



# **SELF STUDY REPORT**

**FOR**

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

**GYAN PRAKASH COLLEGE OF EDUCATION**

**VILL- CHIRAILA, PO- KHARHARI, DIST- GAYA, BIHAR**

**805131**

**[www.gpce.in](http://www.gpce.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**January 2025**

# 1. EXECUTIVE SUMMARY

---

## 1.1 INTRODUCTION

At Gyan Prakash College of Education, we believe in nurturing the next generation of educators who will shape the future of our society. Located in the heart of Gaya, Bihar, our college is dedicated to providing high-quality training in Bachelor of Education (B.Ed.) and Diploma in Elementary Education (D.El.Ed.) courses.

Established with a vision to empower aspiring teachers with the knowledge, skills, and values required to excel in their profession, our institution has been a trusted name in teacher education since its inception. We are proud to be recognized as a leading institution in the region, known for our commitment to academic excellence and student success.

Our team of experienced faculty members are not just educators, but mentors who are deeply invested in the growth and development of each student. Through innovative teaching methods and personalized guidance, we strive to create a supportive learning environment where students can thrive academically and personally.

What sets Gyan Prakash College of Education apart is our holistic approach to teacher training. Our curriculum is designed to provide a comprehensive understanding of pedagogical theories and practical teaching strategies, while also emphasizing the importance of values-based education and holistic development.

Whether you are pursuing a career in early childhood education or aspiring to become a secondary school teacher, our courses are tailored to meet the diverse needs and interests of our students. With a strong emphasis on experiential learning and hands-on practice, we ensure that our graduates are well-prepared to meet the challenges of the classroom with confidence and competence.

At Gyan Prakash College of Education, we are more than just a college – we are a community of passionate educators dedicated to making a difference in the lives of others. Join us on this journey of learning, growth, and transformation as we work together to inspire and educate the leaders of tomorrow.

### **Vision**

#### **Gyan Prakash College of Education will undertake**

- to develop an understanding of the principles of pedagogy and its application to curriculum transaction and evaluation.
- to develop in students the skills and competencies necessary to play the multifaceted role of the teacher in the new millennium.
- to enable the students to live in harmony with oneself and with others in the profession, community and society at large.
- to inspire students for life long learning and for reaching the unreached.

### **Mission**

- Academic integrity and accountability
- Sincerity, dedication and team work
- Tolerance towards the views of others
- Intellectual excellence and Creativities
- Activities that promote public good, democratic principles of freedom and justice
- Unfettered spirit of exploration, rationality and other prizes
- Giving enough opportunity for the inherent talents dormant in every one
- To make everyone to have the self-awareness that nobody is insignificant and everybody is born to do something remarkable, creative and original, without disrupting the innate goodness in every person.

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

### Institutional Strength

- **Experienced Faculty:** The presence of skilled and qualified faculty members enhances the quality of education and learning.
- **Infrastructure:** Well-established infrastructure, including classrooms, libraries, and technological resources that support teaching and learning.
- **Industry Collaborations:** Partnerships with schools and educational institutions for internships, teaching practice, and exposure to real-world teaching experiences.
- **Research Opportunities:** Support for teacher educators to engage in research, including study leave, funding, and opportunities to publish papers and attend seminars.
- **Community Engagement:** Active participation in outreach programs with schools and local communities, fostering social responsibility and awareness among students.
- **Commitment to Sustainability:** The institution's efforts towards creating a green campus and promoting sustainability initiatives.

### Institutional Weakness

- **The college is purely Self-finance, There is no any financial support from state Govt. as well as University.**
- Budget constraints may limit the ability to invest in modern teaching tools and infrastructure.
- **Limited Research Output:** Although support is provided for research, the actual research output from the institution may be limited.
- **Faculty Development:** A need for continuous professional development and training for faculty to stay current with teaching methodologies and technological advancements.

### Institutional Opportunity

- To start M.Ed and Integrated Course after accreditation from NAAC.
- Strengthening of training for competitive examinations
- Increase in the number of Value added, skill-oriented courses
- Design orientation and refresher programmes for career advancements
- Academic collaboration with another University and Colleges
- External support from govt.

- National and International Collaboration: Expanding exchange programs and collaborations with other educational institutions globally.
- Skill Development Programs: Offering specialized training and certification programs for teacher educators in modern teaching practices, educational psychology, and technology integration.
- Community Engagement Projects: Expanding social outreach activities can provide students with a chance to contribute to societal development while gaining real-world experience.

