule Tribe, Schedule Cast and Other Backward cast students. The objective mission and vision focused on the strength, weakness, opportunities and challenges of the institution. prepare trainees for teaching at secondary and higher secondary schools. To contribute in improving the quality of class room teaching by introducing scientific methods of training. To improve the educational and professional competency of trainees by structured learning process and practice teaching. Raghu Saroj Welfare and Charitable Trust is pioneered by the erudite, progressive and philanthropic personality making an effort to start a B. Ed. College at Jehanabad, bihar. It believes in the 'triple' approach i.e., erudition, efficiency and 'excellence' in running the institution. The objective mission and vision focused on the strength, weakness, opportunities and challenges of the institution. prepare trainees for teaching at secondary and higher secondary schools. To contribute in improving the quality of class room teaching by introducing scientific methods of training. To improve the educational and professional competency of trainees by structured learning process and practice teaching.

### **Vision**

The Vision of the Institution is to surge ahead in the academic sphere by transforming and reinventing the learning methodologies. It seeks to develop in each member of the Raghu Saroj, the ability and passion to work creative and effective for the betterment of self and society.

### **Mission**

To transfer men and women by providing quality education with a human touch by inculcating human values such as love, sincerity, empathy, co-operation and constitutional values and thereby impart these values to their students to create a better society.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

## **Institutional Strength**

Being a Teacher's Training College, it had separate training Set up for the secondary level for all students of Graduate and their imagination emphasize to build up the career. Our strengths our local people, teachers and students and the respectable Governing Body of the college who are always solicitous all round development of the college environment with a gravity and innovative steps. We have a strong faculty member who are continuously engaged to enrich different programs which are related to curriculum structure and always advocating to extend or guide professional quality and quantity education also. To strengthen innovative teaching learning process with the students in the classroom transaction, our teachers are well-versed and well-acquainted to maintain standard of the institutional excellence. Raghu Saroj Welfare and Charitable Trust strives to create a model of education that is based on fostering a culture of ecofriendly practices and making the campus environmentally sustainable. An active Internal Quality Assurance Cell plays a central role in the monitoring, augmentation and sustenance of the overall quality of the institution.

## **Institutional Weakness**

- Higher proportion of students with poor economic background.
- The Government does not provide any fund to the teachers education institution
- Poor communication skills of admitted students
- Students from vernacular language
- Limited academic flexibility since we are implementing Magadh University curriculum.
- Lack of local schools supporting resource mobilization and employment generation
- Low paying capacity of students due to economically poor hinterland.
- Located in down town village area
- Less campus area.
- Poor Communication skill of admitted students in English.

## **Institutional Opportunity**

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

## **Institutional Challenge**

- Curriculum Structure would be reviewed time to time and presented to the students for which they would be accepted this procedure.
- Motivating faculty for research by getting research grants from various funding agencies.
- Curriculum Planning and Curriculum Development is not in control.
- Funding facility is not available.
- Raghu Saroj Welfare and Charitable Trust caters to a large number of students who hail from the marginalized sections of society, many of whom are first generation learners. The challenge of meeting their day-to-day educational and personal needs is an urgent and immediate need.
- The initiation of any new academic programme requires a long and complicated procedure for getting permissions from multiple authorities which often delays the process.
- The commercialization of education and change in the societal values present a challenge to the service motto of the College.
- Steps have been taken as per University concern for examination through Semester wise.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The curriculum structure provides ample scope for nutritive teaching practice, in the form of internal assessment, field trips, camp activity programmes, educational technology, information and communication technology etc . The institute conducts a range of value added courses and organizes short term add-on programmes for self-development and professional skill enhancement of students. English communication programme, beauty culture, yoga, computer programming , work experience, medicinal plant culture etc are important aspects of the curriculum. The feedback from various knowledgeable sources such as, students, academic peers, alumni and established sources are obtained and used for motivation and improvement or any modifications required in the curriculum structure, so that the objective in the form of providing value based education to the students is achieved by the institution placidly.

Raghu Saroj Welfare and Charitable Trust is sensitive to cross cutting social issues and makes every effort to sensitize the students by periodically organizing seminars/ extension lectures on Gender Equality, Environment and Sustainability, Human Values and Professional Ethics. There are specific committees and clubs that make a collective effort to raise the level of awareness amongst the students. As a learning organization we focus on improving, so continuous process of obtaining feedback from different stakeholders is followed to make our students employable and a good citizen of the society. Feedback is analyzed and reports of action taken on it are displayed on the college website. The college strives for the empowerment of women through quality education.

## **Teaching-learning and Evaluation**

The Teaching learning process is strengthened through lectures, seminars, paper presentation, demonstrations, micro level teaching, macro teaching, field trips and camp activities .The latest ICT equipment substantially contributes to the teaching learning process. Our students are involved in a variety of school based activities. The internship and teaching practice is conducted for 16 Weeks in the Government schools proposed by district education of officer Bihar.

The pass percentage of the students have been quite impressive even if the student admitted invariably have average score in the qualifying examination. Weaker students are given remedial teaching, the tutor mentor system is successfully conducted to elicit the problem of the students. Counseling is provided for the needed student teachers are continuously evaluated by conducting unit's tests , revision test and model tests for awarding grades. The final examination is conducted by Magadh University. There is a provision for re-totaling and revaluation and the students can get the photo copy of the Valued answer script from the University. The college being affiliated to Magadh University Bodhgaya, the design of curriculum, course pattern and external evaluation are done by the same University.

Raghu Saroj Welfare and Charitable Trust has been upgrading its IT infrastructure regularly. Faculty members focus on developing e- content. Students are motivated to use ICT support for their learning, practice teaching, internship and co-curricular activities. Extension activities provide exposure to students about recent developments and are encouraged to think critically be innovative and creative in tasks assigned to them. Different opportunities are provided to the students to develop competencies and skills related to school based practices, communication, construction of assessment tools and organizing events etc. Internship is planned very systematically in renowned schools of Bihar Effective monitoring mechanism is in place during internship programme. The college has well qualified faculty involved in teaching-learning and research. Teachers are regularly updated with the teaching-learning and evaluative methods by organizing various workshops and in-house discussions.

## **Infrastructure and Learning Resources**

Raghu Saroj Welfare and Charitable Trust has adequate infrastructure facilities and resources as per NCTE Norms. The college has built up area of sq. m, that consists of Multipurpose Hall, Classrooms, Sports Room , Staff Room, Girl's Common Room, Boys Common room, Library-Cum-Reading Room, Laboratories, Principal's Office, Administrative Office, Store Room, Curricular and Co-curricular activities are taken up in the multipurpose hall and Multi- Purpose Play Field available in the college.

To keep pace with the academic growth institution provides Wi-Fi facility for staff and students. The college makes great efforts to provide the latest technology to students, keeping them up to date with the world. ICT facility is available to students and staff for activities related to teaching-learning process. Over the years college upgrades its hardware, software and allied ICT facilities according to requirements. The need for the purified water is pacified through the water coolers set up on each floor. Enough toilet blocks for female and

male are available in the college. There is also a canteen in the college premises, providing hygienic breakfast, vegetarian lunch, coffee, tea, snacks and refreshments at nominal cost. Uninterrupted electricity supply is ensured in the campus with the help of Gen set and many inverters and UPS systems. Sports department have gymnasium for girls. The maintenance and renovation of the learning resources and facilities in the college is funded by the management, and is done as and when required.

### **Student Support and Progression**

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

Raghu Saroj Welfare and Charitable Trust has established system of providing scholarship from in-house funding in the form of fee concession to different students under various categories which proves highly successful in getting university positions. The college organizes various activities for enhancing the soft skills, language and communication, life skills, and ICT/computing skills of the students. It also conducts seminars for the betterment of career advancement of the students. Different cells focuses on the advancement of students to counsel the variety of ideas in creating multiple learning resources in the fields of life skills. The college has established Grievance Redressal and Prevention of Sexual Harassment Cell for handling various grievances and for the protection of students and staff. Zero tolerance policy regarding sexual harassment and ragging cases has been adopted by college and the Cell maintains the same. Student representatives are included in various committees of the college so as to provide them opportunity to be a part of organizing various events. Placement cell established in the college assists students in on and off campus placement. Various types of workshops are organized for students for preparing them for interviews. Students have been motivated for progress to higher education and support for qualifying competitive examinations by providing guidance to them. The progression of girl students towards higher education is increasing year by year.

### **Governance, Leadership and Management**

The mission and vision of the college are achieved through good governance, able **leadership and effective management**. The college is governed by Governing Body and Management Committee etc. All stakeholders are actively encouraged to participate and voice their perspectives for effective decision making and policy formulation. The college promotes a culture of participative management. effective and efficient transaction of teaching and learning process, 10 committees have been formed. In the institute student council is active and contributes significantly in organizing and managing literary, cultural and sports activities. The leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of the resources for the preparation of the students is clearly marked. The approach adopted is democratic and the head leads the process from the front. E-governance is operational in some areas like finance & accounts, student admission, examination system, biometric attendance for staff & students. Institution

encourage faculty members to attend seminars, conference, workshop, online/offline faculty development program, orientation program, refresher course, short term course & training in the institute and outside. IQAC of the institute observes quality enhancement & quality sustenance throughout the academic year. Regular meetings of IQAC and HOD offers a platform to present and discuss perspective plans of the college and the help in effective implementation of institutional policies.

### **Institutional Values and Best Practices**

Raghu Saroj Welfare and Charitable Trust has always pioneered in displaying the best institutional values and practices. Environmental consciousness has been an integrated component of the college activities. The institution is committed to sustainable development and protection of the environment. Its engagement to social and environmental issues is very evident. College is trying to nurture values about the emerging challenges and pressing issues. The institution identifies and makes different committees and share good practices. The students give their feedback in the mid of session and at the end of the session. Pupil teachers have been divided in different houses for their active participation. Staff gives feedback in the staff meetings where the faculty members interact and express their own achievements and limitation and also share their views. Similarly the management shares the ways and means for the betterment of the institution in meeting in which the management, Principal of the institution and staff representative interacts and gives their views regarding best practices.

The campus seeks to become a zero waste campus and strive toward it. The institute has been implementing number of national guidelines to conserve and manage water resources in the campus. Rainwater harvesting project to preserve ground water has been implemented. The institute promotes and aligns goals to national mission of Swachh Bharat which bring about change in behavioral and attitudinal aspect of habitants. The institute highlights and takes care of every basic parameter of maintenance of cleanliness like-personal hygiene, safe water, waste water disposal, solid waste disposal; food hygiene and environmental sanitation. Solar panel has been implemented in the college. College is at advantageous location in every aspect and provides lush green locality to students. Institution has prescribed code of conduct for students, teachers, administrators and other staff members. Code of Conduct for students is mentioned on the website. Self-defense workshop and NSS camp for students is the standing pillar of the college providing Raghu Saroj Welfare and Charitable Trust, a stronghold among the students.