### **Institutional Challenge**

- Very difficult to collect fees from students.
- Financial crises encountered.
- It is difficult to get
- Many number of B.Ed colleges in near about college it is very difficult to get 100% admission
- It is a challenge to obtain the Grants and Funding for pursuing research activities.
- Providing seed money for research activities.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Gyan Prakash College of Education, Gaya adheres strictly to the curriculum prescribed by Magadh University, Bodh Gaya, and actively participates in curriculum revision workshops and Board of Studies meetings. The institution employs various "Quality Enhancing Academic Strategies" to improve the effectiveness of teaching and learning for prospective teachers.

The principal organizes an induction meeting at the start of each session to plan a detailed schedule of curricular and co-curricular activities. This meeting provides a platform for discussing and outlining the academic and extracurricular events for the year.

The college prioritizes staying current with global educational trends and requirements. To support this, it organizes national-level workshops and seminars focused on curriculum revision, offering opportunities for exchanging ideas on aligning the curriculum with contemporary needs.

Moral and Value Education is an essential part of the curriculum, with classes held twice a week and conducted by the head of the institution. These sessions aim to instill moral values, ethics, and principles, contributing to the students' holistic development.

The college adopts Outcome-Based Education (OBE), clearly defining Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) for all programs. This framework ensures students achieve specific learning outcomes and acquire the skills and knowledge outlined in the curriculum.

In planning the institutional curriculum, the college emphasizes Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). These outcomes are clearly communicated to both teachers and students through the college's website, prospectus, and orientation sessions held by the principal at the beginning of each academic year. This ensures all stakeholders are informed and can align their efforts with the intended learning outcomes.

## Teaching-learning and Evaluation

In the teaching and learning process, teachers employ a variety of methods such as experiential learning, participative learning, problem-solving, brainstorming, blended learning, cooperative learning, mobile-based learning, and collaborative learning. Students are encouraged to use e-learning resources like the library's e-Pathshala, Diksha, NDSL, and the E-Library. ICT tools are utilized by teacher educators in various learning contexts, including understanding theory courses, practice teaching, and internships. The institution also exposes students to recent developments and new education policies.

Several committees, such as Innovation, Incubation, and Linkages, the Student Council, and Physical Education facilities, provide diverse experiences aimed at developing students' personalities. Various workshops are organized, and students are given a range of assignments, including library work, field visits, hands-on activities, and internships. Teachers are involved in classroom teaching, co-curricular activities, research, administering psychological tests, and maintaining records.

The institution encourages the professional growth of teacher educators, motivating them to pursue advanced degrees like Ph.D. Several faculty members are engaged in Ph.D. research. The college has established various support committees for students, including the Grievance Redressal Cell, Anti-Ragging Cell, Anti-Sexual Harassment Cell, and conducts Student Satisfaction Surveys to gather feedback.

## Infrastructure and Learning Resources

The college is equipped with sufficient facilities and well-maintained infrastructure, including a variety of classrooms, laboratories, a library, and other resources necessary to ensure smooth Teaching-Learning processes. These facilities include:

### A) Administrative Facilities

1. Principal's Room
2. Head Clerk's Room
3. Accountant's Room
4. Faculty Staffroom
5. Non-teaching Staffroom
6. Admission Office
7. IQAC Room

### B) Academic Facilities

- **Language Lab:** A well-equipped Language Laboratory for the Departments of English, Bengali, and Sanskrit, enabling audio-visual programs that foster individual and group learning.
- **Mathematics Lab:** Provides opportunities for students to explore foundational mathematical concepts and the relationship between mathematics, physics, and philosophy.
- **Physics Lab:** Equipped with the latest tools and equipment, enhancing students' practical skills in physics and chemistry.
- **Chemistry Lab:** Contains modern equipment and chemicals, allowing students to conduct experiments and demonstrate them during internships.

- **Psychology Lab:** Features a collection of psychological tests, including Personality Inventories, Creativity Tests, and Achievement Motivational Tests, used for assessing students' aptitude and personality while conducting psychological experiments.
- **ICT-Computer Laboratory:** A lab with robust LAN connectivity, designed to make trainees proficient and confident in using technology to support the teaching-learning process.
- **Library:** Offers a wide range of books, journals, reference materials, e-resources, and dedicated reading spaces for both teachers and students, with internet access.
- **Additional Facilities:**
  - Multipurpose Hall
  - Conference Hall
  - Smart Classroom
  - Digital Classroom (for e-content development)
  - Seminar Hall
  - 8 Classrooms
  - Store Room

### C) Students' Support Facilities

- Sick Room
- Baby Care Room
- Separate Common Rooms for Boys and Girls
- Alumni Room
- Recreational Room
- Art and Craft Room
- Music Room
- Health and Physical Education Room
- Yoga Room

The college also offers e-library services, e-resources, ICT facilities, and free internet access for both students and staff throughout the campus.

### Student Support and Progression

The institution has a clear and transparent process for addressing grievances promptly, including mechanisms for issues related to anti-ragging, student complaints, and caste discrimination (ST/SC/Minority Cell). There are various student welfare initiatives in place, such as scholarships and freeships. The Career Counseling Cell guides and encourages students to pursue higher education or enter the teaching profession.

The Student Council is active and participates in outreach activities, co-curricular events, and other programs. The Alumni Association plays a key role in motivating students to engage in academic and outreach programs, as well as fostering innovation in education. The Student Council serves as the official representative body for students at the college level, operating in accordance with college rules. Its purpose is to support students and maintain a healthy and efficient college environment.

The council helps the administration organize various events, including cultural, recreational, sports, awareness programs, and services that contribute to the community through NSS. It provides students with a platform to share ideas, interact with peers, and contribute to improving the quality of higher education.

The college maintains strong ties with its alumni from all graduating batches. Regular interactions and friendly gatherings foster a sense of belonging within the college family. The college has registered Alumni Association, it is functional and maintains an account under the name "Alumni Association Gyan Prakash College of Education, Gaya." Alumni contributions to the association have totaled approximately Rs.100,000 to date.

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

The governance of the institution follows a decentralized and participatory management approach, with the vision of "providing competent teachers to society to address the challenges of the 21st century." In line with this vision, the institution's leadership forms various committees, delegating authority and responsibility to them. These include committees for social activities like NSS, co-curricular programs, mentor-mentee relationships, the Internal Complaint Cell, the Alumni Association, the Parent-Teacher Association, and the Gender Equality Cell. Both teachers and students participate in short-term courses for professional development.

The institution conducts both internal and external financial audits to ensure transparency. The Internal Quality Assurance Cell (IQAC) is actively involved in monitoring and enhancing the teaching-learning process. It reviews value-added courses, organizes workshops, webinars, and seminars, and plays a proactive role in supporting students and staff through various initiatives. The IQAC continues to drive improvements within the institution.

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

Both students and teachers understand the significance of environmental protection, waste management, and proper waste disposal methods. Waste management is a responsibility shared by the Gyan Prakash College of Education and its individuals. Additionally, the Higher Education Institution (HEI) is committed to collaborating with stakeholders to promote a culture of self-sustainability and an eco-friendly campus. Time-bound strategies have been developed to implement green campus initiatives. To begin with, a committee consisting of faculty from various departments was formed in consultation with the Internal Quality Assurance Cell (IQAC), tasked with creating strategies for a cleaner and greener campus. A Swachhta Abhiyaan program was organized, during which student-teachers participated in cleaning the campus and conducted sessions on cleanliness and hygiene for students at practice teaching schools. The institution has also focused on addressing various community and social issues, organizing activities to raise awareness among student-teachers and engage with underprivileged communities, contributing in various ways to societal welfare. The Teacher Education Institution (TEI), located near many schools, offers ample resources for optimal exposure to students. They have easy access to observe classroom teaching, intern in schools to practice skills, and engage in teaching practice to deliver lessons.

### **Research and Outreach Activities**

The institution provides support to teacher educators for research through offerings such as study leave, seed funding, assistance for publishing research papers, and opportunities to attend conferences and seminars. Internet facilities are also available to teacher educators. The college has organized exchange programs through various institutional MOUs, involving both students and teachers. Numerous outreach activities focused on

sustainable development goals are organized in collaboration with schools and the community through NSS. Students actively participate in these outreach initiatives.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	GYAN PRAKASH COLLEGE OF EDUCATION
Address	Vill- Chiraila, Po- Kharhari, Dist- Gaya, Bihar
City	GAYA
State	Bihar
Pin	805131
Website	<a href="http://www.gpce.in">www.gpce.in</a>

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>	02-05-2016	103	Recognition continue till further order

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- Chiraila, Po- Kharhari, Dist- Gaya, Bihar	Rural	0.76	4600