### **Research and Outreach Activities**

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

**Raghu Saroj Welfare and Charitable Trust** has been recognized for its innovative outreach activities. Focus on extension activities and outreach activities for students to sensitize them to work for social change in the field of education, awareness, empowerment of women, environment protection and other social issues for inclusive society is an indispensable part of curriculum. Internships and fieldtrips are encouraged to strengthen experiential learning. To meet the emerging academic and research needs, faculty enrichment Programmes, seminars, symposiums, special lectures and workshops are regularly organized. The college is upholding ambience via establishing the MoUs, linkages and collaborations with Academic institutes, Education Colleges and Schools for different types of activities, for on-the-job training and internships.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAGHU SAROJ WELFARE AND CHARITABLE TRUST AMBEDKARNAGAR JEHANABAD BIHAR
Address	VILL- AMBEDKAR NAGAR PO-JEHANABAD DISTT- JEHANABAD
City	JEHANABAD
State	Bihar
Pin	804408
Website	<a href="http://www.rswct.com">www.rswct.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	SURENDRA KUMAR DUBEY	06114-356168	9431226112	-	rswctb.edcollege@gmail.com
IQAC / CIQA coordinator	JAIRAM RAM	-	8434178705	-	jairaram.jnb@gmail.com

Status of the Institution	
Institution Status	Private

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	Magadh University	<a href="#">View Document</a>

#### 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	<a href="#">View Document</a>	30-06-2012	240	

### 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- AMBEDKAR NAGAR PO-JEHANABAD DISTT- JEHANABAD	Urban	0.618	2052.73

## 2.2 ACADEMIC INFORMATION

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

**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				1				16			
Recruited	0	0	0	0	1	0	0	1	14	1	0	15
Yet to Recruit	0				0				1			
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			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				7
Recruited	6	1	0	7
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	1	1	0	2
Yet to Recruit				0

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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	1	0	0	4	1	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	10	0	0	10
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>	<b>Others</b>	<b>Total</b>
		0	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	63	0	0	0	63
	Female	37	0	0	0	37
	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	1	5	4	10
	Female	5	1	3	3
	Others	0	0	0	0
ST	Male	0	0	1	1
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	23	38	50	40
	Female	35	35	23	23
	Others	0	0	0	0
General	Male	10	11	8	3
	Female	15	10	11	20
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		89	100	100	100

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	Policy, to provide high quality education to develop human resources in our nation as global citizens. In order to provide the holistic academic growth among students, Inter-disciplinary curriculum has been
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	<p>proposed by NEP which gives freedom to the student to choose their preferred options from the range of program .The NEP 2020 calls for structural changes, regulatory reforms, and introduction of holistic &amp; multidisciplinary curriculum. Its biggest impact would be the change in the learning environment and the learning process for the students. The purpose of quality higher education is, therefore, more than the creation of greater opportunities for individual employment. It represents the key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation. In order to fulfill the Objectives of NEP, our college will draft a roadmap for incorporating the features of NEP 2020. A discussion among management, principals and head of departments to understood the draft and different aspects of NEP. Such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Keeping in view the objectives of NEP 2020, our institution roots for implementation of academic bank of credit in B.Ed. curriculum and believes that it will help: to promote student centric education; learners’ friendly teaching approach; develop interdisciplinary approach; provide opportunities to choose courses of one’s own interest and learn at own pace.</p>
<p>3. Skill development:</p>	<p>The B.Ed. curriculum has scope of skill development through various field based activities and optional papers. On the lines of NEP 2020, our College encourages skill developments as needle work tailoring work, bamboo work, tie and dye, doll making, physical and health, meditation, yoga, environmental in optional papers opted by interested trainees. The internship program is an excellent opportunity for the trainee teachers to develop professional attributes of teaching profession. Various field based activities in the form of practicums and the co-curricular activities form the base of skill development. It is also fosters cooperation and other life skills which are necessary for teaching profession and human life as a whole. The Government has laid the foundations for a sustainable skill development ecosystem; however, it is now time to further build and bank upon it by</p>

	<p>leveraging the NEP to reap the benefits of our unique demographic dividend.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>To prepare the students as Global citizens by integrating all Indian languages and cultures through Indian knowledge system integration so that the students can be imbued with the spirit of Vasudeva Kutumbakam is at the core of Indian culture. Our college have integrated of Indian Knowledge system and implemented Teaching in Indian Language and culture which as guided in curriculum by the Regulatory Authority NCTE. We also promote to learn the regional Language. Which are included in Syllabus. We are blessed to be born in India as we have been be stowed with the treasure of knowledge. In order to incorporate Indian knowledge system among our trainees we organize field visits to places of historical, ecological, cultural, commercial importance. The professional competencies of the trainee teachers are enhanced trough theoretical and practical knowledge of art, music and drama existing as apart of core curriculum. The existence of cocurricular activities in the B.Ed. programme offers endless opportunities to the trainee teachers to showcase their differential aptitudes. The community based activities and awareness programs give an array of exclusiveness to the traditions and values inherent in our cultural system.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The College also makes an effort to understand that a pursuit of knowledge is a life-long activity and to acquire positive attitude and other qualities which will lead students to a successful life. To interpret, analyze, evaluate and develop responsibility and effective citizenship is one of the programme outcome of the students. Raghu Saroj Welfare and Charitable Trust has adopted Outcome Based Education for B.Ed. programme. Learning Outcomes have been appropriately defined at Programme&amp;course level (PLOs/CLOs), and appropriate learning experiences are designed and delivered to facilitate attainment of the stated learning outcomes. Outcomes are assessed and attainment analytics are used to improve the academic quality. B.Ed. course is designed with outcome centered on cognitive abilities namely Remembering, Understanding, Applying, Analysing, Evaluating and Creating.</p>



<p>6. Distance education/online education:</p>	<p>Raghu Saroj Welfare and Charitable Trust is an affiliated to Magadh University for imparting Teachers' Education through B.Ed. course and has no other option for conducting any course but only to run in regular mode. Keeping in view the convenience of the student, the various technological tools used by the faculties especially during the pandemic lockdown are Google Classroom, Zoom, Google, using videos as teaching and learning aids, Group collaboration and interaction and assignment and revision as well as the assessments have been conducted are some of the institutional efforts towards blended learning. NEP 2020 recognizes the importance of leveraging the advantages of technology wherever traditional and in-person mode of education are not possible. Our institution takes initiation to work ICT based education to meet the current challenges of providing quality education. ICT is incorporated in various aspects of teaching learning online teaching, online assessment and use of e-resources.</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, Electoral Literacy Club has been set up in the Institute. with NSS coordinator we conduct voter awareness programmes regularly</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>Students' Co-ordinator and co-ordinating faculty members are appointed by the College. Faculty Coordinator Student Coordinator 2022-24 Mr. Shusheel Kumar Mishra , Mr. Jairamram, Mr. Vikas Kumar</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 Institute plans to have a series of activities for Voter awareness Campaigns, Campaigns for Ethical Voting, Street Plays, Voting Enhancement program for Disabled and Senior Citizens. Awareness Program in Raghu Saroj Welfare and Charitable Trust Campus and Other- 1.Voter Registration camp for the eligible students in the campus. 2.Voter awareness camp conducted at various Block places in Jehanabad district. 3.Voterawareness camp conducted for Teacher constituency. 4.Voter awareness camp conducted for Graduate constituency. 5. Voter awareness guest lectures conducted for in-house</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>students. 6. Voter Awareness Rally</p> <p>The Institute plans to create awareness drives regarding democratic values and participation in electoral processes, surveys in the neighborhood, publish articles in local newspapers and magazines.</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>Voter registration drive conducted at Institute for above 18 yrs of age students. &amp; conducted voter awareness rally students of Raghu Saroj Welfare and Charitable Trust.</p>

## Extended Profile

### 1 Students

#### 1.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
100	100	100	100	89
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.3

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

2023-24	2022-23	2021-22	2020-21	2019-20
50	50	50	50	50
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

#### 1.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
100	100	100	100	89
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

## 1.5

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

2023-24	2022-23	2021-22	2020-21	2019-20
100	100	100	100	89
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

## 1.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
100	100	100	100	89
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

## 2 Teachers

### 2.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
16	16	16	16	16

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of the appointment orders issued to the tea	<a href="#">View Document</a>

## 2.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
16	16	16	16	16

File Description	Document
University letter with respect to sanction of p	<a href="#">View Document</a>

## 3 Institution

### 3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
31675.21	28933.01	83965.98	29404.91	33049.55

File Description	Document
Audited Income Expenditure statement year wise d	<a href="#">View Document</a>

### 3.2

### Number of Computers in the institution for academic purposes..

#### Response: 25

File Description	Document
Invoice bills of purchase of computers	<a href="#">View Document</a>
Copy of recent stock registers	<a href="#">View Document</a>

## 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:**

Raghu Saroj Welfare and Charitable Trust is affiliated to Magadh University, Bodhgaya, Bihar it follows the Curriculum framed and modeled by the University. The Institute offers education programme at undergraduate level i.e. Bachelor of Education (B.Ed.) which is a two year undergraduate programme, with both Theoretical and Practical part. In house the college follows the syllabus and developed and implemented by the parent university. In house practice of planning Curriculum can be organized into three major components objectives, content of subject matter. A Convenient and viable time table is prepared before. The committee reviews and makes recommendation on proposal for adding expanding deleting or modifying program and course offered by our college. The curriculum ensures that is school college is teaching students relevant material and monitoring the progress of students from all.

The Curriculum is based on the clearly stated national goals and same is the Vision of the institute which is as follows:

- Achieving academic excellence through hard work, critical thinking and effective decision making. Facilitating learning among the student teachers through appropriate skills and methodologies. Exercising responsible leadership in the holistic formation of the student teachers and rendering selfless service to the community.
- Imbibing right attitudes, values, ideals and ideologies

The institution strives to achieve its Mission by grooming student's teachers–

- Morally upright and spiritually oriented teacher-citizens of India.
- Socially concerned
- Intellectually well developed

Objectives addressed by the Institution are as follows:

- To prepare professional and empowered teachers for local, national and global needs.
- To prepare teachers with scientific bent of mind.
- To train teachers for the development of Holistic personality.
- To be dynamic leaders for preservation, transmission and enrichment of ideas and ideals.
- To prepare professionally competent and humane teachers.
- To make teachers who fulfills highest standards and achieve excellence.
- To prepare professional teachers who involves in a high level of intellectual activity.
- College helps in developing the aspects of character building is spiritual growth physical growth

moral values creativity and overall personality development is also supported by co-curricular activities.

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

### 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:** C. Any 3 of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View Document</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View Document</a>
Prospectus for the last completed academic year	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1



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

**Response:** 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
21	21	21	21	21

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

2023-24	2022-23	2021-22	2020-21	2019-20
21	21	21	21	21

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

**1.2.2**

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

**Response:** 2

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

2023-24	2022-23	2021-22	2020-21	2019-20
2	2	2	2	2

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Brochure and course content along with CLOs of value-added courses	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 1.2.3

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

**Response:** 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
100	100	100	100	89

File Description	Document
Paste link for additional information	<a href="#">View Document</a>

### 1.2.4

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

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

**Response:** B. Any 3 of the above

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

### 1.2.5

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

**Response:** 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 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:**

Curriculum of the institutions provide opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas. The institution ensures the inclusion of the following aspects in the curriculum.

- Work experience

- Multidisciplinary/ Interdisciplinary
- Inclusive education
- Internship

### **Work Experience**

- Work experience in laboratories, like tailoring, gardening creativity singing and dancing are conducted from time to time and so on.
- Work experience is practiced in the following ways:
- Training in the preparation of Audio visual aids.
- Training in the operation of gadgets like video camera.

### **Interdisciplinary / Multidisciplinary**

Interdisciplinary studies degree programs combine two or more traditional academic courses of study into a more personalized major. Unlike a liberal arts degree where you will study a wide variety of subjects, an interdisciplinary degree allows students to explore a more focused topic that crosses into multiple fields. Interdisciplinary studies, broadly defined, is the process of answering a question, solving a problem, or addressing a problem that is so broad or complex that it cannot be addressed through a single discipline or field. Interdisciplinary studies are conducted through individual courses, including independent studies; in specific programs of study such as major or minor concentrations; as part of a student's general education requirements; through practical, internships, and other educational experiences that focus on the application of theory and knowledge to the workplace and society; and occasionally through honors programs. In a few cases entire colleges or universities are organized in interdisciplinary units that replace discipline-or field-based departments or divisions.

### **Inclusive Education**

It is added as course content in Second year of Programme as compulsory Paper. Visits are planned during the curriculum programme to special schools like School for Blinds for an exposure to children with special needs. Problems of children with special needs are taken up in one of the projects i.e. Action Research during internship.

### **School Experience / Internship**

An internship in the cooperating schools is scheduled in the second year. The B.Ed. students have to take up programs like conducting assembly / substitution classes, Audio Visual Aids Exhibitions / conducting sports / co-curricular programs / unit tests.

File Description	Document
Photographs indicating the participation of students, if any	<a href="#">View Document</a>
List of activities conducted in support of the above	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:**

The most important contribution of ancient India not only for India but also for the world is in the field of education. It may also be remembered that education is not an abstract term. It is manifested in the cultural economic, individual, philosophical, scientific, social and spiritual advancement. In other words, education is the means for developing the mind for the betterment of the individual and society. In Our Curriculum provides to contribute our Student Teachers in various Activities Such as Internship Training, Innovative School Visit , Internship Training lends a hand to the student teachers to give opportunity to work practically in the daily life. During the Training period our Students Teacher Learned the Following Activities of School System Such as School Administration work, Maintenance of Records, Conduct Assembly, Classroom Management, Social Involvement, Conduct the Test and Measurement, Handing the Various Level of Students and Conduct Various Programmes Visit to innovative Schools helps the Student teachers to know the difference in Administration, Curriculum, Methods of Instruction and Evaluation among the schools. The collage culture that promotes diversity in the classroom, and teachers teaches students something that's more important means how to live and work in a society. It brings a unique experiences, strengths and ideas to our classroom and builds empathy and also encourages students to think differently. All teachers have encouraged students to come to corporate with any questions or concerns and work with them to promote diversity in the classroom.

**6 ways to encourage a culture of diversity in your College**

- 1.Examine your teaching materials.
- 2.Get to know your students.
- 3.Be willing to address inequality.
- 4.Connect with parents and community.
- 5.Meet diverse learning needs.

6. Support professional development opportunities..

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 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:**

Raghu Saroj Welfare and Charitable Trust has made best efforts to enable students to develop their critical thinking and understanding which have been involved them in various learning engagements such as practice teaching, internship, Seminar, workshop and group discussion to make them ready for the professional field. Raghu Saroj Welfare and Charitable Trust follows the curriculum in a way to provide varied experiences to the students. In order to achieve this aim students are given professional training in teaching by the following measures:

- The college follows student-centered approach, an approach to education focusing on the needs of the students.
- The college follows and promotes the teaching methods such as active learning and inductive teaching and learning, inquiry-based learning, problem-based learning, project- based learning,discovery learning, etc.
- It seeks to promote collaborative group learning, both inside and outside the classroom.
- Research by students and faculty together: When discussing social development, prospective teachers in one program reflect on their own social development and on the ways in which their teachers influenced them. This introspection helps prospective teachers examine their own beliefs and learn how these beliefs might influence their future work with families.

#### **In addition to above**

- Student teachers develop ‘School Profile.’ They visit school, observe daily routine, and also interact with the permanent teaching staff of the off-practice teaching schools.
- In the course of practice teaching, the student teachers participate in all the curricular and extracurricular activities of the school and conducting morning assembly arranging sport events, annual day celebration etc.

After completing this programme different skills enhanced and can be used personally and professionally

which help in fulfilling advanced teaching strategies.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

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

**Structured feedback is obtained from**

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

**Response:** B. Any 4 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 1.4.2

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

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

<b>File Description</b>	<b>Document</b>
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View Document</a>



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

<p><b>2.1.1</b></p> <p><b>Average Enrollment percentage of students during the last five years..</b></p> <p><b>Response: 97.8</b></p>	
<b>File Description</b>	<b>Document</b>
Document relating to Sanction of intake from University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Approved admission list year-wise/ program-wise	<a href="#">View Document</a>
Approval letter of NCTE for intake for all programs	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

<p><b>2.1.2</b></p> <p><b>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..</b></p> <p><b>Response: 148.8</b></p>
--

<p><b>2.1.2.1 Number of students enrolled from the reserved categories during last five years..</b></p>				
2023-24	2022-23	2021-22	2020-21	2019-20
71	77	81	79	64

File Description	Document
Final admission list published by the HEI	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.1.3

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

**Response:** 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

## 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:**

Raghu Saroj Welfare and Charitable Trust distinguishes the moderate students and progressed students at the time of admission. Our college's admission committee members investigate the talent level on the behalf of previous education and accordingly they classify the students into moderate students and the high level learners. Special coaching classes are conducted for the slow learners and their performance is evaluated from time to time. Periodic Assessment provides institution with up-to date information about what each student knows and can do so that the teachers can target to the learning needs of every child and help to keep track on students for their success.

**System adopted for moderate students:**

Moderate students are identified on the behalf of Graduation & Higher Secondary level percentage of marks received. The students are counseled and their requirements are identified and special efforts are made by the teachers in all the papers to bring their level of learning and understanding at par with the other students. The guardians are called by the educators to make them mindful of the students's academic performance and how they should be regulated to achieve great results. Directing meetings for both the students and guardians are coordinated at customary intervals. In a few cases, the healing and instructional exercise classes were additionally led for the students to boost their morale. Students are given assignments on the achievement basis so that they can start exploring and creating.

**Progressed students:**

Progressed students are also identified by the marks obtained in school and college / university examinations. They are motivated and guided in a legitimate way to seek after different Vocation Choice. Students are urged to attend college clubs and ceremonies that are associated with youth festivities and college competitions such as debate, seminar, cultural activities, and so on. The bright students are further given some mini projects and surveys to enhance their research skills. They are given additional lab work and additional scholastic tasks to use their abilities and clean them.

File Description	Document
The documents showing the performance of students at the entry level	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.2.2**

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

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

**Response:** C. Any 3 of the above

File Description	Document
Reports with seal and signature of Principal	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View Document</a>
Photographs with caption and date, if any	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 2.2.3

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

**Response:** As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	<a href="#">View Document</a>
Photographs with caption and date	<a href="#">View Document</a>

### 2.2.4

**Student-Mentor ratio for the last completed academic year**

**Response:** 6.25

#### 2.2.4.1 Number of mentors in the Institution

Response: 16

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

### 2.3.1

**Multiple mode approach to teaching-learning is adopted by teachers which includes experiential**

**learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning**

**Response:**

The main objective of our teaching is all round development of the trainee teachers that includes

physical, mental and moral development. Participative learning mode (form of a reflective teaching), is used by teacher educators to instill confidence and positivity and to ensure physical and mental development of the trainee teachers. It also evokes interests, develops mental ability and encourages trainee-teachers to participate actively in the teaching learning process and learn simultaneously. We motivate our trainee teachers by various participative methods such as initiating group work through cultural programme, be responsible for community work, organising debates, discussion and seminars, publication of college magazine, participation in physical development activities, and teamwork during field/ school visits and educational tours. Our educators provide opportunities for self-assessment and peer- assessment which improves the structured learning process. Problem solving methodologies are used while taking classes and it helps in developing good study habits, analytical, critical and generalization abilities, and in transfer of knowledge. The trainees learn to identify and define the problem. The educators use a variety of examples to make the trainees understand the problem in respective courses. During internship the trainee teachers single handedly undertakes several initiatives to ensure better coordination between the school and their institution. Problem solving methods learn how to act in new situations and solve future classroom problems.

The use of the methodology for teaching-learning are-

- The improvement of problem-solving abilities.
- Increased student motivation.
- Better knowledge sharing in challenging situations.
- Brainstorming is the strategy of teaching used by the teacher in which maximum students participate by responding or presenting views on one topic. This technique encourages new ideas among students which would never have happened under normal circumstances.
- Value Added courses in (A) English Communication Skills (B) Beautician.
- The development of critical thinking and creative skills.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
16	16	16	16	16

**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: 100

**File Description**

**Document**

Programme wise list of students using ICT support

[View Document](#)

Landing page of the Gateway to the LMS used

[View Document](#)

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
Geo-tagged photographs wherever applicable	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link of resources used	<a href="#">View Document</a>

### 2.3.5

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

**Response:**

Mentors are allotted with students from first and second year each as mentees and first semester students are enquired about their personal details as they come from varied socio-economic, religious and language backgrounds. Staff of our college also represent the diverse environment which often helps in handling diversity and teaching them to work in teams. Mentors update the Teachers' Council in case of a problem related to a student regarding the attendance, performance in the internal assessment, and University examinations. The mentor meets all the mentees under his/her mentorship at least once a month or as and when needed. Records of all such interactions are kept confidential. Counselling is organised by the guidance and counselling cell through a pool of academicians, alumni and inhouse faculty who are willing to provide career and personal counseling and teach teamwork.

Raghu Saroj Welfare and Charitable Trust provides various provisions in the college to support and enhance the effectiveness of the faculty in teaching and mentoring of students.

- Mentor teachers are chosen from their ability to model quality teaching practices that honour diversity and create classroom environments that support personal, social and academic success for all students. The students are enriched further by arranging talks on the themes like multiculturalism, inclusiveness and straight away on mentoring.
- The working environment of the college is conducive for the overall development of the faculty as well as the student teachers.
- Teachers are provided with leave grant for presenting research papers in national and international seminars.
- College has also allocated some seed funds for the faculty to promote research activities in the college.
- There is provision for attending various faculty development programs. The college strives to enhance the facilities and equipments so that the faculty does not face any difficulty in the performance of its assigned tasks.
- Faculty members have been provided with the Audio-Visual aids, the LCD projector, OHP etc through which learning is made effective & efficient.
- The teachers are provided with additional space in the college for establishing direct rapport with

the needy students. They feel free to suggest any remedial/corrective/reformative steps which the college tries its level best to translate into material success.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.3.7

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

**Response:**



The teaching learning process progresses through the interaction between teacher and student. In it, emphasis is laid on creativity, innovation, logical thinking and development of life skills in the students through various curricular activities. The teaching and learning process incorporates psychological and philosophical ideas. With the help of appropriate teaching method and techniques is taken to develop the possibilities of a particular student. Students are made aware of contemporary learning points. The teaching learning process is linked to socially useful and productive activities. For this, along with teaching at the college level, various activities are conducted such as laboratory investigation, field trips, intellectual work towards social problems, etc. To keep the teaching learning process objective, balance both theoretical and practical aspects. Along with this, attention is paid to preparing the reflective teacher through science exhibition, art and craft, cultural activities, field study survey work etc. The college plays an important role to make learn the various skills among the students like creativity, innovativeness and thinking skill etc. through performing the various tasks, projects and assignments. Student gets space to think critically and be innovative and creative. Using the ICT the traditional teaching has been replaced with more innovative ways of teaching. Teaching pedagogies time to time changed to facilitate innovation. The college provides effective teaching through the various ICT enabled device. College takes various initiatives to make classes more live and students centered. There is a well-equipped computer lab where the students learn computer operation skills. Teachers use various innovative teaching methods to make the class more live and effective, interesting.

- Certificate/value added course- currently one certificate course are running in the college where the large number of students get enrolled in the course and develop their professional skills.
- Preparation of lesson plan- College organizes workshop and special lectures to prepare innovative and creative lesson plans for the students.
- Use of ICT- Teachers provide effective teaching learning environment by using the PPTs, projectors, multimedia and many ICT enabled device.
- Competitions- college provides space where the students to participate in various literacy competition like quiz, debates, group discussion etc.
- Seminar- the college organizes classroom seminar, college level In-house seminar in order to develop their communication skills, innovative and creative mind.
- Field visits – the college organizes field visits through this student develop their knowledge more concrete.
- College provides many short content videos on college YouTube channel and teachers also creates own YouTube channel and provide short content videos. Using these videos students learn course content from anywhere.
- Use of Google Meet- Teachers teaches effectively in virtual mode also through G-meet where course content is delivered online to the students in effective way.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:** C. Any 4 or 5 of the above

<b>File Description</b>	<b>Document</b>
Reports of activities with video graphic support wherever possible	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### **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:** C. Any 4 or 5 of the above

<b>File Description</b>	<b>Document</b>
Reports and photographs / videos of the activities	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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

<b>File Description</b>	<b>Document</b>
Details of the activities carried out during last completed academic year in respect of each response indicated	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 2.4.5

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

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

**Response:** B. Any 4 of the above

File Description	Document
Documentary evidence in respect of each response selected	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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
Photographs with caption and date wherever possible	<a href="#">View Document</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 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
Data as per Data Template	<a href="#">View Document</a>

#### 2.4.8

**Internship programme is systematically planned with necessary preparedness..**

**Response:**

Raghu Saroj Welfare and Charitable Trust organises an extensive internship programme for the students which is systematically planned involving all the teaching and non-teaching staffs. We indeed select government schools for practice both from rural as well as urban areas. The students are allotted schools on the basis of the proximity to the residence of the students to the school (especially for the female students) and availability of basic infrastructural facilities. The students are allotted schools keeping in mind the accommodating capacity and subject wise requirement of the schools. We also select girl's schools especially for female students and accommodate them according to other viability. While planning internship programme the institutions take care of providing exposure of variety of schools to interns in terms of rural-urban, primary secondary and high schools. Prior to the beginning of the internship program, we organise orientation program with each group of students separately and instruct them about the rules and regulations of their respective schools. During their internship, the interns are expected to complete a variety of tasks related to classroom teaching, classroom administration, and the organisation of school-based and community-based educational activities. The interns are expected to develop a repertoire of knowledge, skills, and abilities. A few such activities are suggested below:

- Preparation of Lesson Plans, Unit Plans, Question papers and other Assessment Tools.