## 2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Bed,Teachers Education	24	Graduation	English,Hindi	200	200

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

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				32			
Recruited	0	0	0	0	0	0	0	0	20	8	0	28
Yet to Recruit	0				0				4			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				22
Recruited	18	4	0	22
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	18	8	0	26
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	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	110	0	0	0	110
	Female	90	0	0	0	90
	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	4	7	7	10
	Female	7	5	2	8
	Others	0	0	0	0
ST	Male	0	3	0	0
	Female	2	1	0	0
	Others	0	0	0	0
OBC	Male	40	86	97	73
	Female	25	52	40	61
	Others	0	0	0	0
General	Male	5	21	29	22
	Female	11	25	25	26
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		94	200	200	200

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institution fosters an interdisciplinary and multidisciplinary approach by offering a curriculum that promotes the integration of various subjects. This is done by emphasizing the connections between
---	---

	<p>different disciplines. Through assignments and learning activities, students apply knowledge from multiple areas to address real-world problems. Faculty members are given training and professional development opportunities on interdisciplinary teaching methods, which include workshops, seminars, and collaboration with field experts. The college library and other educational resources are well-stocked with materials from diverse disciplines, with plans to expand the collection. The institute also organizes field visits and internships, providing students with hands-on experience in real-world situations and helping them apply knowledge across disciplines.</p>
2. Academic bank of credits (ABC):	<p>our institution is taking further steps to promote student centricity and interdisciplinary education across the country through the Academic Bank of Credits (ABC). We have made efforts to fulfil the requirements of the ABC as proposed by NEP 2020.</p>
3. Skill development:	<p>Various skills are cultivated through the organization of workshops, seminars, and social activities. These initiatives help foster values and enhance skills through actions like blood donation drives, providing food to orphanages, and conducting community service activities. Co-curricular activities, social service, and entrepreneurship development are aligned with global standards to meet the needs of employers, society, and the local community. The institution has a dedicated Skill Development Cell that organizes programs focusing on personality development, eco-friendly products, and smart room technology. Emphasis is placed on vocational education, soft skills, and value-based learning.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The Gyan Prakash College of Education is located in Bihar, where the primary languages spoken are Hindi and Bhojpuri. The college offers courses in languages such as Bhojpuri, Maghi, Urdu, Hindi, and English, with a strong emphasis on promoting mother tongue and native languages. Student teachers create and perform plays based on contemporary issues and school textbook content, presenting them through visual arts, crafts, or performing arts in various Indian languages. The college is equipped with a language lab and uses software to assist students in translating languages when they encounter difficulties. Teaching and learning are conducted bilingually at the</p>

	institution.
5. Focus on Outcome based education (OBE):	Gyan Prakash College of Education has implemented an outcome-based education system for the B.Ed. program. Carefully designed learning experiences are provided to help achieve the specified learning outcomes. The B.Ed. course is structured around cognitive abilities, focusing on remembering, understanding, applying, analyzing, evaluating, and creating.
6. Distance education/online education:	According to the 2020 national education strategy, HEIs must offer online programs to reach out to underserved groups based on geography and socio economic status. The college has not yet started, but because to the COVID-19 pandemic, institutions have increased their involvement. Using digital tools to enhance classroom and meeting engagement. The institute has successfully delivered its Course content delivered online during the pandemic. Covid-19 also has online exams. The Institute encourages students to increase their knowledge and professional abilities.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club, supported by NSS Volunteers and the local BDO. Gyan Prakash College of Education, aims to educate students about their democratic rights, including voting in elections for those over 18 years old. The organization arranges mock polling activities to help students gain a better knowledge of democracy. The club offers interesting programming like poster presentations, debates, and essay writing competitions to increase student awareness and understanding of election procedures.
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?	The institution has an operational ELC with the following office bearers: Dr. Ritu Raj Patel (ELC Coordinator), Mrs. Arti Kumari (Joint Coordinator of ELC), and several B.Ed. students who are also members of the ELC.
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,	1. Our students actively engage in Voter Awareness Campaigns with the objective of educating the residents of neighboring places. 2. Voter's literacy campaign was organized to foster awareness and generate interest among faculty members, students as



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.	well as various sections of society.
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.	The Electoral Literacy Campaign (ELC) undertakes socially relevant initiatives related to electoral issues, particularly focusing on contribution to the advancement of democratic values and participation in electoral processes.
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.	The student council members are an example of the entire electoral process in a democratic manner, which throws open ways for awareness and importance of the electoral process. Since our students are all graduates, they are already registered as voters but their experience teaches them to ensure that others above 18 years of age are encouraged to vote.