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

Lessons are observed by a mentor teacher on a regular basis, and our teacher in-charges check to see if the students have corrected the previous observation's correction. The mentor-teachers witness all of the lessons. The teacher in-charge collect feedback from mentor teachers and institution heads. Based on the feedback obtained, necessary directions are given to the teachers-intern. The task of teacher in-charge has to assess the teacher-intern activities along with the guidance to be offered. The teacher in-charge also evaluates the copies of the teacher-interns from time to time. The performance of the students of the school is duly observed by the mentor teachers. By the end of internship program, it is duly certified by the principal of the practicing school.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 2.4.9

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

**Response:** 11.11

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

**Response:** 9

File Description	Document
Plan of teacher engagement in school internship	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 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:** C. Any 4 or 5 of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 2.4.11

**Institution adopts effective monitoring mechanisms during internship programme.**

**Response:**

Internship programs are of specific importance to make teacher training work effective. Effective monitoring mechanisms have been developed by the college to make the internship program effective and purposeful. Under this, students who go to teaching practice school are first allotted to practice school. After this, a groupwise teacher is determined to monitor the internship program of trainee teachers. The schools where the trainee teachers are sent as internship programs are closely monitored by the educational and curricular activities conducted by them and feedback is received by the principal of the school. Trainee teachers are instructed to enter the class room with the teaching learning material and teaching learning experience along with the prescribed lesson plan. Use appropriate Teaching Methods, teaching strategies and teaching tools under teaching learning Process and increase children's efficiency. The problems encountered during the teaching period of trainee teachers are also appropriately resolved by the teachers supervising the internship program. College teachers are instructed to take feedback from trainee teachers who go to internship programs at regular time intervals. The institute is emphasizing to make the outreach of internship programs fruitful.

District Education officer allotted schools for practice teaching. We distribute all students in allotted school as per the convenience of students and requirement of the schools. We send our students with full preparation and capabilities of effective teaching. We nominate supervisors in every allotted schools for effective monitoring to our students Teachers. The supervisor visits schools to supervise the student teachers during practice teaching. They present inside the classroom and monitor their students during delivering lessons. After the completion of their lesson, they give some positive suggestions. The supervisors take feedback for every student-teacher by giving some questionnaire to learner, teacher and Principal. We adopt a mechanism of supervision in which every stake holders of effective practice teaching makes an effective role for the construction of new teacher. The supervisor visits frequently to

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

File Description	Document
Documentary evidence in support of the response	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 2.4.12

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

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

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

**Response:** C. Any 2 or 3 of the above

File Description	Document
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View Document</a>

#### 2.4.13

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

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



**Response:** C. Any 3 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View Document</a>
Any additional Link	<a href="#">View Document</a>

## 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	<a href="#">View Document</a>
English translation of sanction letter if it is in regional language	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 2.5.2

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

**Response:** 37.5

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

**Response:** 6

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View Document</a>

### 2.5.3

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

**Response:** 3.63

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

Response: 58

File Description	Document
Copy of the appointment letters of the fulltime teachers	<a href="#">View Document</a>

**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:**

- **In house discussions on current developments and issues in education:**

During pandemic the teachers experienced totally a new way of teaching that was online. For that the college gave teachers the exposure to teach online. The teachers got the training by computer instructor of the college how to take classes online and create google classroom, use of Google Meet, how to make Google forms, how to make YouTube channel etc. the college have our YouTube channel and our teachers have posted their lessons of particular subjects. After that teacher also shared the links of the YouTube channel with the students after taking online class. In a way this is very beneficial for the students. Through In-house discussions our college teacher educators learn to improve their skills and, in turn, they can boost trainee teacher’s learning outcomes. In-house discussions in our college takes several forms such as formal seminars, teacher induction programs and informal discussions during leisure hours. We organize formal seminars to celebrate various occasions such as World Book Day, World Consumer Rights Day, World Environment Day and so on. In such In-house seminars teachers of our college give presentations following which there is discussion by all teachers and even trainees participate. Every year we organize teacher induction programs (focus on curriculum, communication skills, knowledge of learner’s psychology) which is followed by extensive In-house discussions between experienced and new appointed faculties. We organize counselling sessions which are followed by In-house discussions regarding recent and innovative ways to enhance mental health of trainees and educators. During leisure hours our faculties often engage in informal discussions criticizing and analyzing recent developments in the field of education from NEP 2020 to Blended learning, on how to apply higher thinking skills for improvement of trainee teachers, how to improve trainee teacher’s classroom management techniques during internship.

- **Share information with colleagues and with other institutions on policies and regulations:**

The faculty of the college values its diversity and tries its best to maximize its benefit from the rich resources at hand. Every year we try to organize small workshops, lectures or seminars from the faculty for our faculty. The logic behind these sessions is to value and recognize the inherent potentialities within the institution. Apart from this programme the different bodies of the college like the IQAC and

Governing Body of the college includes noted personalities who are helpful in making us abreast with changes in policies and regulations. We have a friendly rapport with other faculty members and we always feel comfortable to use them as our support system in academic works. The working environment of the staff room is friendly and supportive and it really helps in building a conducive environment for learning and discovery. College motivate the teachers attend seminar, conference and Faculty Development Programmes organized in other institution. And our college provides proper support to the teachers participating in such programmes.

File Description	Document
Documentary evidence to support the claims	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.6 Evaluation Process

### 2.6.1

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

##### **Response:**

Continuous Internal Evaluation (CIE) is a process where we assess the learning of students. In our institution it takes place from the beginning of the course. They are systematically carried out and transparent way. continuous Internal Evaluation is a form of educational examination that evaluates a student's progress throughout a prescribed course. It is offer used as an alternative to the final examination system. It reduces the burden and tension related to the final examination. In addition, it acts as link which provides data related to students performance. This gives teachers an opportunity to evaluate the students. Moreover, it also helps students in continuous learning. Continuous Internal Evaluation has a prominent role to play in everyone's life.

The basic purpose of doing the internal evaluation is to use the outcome of evaluation for improving the performance of students. For improving the performance of the students, the following steps are taken. 1. The marked answer sheets are given to the trainee teachers to give them the opportunity to look into the weaknesses of their performance. 2. When the trainee teachers have seen their performance; the teacher educators discuss each and every question-attempt made by the majority of the trainee teachers and then explain the correct way to answer those questions. 3. The trainee teachers are given one assignment in each course of the programme and the way in which they complete it helps in understanding the comprehension regarding the particular unit. 4. The college also follows criteria laid down by the University for the internal evaluation system. The college displays all the circulars regarding examinations on notice boards and whatsapp group from time to time. The faculty informs and elaborates the syllabus, its objectives and paper patterns to trainee teachers at the beginning of each semester. The faculties provide extra guidelines and counseling to trainee teachers. 5. Special tests are taken for slow learners. 6. School Internship: During school Internship a lot of assessment is done on the basis of internal evaluation. Internal Evaluation of Intern is evaluated by the Mentor, Method teacher and Principal/ Head of the Institution to assess the progress during practice teaching sessions. Microteaching

demonstration classes are also evaluated by method teachers to monitor the development of teaching skills in trainee teachers. Peers also evaluate and give verbal feedback during micro-teaching, simulated demo classes before internship and practice teaching classes.

Faculty conducts unit test/surprise test. Collaborative learning practices, project based assignments, tutorial classes, remedial/extended classes and duty hours to evaluate students' performance to get better results. Faculty evaluates students' growth by identifying assignment, topics and creating question paper, quizzes and presentations team work activities and solving past papers. Students' performance is also evaluated based on communication skills use of modern tools, critical thinking skills problem solving skills, abilities to work in teams leadership qualities, Internal assessment is considered as one of the most important as peats. The following procedures are practices for a transparent and robust mechanism.

File Description	Document
Link for additional information	<a href="#">View Document</a>

### 2.6.2

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

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

**Response:** B. Any 3 of the above

File Description	Document
Link for additional information	<a href="#">View Document</a>

### 2.6.3

**Mechanism for grievance redressal related to examination is operationally effective**

**Response:**

The institution has grievance redressal cell and is working transparently. Grievance redressal cell play an active role in the College for effective operation of examination. Special initiatives are taken for successful examination in the 2 yrs. B.Ed. course. At the college level, B.Ed. first year students appear in three unit tests. Before the unit test is conducted, a meeting with the faculty members is held for successful implementation of the examination. After the successful completion of the Unit Tests and in case of any grievances from the students appropriate measure are taken. Similarly, students of B.Ed. second year also have three unit tests and the problems related to it are solved. B.Ed. final year

examination is conducted by the university. Even at this stage, if the student has any examination related complaint, it is resolved and forwarded to the Magadh University for appropriate redressal.

Mechanism to deal with examination related grievances is transparent time-bound and efficient to the students well in advance to ensure proper conduct of formative test investigators are assigned to each hall practice theory and University examinations are conducted in the college itself. The student can approach the teachers, College examination officer and principal to redress the examination related grievance as per the norms of University. All the students are clearly informed about the evaluation procedure weightage of internal and external marks allotment as per the university norms.

### **Access tutorial and remedial support**

Remedial classes, exam orientation classes and exam related other provisions are given to the students.

- How to score good marks in curriculum papers
- Remedial coaching
- More support to slow learners
- Method of success examination

### **Provision of answering bilingually**

Most of the students are preferred to answering bilingually. The College provide guidance program for how to choose or write the exam papers in bilingual.

- Average students are provided a practice to write exams in bilingual
- Slow learners

### **Timely feedback on individual group performance**

Teachers conducted formative and diagnostic assessment for their classroom performance. Teachers provide proper feedback for their individual development.

### **Provision of improvement opportunities**

Students have given chance to improve their marks by attempting class test and conducting seminars

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## **2.6.4**

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

**Response:**

Raghu Saroj Welfare and Charitable Trust strictly adheres to the academic calendar for the conduction of Unit test, Class test, half yearly test are conducted in the different semester. In the starting of session academic plans are to be prepared and to be implemented by the principal with the consultation of the faculties. Continuous internal evaluation shows the students writing skill. Their performance activities will focus after evaluation. As per university curriculum structure it is prepared and semester wise evaluation are conducted students can improve themselves before the final semester. Their process will be gradually increased with that way. The academic calendar is prepared by the college according to the guidelines of the Magadh University and according to the temporary date sheet of the university examinations. In the semester system, practical are prescribed in terms of planning of departments, time table, attendance review, mid-term tests and science subjects. Assignment work is awarded to students and marks are awarded before the commencement of the final examination. The syllabus is discussed by the staff members of each department and prior notice is given regarding the conduct of the mid-term and final examinations. Cocurricular activities are conducted simultaneously from time to time and information in respect of the same is displayed on the notice board. The head of each department monitors the quality of teachinglearning through daily monitoring of teaching-learning activities. Continuous counseling is also done through staff meetings.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:**

Raghu Saroj Welfare and Charitable Trust which is a professional Institute where students are admitted in the B.Ed course for two year training purpose. As per curriculum structure teaching learning and evolution activities are conducted. Students are participated in the theory classes and other practical classes which are conducted by semester wise. Completion of after every semester final examination are held and result are published accordingly. Students are pass out after last semester i.e. final completion of full course which are called PLOs and CLOs. On the basis of the PLOs & CLOs students are involved their various field of engagement like teacher ship or any government job. Understanding of concepts of education pedagogical knowledge, curriculum knowledge and professional development of student teachers is given priority during teaching learning process. Various philosophical perspectives are developed in the student teachers. Inclusiveness and ability to innovate is cultivated among the student's

teachers and understanding of socio cultural environment and overall environment of students to meet the challenges in education is developed. Thus the college aims at holistic development of student teachers. the trainees are familiarized with the ICT process which enables them to become technologically proficient. It also helps to figure out integration of technological tools for teaching and learning, content development and developing collaboration and sharing in the field of education. They learn to use ICT as teaching aids in teaching their method subject, use ICT based communication in the classroom and use ICT in lesson planning. The Internship program in schools which include first hand experience in observing the school practices, school administration, teaching learning environment, role of different stakeholders in education and practice teaching. All these real experiences of the school prepares the future teachers before they enter the professional world. The whole of the Internship program is divided into two parts: Pre Internship where the trainees are accustomed with school life and during Internship they master the skills by constantly practising it. The trainees are accustomed to prepare learning design, instructional material for teaching and make teaching aids, toys, charts, before and during the Internship program..Trainees are also involved in a number of co curricular activities which includes participation in cultural activities and involvement in different cells and committees in the college governance. These opportunities provided to the trainees help in nurturing a sense of leadership and developing accountability to the teaching profession. The trainees understand classroom diversities and are enabled to deal with diverse learners in inclusive classroom setup, become aware of human rights, acknowledge women empowerment, develop sensitivity towards environment and accept its role in teaching- learning process.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.7.2

### Average pass percentage of students during the last five years

**Response:** 98.16

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

2023-24	2022-23	2021-22	2020-21	2019-20
100	100	97	99	84

File Description	Document
Result sheet for each year received from the Affiliating University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:**

Raghu Saroj Welfare and Charitable Trust ensures holistic and progressive management of the students’ performance in professional and personal attributes by adopting a wide range of strategies which includes both formative and summative assessment. At the very initial stage of entry, we create an individual learner’s profile. The purpose behind this profiling is to ensure effective assessment of learning. We often provide feedback that is specific, informative and focuses on facilitating trainee teachers to evaluate their own learning performances and to gain mastery on the content areas. Purposeful self-assessment approaches are sometimes conducted and we often employ peer assessment techniques. Self-assessment is highly valued for its ability to build reflective lifelong learners. The trainees’ performance is evaluated by a number of stakeholders as the teacher educators, mentors, external examiners, Principal of the college, heads of practice teaching schools, experienced school teachers, and peers. All these stakeholders provide separate feedback in regular intervals, feedbacks are constructive and targeted towards improvement of performance. The feedback to the teacher trainees provides them advice on how to improve or move forward, understand the goals of their work, express and communicate their understandings and skills. We also encourage dialogue between teacher educators and trainee teachers that encourages reflection on their learning. The teachers using information about ongoing learning tries to adjust teaching so that all trainees have opportunity to learn. The results are timely reported and recorded and use evidence obtained when trainee teachers are involved in special tasks or activities in addition to their regular work. The evaluation outcomes are recorded in most of the cases in the form of marks on assignment, marks of practicum, internship marks, marks on microteaching, scores of theoretical papers.

**Different ways in which the students and staff are made aware of learning outcomes are as follows:**

- Winners of cultural and Sports events are awarded prizes.
- The intended Learning outcomes of other co-curricular and extra-curricular activities are also communicated to students from time to time in classes also so that they understand the importance of developing an all-round personality.
- Such meritorious students are felicitated for their performance during Annual day.



- The names of meritorious students are prominently displayed to encourage new learners to work in the right direction.
- The results of each academic year are analyzed thoroughly by the Principal with the HOD, who in turn discusses them with the teachers.
- Teachers plan those learning activities in the subject class that can motivate learners to analyze their learning outcomes.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 2.7.4

##### Performance of outgoing students in internal assessment

**Response:** 90

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

Response: 90

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

#### 2.7.5

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

**Response:**

Raghu Saroj Welfare and Charitable Trust focuses on identifying the needs of learners at entry level. So that students can be catered according to their needs. Different types of methods are used to cater the needs of learner and to access those needs, various assessment tasks like oral presentations, Assignments, Examinations, Project work, Participation in co-curricular activities are done to know about the

performance improvement in student whether it is curricular or co-curricular. Some of the examples to show the extent to which the assessment tasks and performance of the students reflects their initially identified learning needs are as given below:

**Self-identify development**

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

**Research skills**

Performances are track by research guide during presentation of synopsis & submission of dissertation by the term of final semester. In this task research skill of knowing scientific steps of research, preparations of tools & data analysis are assessed.

**Teaching skill**

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

**Developing teaching competency**

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

File Description	Document
Documentary evidence in respect to claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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..**

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

#### File Description

#### Document

Data as per Data Template

[View Document](#)

#### 3.1.2

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

**Response:** 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

#### 3.1.3

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

**1. Seed money for doctoral studies / research projects**

**2. Granting study leave for research field work**

**3. Undertaking appraisals of institutional functioning and documentation**

**4. Facilitating research by providing organizational supports**

**5. Organizing research circle / internal seminar / interactive session on research**

**Response:** B. Any 3 of the above

File Description	Document
Institutional policy document detailing scheme of incentives	<a href="#">View Document</a>
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View Document</a>
Documentary proof for each of the claims	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** C. Any 2 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	<a href="#">View Document</a>
Documentary evidences in support of the claims for each effort	<a href="#">View Document</a>
Details of reports highlighting the claims made by the institution	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**3.2 Research Publications**

**3.2.1**

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

**Response:** 0.56

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

2023-24	2022-23	2021-22	2020-21	2019-20
9	0	0	0	0

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

**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

**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**

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.3 Outreach Activities

#### 3.3.1

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

**Response:** 7.8

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

2023-24	2022-23	2021-22	2020-21	2019-20
7	13	6	1	12

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 3.3.2

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

**Response:** 76.69

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

2023-24	2022-23	2021-22	2020-21	2019-20
90	97	80	30	78

File Description	Document
Report of each outreach activity with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** 64.01

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

2023-24	2022-23	2021-22	2020-21	2019-20
80	80	67	30	56

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Any other relevant link	<a href="#">View Document</a>

### 3.3.4

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

**Response:**

Raghu Saroj Welfare and Charitable Trust organizes and participates in various outreach activities with a dual objective of not only sanitizing students about various social issue and also contribute to community and strengthen community participation. Our institution takes part in various initiatives like Swachh Bharat initiative under which the institute has constructed public toilets. Awareness literacy programme, International Women’s Day, and International Yoga day is celebrated every year to ensure healthy body

and mind.

The institute organizes programs like save environment, save water, tree plantation.

Students are encouraged to participate in Nukkad Natak for aware Villagers, Beti Bachao Beti Padhao Rally connecting the students with the larger social issue in the community and making them socially responsible, sensitive and thus facilitates in their holistic development. rural India has been facing uncleanliness, unhygienic, malnutrition conditions and the most important problem is open defecation. Lack of awareness is noted among the villagers about such problems like health, cleanliness and diseases. Fortunately, idea of the cleaning the campuses, the surroundings. The whole of the B.Ed. syllabus is a perfect amalgamation of theories and practical concerns (social concerns, cleanliness and beautification, celebrations of important dates, awareness of cultural diversity)which are taught and discussed throughout the session. Due to such activities students also get conscious about sanitization. For abatement with deforestation and pollution problem the college focused on tree plantation. Between Covid period college distribute food medicine and many other things for people.

File Description	Document
Report of each outreach activity signed by the Principal	<a href="#">View Document</a>
Relevant documentary evidence for the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 3.3.5

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

**Response:** 9

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

2023-24	2022-23	2021-22	2020-21	2019-20
3	3	0	0	3



File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Appropriate certificates from the awarding agency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.4 Collaboration and Linkages

<p><b>3.4.1</b></p> <p><b>Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years</b></p> <p><b>Response: 2</b></p> <p><b>3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years</b></p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> </tr> </tbody> </table>					2023-24	2022-23	2021-22	2020-21	2019-20	2	2	2	2	2
2023-24	2022-23	2021-22	2020-21	2019-20										
2	2	2	2	2										
File Description	Document													
Report of each linkage along with videos/ photographs	<a href="#">View Document</a>													
List of teachers/students benefited by linkage exchange and research	<a href="#">View Document</a>													
Data as per Data Template	<a href="#">View Document</a>													
Link for additional information	<a href="#">View Document</a>													
<p><b>3.4.2</b></p> <p><b>Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years</b></p> <p><b>Response: 2</b></p> <p><b>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</b></p>														

Response: 2

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copies of the MoUs with institution / industry/ corporate houses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:**

Raghu Saroj Welfare and Charitable Trust has the following Facilities available in its campus:-

**IT Infrastructure:**

- ERP software to maintain the data base of the students
- Wi-Fi enabled campus
- Language Lab for developing communication and interpersonal skills of the students.
- ICT lab
- Staff Room with ICT facility
- Audio system
- Internal and external surveillance system (CCTV) cameras and LCD for security and smooth administration.

**Teaching, Learning & Infrastructure Facilities**

- Playground for playing Kabaddi, Volley Ball, Badminton, Kho - Kho etc.
- Well Ventilated & Spacious Class Rooms with white and Green Boards & LCD Projector, Conference & Seminar Hall, Music Rooms, Well equipped Drawing Hall with drawing boards, Semi Digital Library, Latest Configured Desktop Computers, Softwares with Printers and well equipped up to mark laboratories.
- Seprate Common Room for girls and boys
- Medical first aid and stretchers and Baby Care Room
- Fire Extinguishers in entire building
- Generator for power back up
- Canteen facilities for the students and teachers
- Sufficient drinking Water facilities with aqua guard purifier
- Summer sable for regular water supply
- Own Electricity Transformer for continuous supply of electricity without voltage flucktuation
- Organic Compost making area
- Conference room
- Disabled friendly Campus
- Good drainage system for the outlet of the waste water
- Waiting lounge
- Language room
- Seminar Room with projector
- Sports Room

- Music Room
- Guest Room
- Visitors Room
- Multi-Purpose Auditorium with sound system facilities and having 200 plus seating capacity capacity

#### **Library as a Learning Resource:**

- Library Software is there for issuing the books and keeping records accordingly.
- Well-furnished Library
- Semi-automated Library
- Good Nos. of course books and Reference books
- Computerized accession of books
- Library Software is there for issuing the books and keeping records accordingly.
- Repography facility available for the students

#### **Laboratories**

- Psychology Lab
- Language lab
- Social Studies Lab
- Science and Math lab
- Art and Craft and Music Lab
- Educational Technology lab

#### **Sports Facilities and Fitness Center**

- Volley Ball
- Badminton
- Skipping
- Short put
- Discus
- Javelline
- Unisex Gym
- Kho-Kho

File Description	Document
List of physical facilities available for teaching learning	<a href="#">View Document</a>
Geo tagged photographs	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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:** 44.44

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

Response: 4

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

Response: 9

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link to relevant page on the Institutional website	<a href="#">View Document</a>

#### 4.1.3

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

**Response:** 3.76

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

2023-24	2022-23	2021-22	2020-21	2019-20
1669.86	3822.18	33.10	888.69	1365.65

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:**

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

Details on the access to the staff and students and the frequency of use, are as follows:

**Access to the staff and students:** Teachers and students use computer and internet to access various kind of information regarding teaching subjects, teaching-learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of audio visual teaching aids, role of electronic media in education, recent researches related to educational developments and educational complexities etc., Teaching staff compare the educational developments of other countries with their educational practices of indigenous system.

#### **Benefits of Library Automation.**

- Security: Ensures data backup and secure handling of library resources.
- Management: Provides comprehensive reports and statistics for effective library management and administration.
- User-Friendly: Simplifies the user experience with reminders for due dates and easy cataloguing.
- Accessibility: Enhances the retrieval of books and resources through a powerful search facility.

- Accuracy: Reduces errors in record-keeping and book tracking.
- Efficiency: Streamlines daily library operations, including book issuance, return, and cataloguing.

File Description	Document
Bill for augmentation of library signed by the Principal	<a href="#">View Document</a>
Web-link to library facilities	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.2.2

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

##### **Response:**

Library has provided the access of e-resources by providing unique User ID and Password given by the College administrator (Librarian). The teachers may access e-books & e-Journals . Institution has remote access to library e-resources By which teachers use frequently. In the upcoming academic year we plan to extend the access of e-resources to students through Unique ID subsequently. We have the following facilities in our Library:

The library has a Digital Library with a computer and internet facility with an open-access for both students and staff. The Details regarding staff and student access and the frequency of use are as follows:

Teachers use computers and the Internet to access a variety of resources, tools and information about teaching topics, teaching-learning process, teaching strategies, self-study report of technologies, classroom, interactions, various innovations in teaching aids, effective use of audio visual teaching aids, role of electronic media in education, recent research related to educational development and academic complexities etc.

It helps them access, learn and compare the existing educational development of other countries along with their educational methods of indigenous systems.

##### **Frequency of use: The library is used almost every working day:**

By Teaching Staff: as and when required

By Students: as and when required

- All the books details are stored on ILMS
- Students are provided with unique bar coded ID card through which they can borrow two books for a period of 15 days

- We have an exclusive reference section which can be accessed by the students and staff etc
- Teachers can borrow 15 books for a period of 1 month

File Description	Document
Landing page of the remote access webpage	<a href="#">View Document</a>

#### 4.2.3

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

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

**Response:** B. Any 3 of the above

File Description	Document
Data as per Data template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.2.4

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

**Response:** 379.64

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

2023-24	2022-23	2021-22	2020-21	2019-20
267.18	314.33	369.81	435.06	511.84



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	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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:** 44.4

**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:** 1236

**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:** 1250

**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:** 1145

**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:** 719

**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:** 800

File Description	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	<a href="#">View Document</a>

#### 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:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 4.3 ICT Infrastructure

#### 4.3.1

**Institution updates its ICT facilities including Wi-Fi**

**Response:**

**Our Institute has updated ICT facility with Wi-fi**

The institution is totally technology enabled since 2012. There is 24\*7 internet and Wi-Fi connection available for the staff and students. There have Projectors, LCD projectors, laptops, audio-visual equipment like,PD, microphones, speakers, camera and video camera. All these resources are well utilised to make teaching-learning meaningful.

**The Available ICT facilities in the institution are as follows:**

**College Administrative Office:** is furnished with high configured systems with printers. The office is well connected with internet and Wi-Fi, and Biometric system to monitor the movement of the staff.

**Computer Lab:** Well-furnished with a server with high configuration and LAN connection, headphones, interactive board with LCD projector and Internet and Wi-Fi Connected.

**Technology Enabled Classrooms:** All the classrooms are well furnished with a Computer, LCD

projector and SMART class rooms are with interactive board and with internet and Wi-Fi connection. Audio system, and with internet and Wi-Fi connection.

**Accessibility:** The staff and Student-Teachers have an access to internet and Wi-Fi connection. Each student-teacher is given a separate user name and pass word. Each student is given more than 30 minutes

to browse the net. The staff and student-teachers use the available computers in the institution for curricular and co-curricular activities like power point preparation, seminar and assignments, etc. The staff and student teachers also use the ET equipment for seminars and for preparing teaching learning materials. The staff avail the ICT facilities to enhance their teaching competencies and for their research.

**Software:** The institution uses predominantly Windows 7 and 8, MS office 2010, 2013 and Tally ERP 9, Photoshop, Library Software and LMS with ILMS.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.3.2

**Student – Computer ratio for last completed academic year**

**Response:** 4

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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
Link for additional information	<a href="#">View Document</a>

#### 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:** C. Any 2 or 3 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link to videos of the e-content development facilities	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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:** 0.66

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

2023-24	2022-23	2021-22	2020-21	2019-20
85.03	36.66	231.81	503.01	503.01

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

##### 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:**

Institution has many classrooms, seminar room's students' common room, staff room, administrative room, library and playground for sports and cultural activities. The Building has separate toilet facility for staff and students. For smooth functioning of the institution under the guidance of the governing body various committee has been formed to look after the various academic activities. Student's welfare scheme such as scholarship facility offered by the state government are also notified to students. In the college building a playground for outdoor games, like Kabaddi, Kho- Kho etc. Students play there properly. The college has a well-stocked library with around more above books and a few journals. There is a reading room in the library and students can borrow books sharing their library cards. The college has maintenance committee that oversees the maintenance of buildings classrooms and laboratories. Adequate house staff is employed to meticulously maintain hygiene cleanliness and infrastructure on the campus so as to provide congenial learning environment classrooms, staff rooms, seminar halls and laboratories, etc are cleaned and maintained regularly by Non-teaching staff assigned for each floor. Washroom are well maintained. Dustbins are placed in every floor. The green corner of the campus is well maintained by the staff. Optimum working condition of all properties/ equipment on the campus is ensured through annual maintenance of CCTV cameras & water purifiers. Apart from the college called upon the electrician and plumber, according to their need. Parking facility is well organized. The campus maintenance is monitored through surveillance cameras.

Raghu Saroj Welfare and Charitable Trust verifies the stocks annually to check the physical availabilities of equipment of various laboratories and the library. Library Committee and the Purchase Committees along with ministerial and support staff conduct this work and identify the damaged items and books and recommended for purchasing & mending if required any. After proper recommendation by the both the Committees, different items and books done as required are procured. All formalities related to the purchase and disposal of old damaged equipment and books are done as per the store and purchase rules. This practice is rigorously followed in the college. The college ensures optimal allocation and utilization of the available financial recourses for maintenance and upkeep of different facilities by holding regular meetings of various committees constituted for the purpose.

Regarding the maintenance and purchase of games Items of the college sports in charge is responsible. Computers/Printers and other IT accessories maintenance is done through AMC on regular basis and nonrepairable systems are disposed off accordingly. The college has a building maintenance committee which looks after the upkeep of infrastructure maintenance. Teachers submit their requirements to the Principal regarding classroom furniture and other related items. The college development fund is utilized for maintenance and minor repair of furniture and other electrical equipments and any other things as required.

<b>File Description</b>	<b>Document</b>
Link for additional information	<a href="#">View Document</a>
Appropriate link(s) on the institutional website	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

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

**Response:** C. Any 2 or 3 of the above

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

#### 5.1.2

Available student support facilities in the institution are:

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

**Response:** C. Any 6 of the above

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.1.3

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

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

**Response:** C. Any 3 or 4 of the above

File Description	Document
Samples of grievance submitted offline	<a href="#">View Document</a>
Data as per Data Template for the applicable options	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 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
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

**Percentage of placement of students as teachers/teacher educators**

**Response:** 7.98

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	23	12	4

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Appointment letters of 10% graduates for each year	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 4

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

Response: 4

**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
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.2.3

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

**Response:** 3.07

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

2023-24	2022-23	2021-22	2020-21	2019-20
4	11	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1

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

**Response:**

During the establishment of our institution Raghu Saroj Welfare and Charitable Trust there contribution for students are very satisfactory. Students council is an organisation conducted by students and supervised by adults. The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out school activities and service projects in addition to planning and service projects. in addition to planning events that contribute to school spirit and community welfare, the students council is the voice of the student body,. They help share student ideas, interests and concerns with the school wide community. Many members learn skills that were an extension of their formal education? They should share with their teachers the burden of work in the school by farming committees of discipline, literacy activates, culture, functions and sports, etc, even now in many schools

no permission has been made for students committees. In such schools committees should be established and the students should be gradually given the opportunity to takes up responsibilities. A students council can be do many thing for the school with assistant of such committees. The aim of producing ideal citizens for such democratic set up can be realized through students councils. Students councils usually do not have funding authority and generally must generate there operating funds through fundraisers such as can washes and bake sales. Some students councils have a budget from the student councils have a budget from the student councils have a budget from the school, along with responsibility for funding variety of students activities within a school.

**Functions of student’s council:-**

- The council is monitored by faculty member who is responsible for the smooth functioning of the council meeting and events.
- The student council plays a dominant role in many activities related to sports, cultural and literary activities of the departments.in College no of twenty two commiittee/ cells are working Student play an important/ active role in all committee
- Need analysis of the B.Ed. student are done by the student council.
- Organizing and managing seminar and session conducted by the college on local, state and national level.
- Planning and management of related activities are performed with in-charge faculty during educational tours.
- Looks after the cleanliness of parking lot and maintain discipline in the institution.
- Issue related to academic & non-academic activities are reported to the concern incharge.
- The class representative acts as a bridge between their colleagues and the Head of the department, to ensure timely dissemination of information regarding different activities, examination and maintaining attendance records.

**Committees**

All programs have committee for each course that comprise of student members. For each committee it provide feedback on all aspects of the programs and respective course committee meetings are held regularly at least twice in each Year. Cultural Committee and Sports and Recreation Committee students have strong representations in all cultural and sports and games events with the help of organization and management.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.3.2

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

**Response: 1**

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

2023-24	2022-23	2021-22	2020-21	2019-20
3	2	0	0	0

File Description	Document
Reports of the events along with the photographs with captions and dates	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

Contributions of Raghu Saroj Welfare and Charitable Trust Alumni in the Growth and Development of the College

- The suggestions provided by the alumni helps the college keep in pace with changing needs of the society.
- The Alumni helps in establishing identity of the college.
- The Alumni helps in establishing Networking with all students.
- It helps the college in updating about the placements of pass out students.
- It furnishes information about job opportunities in schools
- Its feedback has helped in improving the existing curriculum, organizing new activities, etc.
- It has given many healthy suggestions for the augmentation of the college. Helps in publicity

There is an active non-registered alumni association in the institution. Time to time the members are invited to contribute significantly with their ideas of better practices. The alumni Association is very active in promoting interactions among the alumni, staff and the management, besides helping alumni in all possible ways, it also lends its support to the college to achieve its cherished goals, its vision and mission. One of the main purpose of alumni associations is to support a network of former graduates who

will in turn help to raise the profile of the University, just like most other universities, student organizations, alumni associations aim to bring together like minded individuals. Telephone and personally meet with alums. Obtain a geographic listing of members from the headquarters office. Use the existing alumni Organization and ask for their participation in starting the Association. The alumni Association. Contributes significantly to the development of the institution through financial and non financial means. The institution rests on the rich history of its students, success and glory so alumni is the backbone of the institution. A network of old students is achieved through alumni. It helps the institution for getting placement tests. Thus, expands and strengthens with new enrollments. A social networking page is available with the institution where the alumni can register and connect to share their ideas. Aims and objectives. To promote and foster mutually beneficial interaction between the alumni and the present students of the college and between the Alumni themselves. To encourage the formation of chapters as a means to increase participation of Alumni. To encourage the alumni to take an active and abiding interest in the work and progress of the Institute. To enable the alumni to participate in activities which would to the general development of the Institute. To raise funds for various welfare and other schemes in the college as approved by the association To provide a forum for the alumni for exchange of ideas on academic, cultural and social issues of the day. To arrange social and cultural functions. The college has Alumni Association. The alumni support the institution and contribute to its institutional, academic and infrastructural development. Student representatives on the alumni Council create close relationship between students and alumni and provide student input to council deliberations and priorities.

File Description	Document
Details of office bearers and members of alumni association	<a href="#">View Document</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 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	<a href="#">View Document</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

### 5.4.3

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

**Response:** 6

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

2023-24	2022-23	2021-22	2020-21	2019-20
1	1	2	0	2

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.4.4

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

**Response:**

The pass out students organizes sports events with active participation. They can also assist and motivate students to development proper skill of a particular game. Through alumni association the pas out students gave guest lecture to the new students. Some of our students gave guest lecture. They also participate in our annual sports day a well as in our annual function both some time they show their or perform some cultural event also. Alumni association always try to play effective role for our fresh students and as well as our pass out students alumni our alumni association try to interact with new

student to our alumni through this the alumni Jeep the motivation speech to the new students that have the new students prepare their future plan for getting job. What book they have to play how a educational notes will prepare how students can manage the time for study how the students can make their own notes by following internet, YouTube, E- library, throw alumni association the new students interact with the alumni the interact with each other for their future benefits like job recommendation future guidance in the matter of education etc. The contribution of alumni towards their Alumni Association is undoubtedly very significant. Raghu Saroj Welfare and Charitable Trust has strong liaison with their old students and association in the form of alumni. The college has an Alumni Association working under the guidance of Alumni Committee. It aims at making our alumni participate in the institutional activities and contribute to the growth and development of the college.

**Contribution of Alumni to the Growth and Development of the College:-**

- The suggestions provided by the alumni helps the college keep in pace with changing needs of the society
- The Alumni helps in establishing identity of the college.
- The Alumni helps in establishing Networking with all students.
- It helps the college in updating about the placements of pass out students.
- It furnishes information about job opportunities in schools
- Its feedback has helped in improving the existing curriculum, organizing new activities, etc.
- It has given many healthy suggestions for the augmentation of the college.
- Helps in publicity

**Alumni as advisors:**

Alumni's feedback and suggestions are taken to bring improvements in the curriculum, value oriented suggestions for the development of the institution, and to bring innovation in the curriculum, and how the curriculum can be improved as per the current needs and career-oriented, thereby enriching and enriching the curriculum.

**Contribution of Alumni to the Institution:**

Alumni have been a great contribution in the development of the institute, whether it is for any student of the institute to get a job or a student needing help in the country or abroad, the alumni always support those students. Alumni participation in the admission process is very much helpful.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 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:**

Governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission. The institute follows the hierarchy of leadership to ensure effective organizational working and incremental improvement. Keeping in view the vision and mission of the Institute, the top layer of hierarchy identifies needs to be addressed in the areas of: Enhancing quality of management education Introducing contemporary courses Promoting inter institutional.

**Vision & Mission Statement :-**

**Our Vision**

The Vision of the Institution is to surge ahead in the academic sphere by transforming and reinventing the learning methodologies. It seeks to develop in each member of the Raghu Saroj, the ability and passion to work creative and effective for the betterment of self and society.

**Our Mission**

To transfer men and women by providing quality education with a human touch by inculcating human values such as love, sincerity, empathy, co-operation and constitutional values and thereby impart these values to their students to create a better society.

File Description	Document
Link for additional information	<a href="#">View Document</a>

#### 6.1.2

**Institution practices decentralization and participative management**

**Response:**

Raghu Saroj Welfare and Charitable Trust practices decentralization and participatory management in



keeping with its belief in collective leadership and democratic traditions. A particular reflection of this practice can be seen in the extensive delegation of authority to the teachers in the college. The Staff committee is chaired by the Principal. Every faculty in the college is a member of two or more committees in the college. Teachers' engagement in the overall functioning of the college through the staff committees is enumerated below:

- The above enumeration of features comprising participatory management points fairly conclusively to the ethics of decentralization which is an integral to the institution and informs its functioning at every level.
- The Principal looks after the Teaching Plans prepared by the faculty members.
- Teachers have right to make adjustments in the routine.
- They often takes the lead in planning seminars, workshops, career counselling sessions, remedial measures, departmental and inter-college exercises, departmental excursions and study tours.
- They have liberty to introduce creative and innovative measures for the benefit of the students of the college.
- They can decides on the nature, pattern and duration of special and remedial classes for the students of the college if need arises
- All the above features comprising participatory management points fairly conclusively to the ethics of decentralization which is integral to the institution and informs its functionally at every level.
- The principal oversees the teaching plan teachers have the right to make adjustment in the routine. The college has a proper discipline and code of conduct by heading and participating in staff
- committees such as the General Purchase Committee, the Development Committee, the Anti-Ragging Cell, the Discipline Committee, and the Student Advisory Committee. Teachers are also members of the Internal Complaints Committee against Sexual Harassment and others.
- Governing Body included teachers and students can decide on the nature, pattern, and duration of special and remedial classes for the students of their department.
- Teachers are appointed as representatives in the Governing Body for all responsibilities.

File Description	Document
Relevant documents to indicate decentralization and participative management	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.1.3

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

**Response:**

**Financial Affairs:**

Raghu Saroj Welfare and Charitable Trust is a self-finance institution. Salaries and other expenditures are directly controlled by the Raghu Saroj Welfare and Charitable Trust. Tuition fee collected from the students is the source of salary provided to the faculty and also to the other expenses of the college. Fee and funds available with the college are directly controlled by the Society. Audits are periodically conducted to ensure complete transparency. Payments are made through bank. Scholarships and other benefits available to the students are directly credited into their bank accounts.

**Academic Affairs:**

Raghu Saroj Welfare and Charitable Trust offers B.Ed. course. Admission is taken on the basis of entrance examination conducted by the state government. Admission is done as per the guidelines issued by the Magadh University and state government from time to time.

**Administrative Affairs:**

Every employee from top to bottom is part of the college administration. Teaching as well as nonteaching is given additional tasks in addition to their normal duties at the beginning of the session. interest is taken by the employees to complete the assigned tasks. Various committees are formed at the beginning of the session every year to look into the various activities of the college.

**Other Affairs:**

Miscellaneous activities of the college is controlled by the management members of the society and the college staff with different convenors of the committee

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.2 Strategy Development and Deployment**

**6.2.1**

**The institutional Strategic plan is effectively deployed**

**Response:**

Raghu Saroj Welfare and Charitable Trust follows the Academic calendar prescribed by the affiliating university. The college follows this academic calendar for implementing curricular and co-curricular activities. The syllabus is distributed at the beginning of each semester. The college organizes orientation programmes for the freshly inducted B.Ed. students. Teachers motivate the Students for associate learning and conceptual learning. Trainee teachers are asked to deliver seminar through PPT presentation. Smart classroom and E-learning facilities are also introduced. Tutoring, Counseling,

remedial classes, group discussions are provided especially emphasized for those who are differently abled or slow learner . Supervision during internship programmes of trainee teachers is executed properly. Continuous assessment and evaluation is done to measure outcomes. Different educational excursions, assignments fieldworks seminar, visit to other places, cocurricular activities are arranged for enhancement of learning skills of the trainee teachers. Regular feedback is obtained from trainee teachers for improving teaching learning method. Teachers are deeply concerned and interested in students' progress.<http://maharshibed.org/activities.html>. Method improvement at better education emerged due to the difficulties that were confronted in education and relevant regions. Troubles which includes boom at unemployed college graduates, alternate at student demographics, decrease of scores necessary for getting into the departments and limitations of resources made essential to transport in accordance with method improvement and strategic plans for better schooling institutes.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.2.2

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

**Response:**

### **Hierarchy of Administrative setup**

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

### **Functioning**

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

### **Recruitment of Faculty**

The appointment of staff members, both teaching and administrative is made on procedural lines. Notification in registered newspapers Preparation of list Inviting university nominees after getting

concurrency to the post. Constituted interview board as per government norms. Issuing interview memo to all eligible applicants. Conducting interview and preparation of minutes signed by selection board members. Preparation of merit list with the approval by the Office Assistant. Issuing appointment orders on the basis of vacancies available. The College functions under the supervision of Aryabrata Charitable Trust. The principal is the administrator of the college and he works in collaboration with the governing body to regulate and maintain a congenial academic environment. The principal along with members of the teaching and non-teaching staff implements the decisions and policies of the management. Faculty members report to the principal and carry out the functions of the college. The College has a well-defined organizational structure in the administrative staff also. Hierarchy of staff, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism are defined as per the rules of the Sido Kanhu Murmu University. In addition, a number of clubs and committees comprising students & faculty members are active in various committees to enable effective learning of students. The college has a democratic setup, where each unit is given full freedom to innovate and plan its perspective of development, operates through a structured organization for discipline and smooth functioning. Role and responsibility of various bodies are well defined to ensure accountability.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.2.3

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

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

**Response:** B. Any 5 of the above

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.2.4

**Effectiveness of various bodies/cells/committees is evident through minutes of meetings and**

**implementation of their resolutions / decisions.**

**Response:**

The planning and implementation of all the activities of various bodies and committees is carried out by the members of the respective bodies through a well organized system of planning and evaluation. Minutes of staff meetings are duly recorded for maintenance and transparency of records. Various activities and plans in the college are formulated according to the guidelines of the Magadh University and the vision and mission of the Raghu Saroj Welfare and Charitable Trust. It is based on feedback and suggestions in meetings with stakeholders such as college students, Headmaster of the schools, teachers and members of the Parent Teachers Association (PTA), alumni and IQAC members. Efforts are always made to implement and execute all plans and decisions effectively keeping in mind the welfare of the students and the overall development of the institution. Press releases are also issued by the institution to make public any significant achievement. The college also provides important information on the website and notice board. The various bodies and committees present in the college make it a point that the academic, sports and cultural calendar is implemented in a timely manner. Decisions taken at various meetings are properly documented and effective steps are taken to implement the decisions at the ground level. The administrative functions of the college are carried out by the principal through a series of college committees. All the cells/ committees are formed by the governing body and Teachers' Council. The Principal acts as a chairperson of these committees. The members of these committees are teaching staff and students. These committees always follow the standard practice of documentation and record keeping and these documents are considered to be one of the most important aspects of the college administrative setup. The committees/cells regularly meet to consider various agenda for discussions and its resolution. The suggestions of each cell / committee are analysed and proper decisions are taken. Suggestions taken at various meetings are properly documented and effective steps are taken to implement the decisions at the ground level in reality. The minutes of different cells/committees are duly recorded for maintenance and transparency of records.

<b>File Description</b>	<b>Document</b>
Minutes of the meeting with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Action taken report with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.3 Faculty Empowerment Strategies**

**6.3.1**

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

**Response:**

Raghu Saroj Welfare and Charitable Trust offers worthwhile welfare schemes to all the teaching and non teaching staff to ensure and boost their work culture and efficiency. The college provides financial assistance by providing advance salary as per need and necessity of the teaching and non-teaching staff . The female teachers get maternity leave. Festival advance, for newly appointed staff is also provided. The teaching and non-teaching staff avail promotional benefit .Purified drinking water facility, and recreation room are also provided the college. These are few of the schemes which are initiated as part of our welfare measures.

**The institution provides various welfare measures for teaching and non-teaching staffs.**

**Monitory welfare measures-**

- Advance salary facility
- Loan Facility
- Residences for male teachers.

**Non Monitory welfare measures-**

- Health awareness programme like- yoga & meditation
- Apart form the monetary welfare measures provide non monetary welfare measures also to both teaching and non-teaching staff.
- Campus clinic and medical check-up facility
- Legal counselling services.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View Document</a>
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** 13.75

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

2023-24	2022-23	2021-22	2020-21	2019-20
9	0	2	0	0

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

### 6.3.3

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

**Response: 6**

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	2	1	2	1

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** 100

**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**

2023-24	2022-23	2021-22	2020-21	2019-20
16	16	16	16	16

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copy of Course completion certificates	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.3.5

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

**Response:**

The performance appraisal system of the Teaching and non-teaching staff is equally important for the efficient running of an institution. Self appraisal sheets are maintained by the teachers. The teachers are evaluated/promoted following a transparent process on the basis of performance appraisal system. The career advancement scheme of teachers is done by following this system. The Governing Body of the college scrutinizes the work and considers experiences for some limited years of the non teaching staff. The comments given by the Principal regarding the performance evaluation of a non-teaching staff is



decisive for his/her promotion .Teaching and Non- Teaching staff get promoted after performance appraisal reports presented by principal. Every year College collect filled performance appraisal form by Teaching and Non-Teaching Staff and store in record room. The principal holds regular meetings for result analysis with in each semester. The report on results of individual teachers is forwarded to the management. There is also an efficient in-built mechanism to check the work efficiency of non-teaching staff. The record of their performance is maintained in their personal files. The non-teaching staff is headed by an office Assistant. He supervises the office staff and reports the progress to the principal regularly.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	<a href="#">View Document</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

#### **Institution conducts internal or/and external financial audit regularly**

#### **Response:**

The external audit is carried by the authorized chartered accountant at the end of financial year.The accounting and auditing committee looks after the internal audit and it is presented to the certified chartered accountant.The institutional accounts are audited regularly by both internal and statutory audits. Minor errors of omissions and commissions when pointed out by the audit team are immediately corrected or rectified and precautionary steps are taken to avoid reoccurrence of such errors in future. The institution regularly follows internal and external financial audit system.The internal and external audit includes scrutiny of the following Reviewing and approving the scope of the work plan for the internal and external audits. Discussing the proprietary or financial statement Presentation and the adequacy of footnote disclosures. Monitoring Implementation of Management Letter and internal audit recommendations. Recommending an appointing an independent audit firm. Reporting to the board the results of the internal and external audits. Resolving disagreements between the external auditors and management. Reviewing findings of internal audits and associated control issues. Receipts from fee, donations, contributions, interest earned and interest on investments. Payments to vendors,Staff, contractors, students and other service providers. There is an audit committee which has a responsibilities like The audit committee reviews and approves audit strategies, policies, programs, and organizational structure including selection of external auditors or outsourced internal audit vendors. Supervises the audit function directly to ensure that internal and external auditors are independentand objective in their findings. Establishing schedules and agendas for regular meetings with internal and external auditors.

External audit done by the Chartered Accountant is an institution. The Chartered Accountant along with his team visits and prepares the audit report. So the college accounts are regularly audited by both internal and external statutory bodies. Comments and suggestions received from the auditing body are immediately placed before the Governing Body for rectification and precautionary steps are taken to avoid recurrence of such errors in future. act of maintaining financial transparency in the

File Description	Document
Report of Auditors of last five years signed by the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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)**

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

#### 6.4.3

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

**Response:**

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

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

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

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

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

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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 important function of this committee is to develop new methods and systems for conscious continuous and catalytic improvement and to promote developmental steps towards learning. This committee works to improve the quality of Institutional and students. The committee always works relentlessly for the progress and development of students Under this committee, development oriented and quality oriented programs of students are organized in which expert subject related lectures and motivational lectures are also arranged through which the academic and non-academic aspects of the trainees are strengthened and the process of overall development of the students is carried out..

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

The IQAC continuously works on all the quality evolving facets of the institution. The institution through IQAC periodically reviews and continuously upgrades the quality of teaching and learning process.

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

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.5.2

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

#### **Response:**

The institution reviews its teaching-learning process by comparing the final results of the students in comparison of previous year final results. The IQAC of the college consists of all those faculty members and non teaching staff who are strategically important for academic, administrative financial and student support faculties of the college. Because of this it becomes a very important planning and implementation body of the college.

The IQAC has also implemented the practice of uploading of the gist of class lectures on the college website. Among several teaching learning reforms implemented by the IQAC the following to may be considered as important:

- Self appraisal forms are collected from faculty. Besides this IQAC has reviewed and implemented it's teaching learning process through college management.

- Topic wise annual distribution of the curriculum and its upload on the college website has been insured by IQAC. The IQAC has also implemented the practice of uploading of the gist of class lecture on the college web.

teaching materials is brought about with the help of evaluation. All students are provided with the student diary that provides all details relevant for students. The academic calendar is prepared in advance displayed and circulated in the Institute and strictly followed. The IQAC conduct periodical meetings with the Departments, internal examination committee, Council of heads, the principal through out the Academic year in the presence of the IQAC coordinator. The Faculty Coordination Committee conducts an academic review of all departments collecting information on academic activities such as completion of study programs, unit tests, assignments, seminars, group discussions quiz, education tour and other activities. The Staff Council meeting is held in the beginning of the session to discuss the plan for the session. Students centric methods for clearing the concepts are adopted. The institutions strives towards quality enhancement through internalization of the quality culture and institutionalization of best practices. The institution organizes seminars, conferences, and workshops at various levels. Extension and upgradation of classrooms and laboratories. Automation of library and its facilities.

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

### 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:** 7.8

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

2023-24	2022-23	2021-22	2020-21	2019-20
7	13	0	6	13

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

#### 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:** B. Any 3 of the above

File Description	Document
Feedback analysis report	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to the minutes of the meeting of IQAC	<a href="#">View Document</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="#">View Document</a>

#### 6.5.5

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

**Response:**

IQAC has always been contributing towards organizational improvement within the committee including

project based learning, and feedback of program outcomes, introduction of training sessions to trainees, MOUs with various organizations including schools, competitive examination classes, efforts to strengthen digital and multimedia content in the library. Steps are taken for enhancement in mentoring system Organization of Alumni Meets, organization of workshops and co-curricular activities for students and this co-curricular activities promotes the program of creating a healthy lifestyle among the trainees through sports, Alumni support is taken to strengthen the institution and involve them in programs for the development and progress of the institution.

The institute makes continuous efforts to improve the quality of education through activities under the IQAC committee. The institution from its inception prepares a time table for teaching, learning and evaluation and keeps track of the work done according to the prepared time table. It is evaluated whether or not we are going effective. Efforts are being made to make the curriculum student cantered through applied learning, experiential learning etc. The IQAC committee sets the standard for various activities and processes of the organization. It observes the process and measures taken by the organization and also gives corrective suggestions in some respects and suggests remedial measures.

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

File Description	Document
Relevant documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:**

The Institute is using energy in efficient way. The campus of the institute is large and has open areas. The classroom and other areas are designed in such a manner that artificial light is not required in day time. It is a green building. Both the faculty members and students are reminded that saving energy is the need of the hour. The Institute hold seminars to inculcate the habit of conserving electricity and it also acts like a stage where students with new ideas can be heard. Solar energy is provided in the institute for lighting Purposes.

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

- The Institution has installed solar panels to save electricity. The college is in the process of installing more solar panels within the campus, to save electricity.
- To uphold 'Green campus' 'Clean campus' slogan Minimum use of electric energy Promotion of the use of non-conventional energy Popularization of sustainable development goals through various in-house activities
- All the teaching, non-teaching and students are instructed regarding switch off the lights when they will go out from any room.
- College uses LED monitors in ICT labs for saving
- For awareness regarding energy conservation poster making competition are organized.
- For awareness regarding energy conservation rallies are organized.
- Peons are instructed to check each and every switch time to time for conserving energy.
- To reduce energy consumption by using energy efficient instruments
- As the rooms are very much ventilated so there is less requirement of electrical lights.
- In college premises there are 5-star AC for reducing consumption of energy.
- It is mandatory that if any existing light will damage it will be replaced by only LED lights.
- The Institution has installed solar panels to save electricity. The college is in the process of installing more solar panels within the campus, to save electricity.



File Description	Document
Institution energy policy document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.2

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

##### **Response:**

The college understand the sustainable and holistic waste management essential in reducing

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

##### **E-waste Management:**

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

##### **Policy Objectives**

- Collection of solid waste in the form of paper and garden waste are dumped in one place, for composting other solid waste.
- To ensure that waste management is performed in accordance with all waste.
- To minimize waste generation at source and facilitate repair, reuse and recycling.
- Institute has kept dustbin in all marked place in the campus to collect the waste.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.3

**Institution waste management practices include**

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

**Response:** C. Any 2 of the above

<b>File Description</b>	<b>Document</b>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Documentary evidence in support of each selected response	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**7.1.4**

**Institution has water management and conservation initiatives in the form of**

- 1. Rain water harvesting**
- 2. Waste water recycling**
- 3. Reservoirs/tanks/ bore wells**
- 4. Economical usage/ reduced wastage**

**Response:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geotagged photographs	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

**7.1.5**

**Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a**

## **pollution free healthy environment**

### **Response:**

Raghu Saroj Welfare and Charitable Trust has taken up the cause of the Prime Minister's "Swachh Bharat Mission", and is always committed to maintaining a clean college environment by the help of the teachers and the students of the college and other staff of the college. The college environment encourages all the member of the college to take pride in maintaining the campus clean by sensitizing them in using the dustbin placed at different corner of the college. Every Thursday of a week the college observes cleanliness drive day where the student s clean the campus of the college. Keeping the campus clean helps in cutting down the spread of diseases in the college and the staff and students are able to enjoy a comfortable learning environment. It also improves hygiene levels and can help to reduce the spread of sickness.

### **Utilizing Natural Light**

The building architecture of Raghu Saroj Welfare and Charitable Trust is designed in such a fashion that every corner of the building receives free flow of natural air and sunlight. The class rooms are well ventilated. Natural light enters in the class room uninterrupted which save the consumption of electricity.

### **Pollution Free Healthy Environment**

- Use of LED bulbs in college
- Plastic free zone
- Reusable Water Bottles and Tea cups
- LCD Projectors in the class rooms
- Recycle and Compost facility
- Waste control chemicals and e-waste management
- Conducting energy audit
- Dustbins in the Premises
- Waste control in entire campus
- Smoking free campus
- Use of dust proof chalks in classrooms
- Minimum use of Photocopy/Printing

### **Sanitation:**

- Personal hygiene
- Safe drinking water
- Toilet/human excreta disposal
- Disposal of waste water
- Solid waste management
- Environmental sanitation

### **Rainwater Harvesting**

The college too has a plan to implement rain water harvesting facilities in the college campus. As the fund get available the plan will be implemented.

### Plantation Drive

The college has initiated in plantation drive on regular intervals. Students are asked to plant fruit trees, shade trees and flowering plants in the campus.

### Green Campus

We are endorsing and enforcing the following measures to make the College campus a green and clean energy campus

File Description	Document
Documents and/or photographs in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 7.1.6

**Institution is committed to encourage green practices that include:**

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

**Response:** B. Any 4 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View Document</a>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Circulars and relevant policy papers for the claims made	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.7

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

**Response:** 0.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	408.56	0

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.8

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

**Response:**

The location of the institute is in a remote area of Jehanabad. The institute is running a school for the deprived children of that area. The students coming to the school also get food in addition to education.

On regular basis, the awareness program is organized in nearby villages. The motive of awareness program rural up-liftment. We are frequently aware them regarding the need of education and health. We frequently hold meetings to spread awareness regarding social evils like intoxication, dayan pratha(witch craft), and not succumb to false claims and practices of ojhas(Witch craft). Health camps are also organised on regular basis. We also organise Legal help camps so that the illiterate residents get aware regarding their legal rights. The institute celebrates the local community by holding events live food festival or cultural events in which local community participates in great number. It is through these events that they spread their knowledge and culture to the young generation.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.9

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

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

**Response:** A. All of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View Document</a>
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	<a href="#">View Document</a>
Details of the Monitoring Committee, Professional ethics programmes, if any	<a href="#">View Document</a>
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### **Best practices -1**

**Title of the practice:** Life skill training

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

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

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

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

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

#### **Best practice -2**

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

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

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

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

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

the teachers eligibility test

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

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

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

File Description	Document
Photos related to two best practices of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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 college provides every opportunity to all its students to get best exposure not only in the field of teacher education but also in other fields like sports, cultural activities, taking them to education tours, participating in the social welfare programme, etc, Through proper planning and strategies, the institution focuses at delivering to its best ability the vision of the college. Our college 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. In our college Students comes from diverse socio-economic and academic background and together form a strong bond to take the challenges and learn how to overcome it in flying color.

- The main distinctiveness of our organization is to work in line with the vision and mission of the organization where a healthy balance among curricular, co-curricular and extracurricular activities is made.



- The college starts its functioning with a prayer which must be a common practice in all the schools and the Prayer-Assembly with a 7-slots in them regularly performed is our legacy now. Every student coming to us and joining our academic program adopts this and continues with this practice. Every year, we see them and us growing in our methods and their performance.
- This practice helps all the teachers and students meet in the morning with happy faces and it keeps motivating both staff and students on higher goals of learning.
- The institute takes pride in receiving positive feedback for this practice from experts, coming and visiting our college, parents of the enrolled students, and teachers.
- Teachers have opined that their abilities and rapport with students have steadily improved with the help of this practice.
- Students find the teachers approachable to come and discuss their queries on the moments and days of difficulty.

**The outline of the Prayer-Assembly is as mentioned below:**

- Welcoming Address
- Prayer
- Bhajan
- Speech
- Questions of GK
- Daily News Reading
- National Anthem

This practice has proved to be an extra-mile walk for us to interact, preach and guide the young minds which help them build self-confidence, regain assurance and develop a spiritual stable mind.

The number of girl students always remains good in college. The main focus of the college remains on the betterment and welfare of the girl students. Women-oriented programs are frequently organized in the college to motivate the girls students. College is protected by the guard 24\*7. The college is fully WiFi which is of free of cost. The college as per its vision and mission never fell behind in promoting the cause of providing quality teacher education to its student in wake of shortage of money by the students. It waive off certain amount of fees of the students who are unable to pay their fees for the course in full.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

- We are in the process of a girls hostel in the college campus.
- It is the matter of immense pride that the Raghu Saroj Welfare and Charitable Trust . has completed its 15 year running is serving the people of Bihar and other states.
- The Management raise funds from time to time for the progressive development of its institution.
- Raghu Saroj Welfare and Charitable Trust hold a significant place on the educational map of Bihar. Raghu Saroj Welfare and Charitable Trust main focus is to regenerate mankind and transform society through quality education.
- The institution has arranged a drinking water tap for the villagers living adjacent to college surrounding.

### Concluding Remarks :

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

in teaching practice also. The college encourages student teachers to become techno-savvy and they are motivated to communicate among themselves through email using internet facilities provided by the college.

Raghu Saroj Welfare and Charitable Trust is a self-financing institute. The college has good support services like spacious Classrooms, Seminar Hall, Conference room, library, reading room, well-equipped laboratories, sports rooms, common rooms, play grounds, etc. Office work and library are fully computerized. Internet and e-mail facilities are available. The approved intake of students in the B.Ed., course is 100. The college offers co-education. Till date, the college has trained 11 batches of B.Ed. The performance of the college students in the University examinations has been exceptionally good. Raghu Saroj Welfare and Charitable Trust has a well-qualified, experienced faculty. Twelve staff members have Ph.D. degree in Education and other related subjects. There are 16 teaching & 7 non-teaching staff .