## Extended Profile

### 1 Students

#### 1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
200	200	200	94	73
File Description			Document	
Institutional data in prescribed format			<a href="#">View Document</a>	
Any other relevant information			<a href="#">View Document</a>	
Other Upload Files				
1		<a href="#">View Document</a>		

#### 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
200	200	200	200	200
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..**

2022-23	2021-22	2020-21	2019-20	2018-19
130	130	130	130	130
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..**

2022-23	2021-22	2020-21	2019-20	2018-19
188	91	62	191	195
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..**

2022-23	2021-22	2020-21	2019-20	2018-19
187	85	62	183	179
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Consolidated result sheet of graduating students		<a href="#">View Document</a>		

**1.6**

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

2022-23	2021-22	2020-21	2019-20	2018-19
200	200	200	94	73
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..**

2022-23	2021-22	2020-21	2019-20	2018-19
29	29	29	29	29

**2.2**

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

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

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)..**

2022-23	2021-22	2020-21	2019-20	2018-19
81.51	35.82	29.82	36.59	48.82

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: 31**

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Planning

##### 1.1.1

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

**Response:**

The college has a system in place to teach content that is both effective and recorded.

**FOR EFFECTIVE CURRICULUM DELIVERY:**

1. Qualified and experienced faculty members are selected.
2. The faculty's performance is regularly reviewed.
3. Feedback from students is collected at each session.
4. The Principal conducts regular meetings with faculty members.

**FOR EXECUTION OF THE CURRICULUM:**

1. Using ICT-based pedagogical tools.
2. Assignment of subjects based on subject competence.
3. Creating lesson plans ahead of time and adhering strictly to them.
4. Maintaining an instructional diary to keep track of day-to-day instructional activities.
5. Teachers are urged to attend University-related subject orientation courses to stay up-to-date on information.

The Principal of the Institution meets with teachers to create curriculum implementation techniques. The processes include drafting the academic calendar and timetable, preparing lesson plans, scheduling academic activities, and ensuring technical support for effective class delivery.

1. Academic Calendar- The institution follows the academic calendar of the university, i.e. Magadh University Bodhgaya. The college's principal and IQAC coordinator establish the academic calendar based on the connected university's syllabus. In it, the needed duration for each event has been specified. Consider all variables, including exams, holidays, and academic calendars for first and second years.
2. The college offers classes in modern technology, including internet use, email ID creation, Google Forms, and Google Classroom.
3. Student Induction Program - The institution hosts an annual induction program for new students. Faculty members reviewed the college's vision, mission, rules, regulations, and professional ethics with students and teachers.
4. Value-added courses: The university offers Computer Certificate Courses, English Spoken Courses, Income Tax and Law, Yoga, School Management, and Library Management to all students, whether they are college students or not.

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

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<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:** D. Any 1 of the above

File Description	Document
Data as per Data Template	<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:** 15.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	08

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	10	12	11	08

File Description	Document
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>

### 1.2.2

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

**Response:** 1.2

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

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

File Description	Document
Data as per Data Template	<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:** 26.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
200	0	0	0	0

**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:** D. Any 1 of the above

File Description	Document
Data as per Data Template	<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**

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

File Description	Document
Data as per Data Template	<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:**

A fundamental or consistent understanding of teacher education: Gyan Prakash College of Education follows the Magadh University curriculum for the B.Ed. course. It assigns equal weight to theory and school-based practical activities. Before beginning regular classes, students have a comprehensive overview of the institution's Teacher Education programmes (B.Ed.). During this event, students are introduced to the aims and activities of the teacher education programmes that will be carried out during the session. New students are familiar with the Programme and Course Learning Outcomes. Students are also made informed of the institution's culture, norms, and regulations (code of conduct). The following courses are included in the B. Ed syllabus.

- Childhood and Growing Up
- Contemporary India and education,
- Learning and Teaching
- Gender, School and Society,
- Inclusive Education,

The institution aims to equip students with the knowledge and skills needed to teach at various levels of school education through innovative techniques and hands-on experiences like internships, field trips, and more. The college's faculty use several teaching styles, including demonstrations, seminars, group discussions, and PowerPoint presentations, to ensure students comprehend each subject in the curriculum. Prospective teachers get not just the specified curriculum from their affiliating university, but also value-added courses that prepare them with skills relevant to school needs.

The ability to extrapolate from what one has learned and use gained competencies: Gyan Prakash College of Education offers field experience to adapt theoretical concepts to real-life situations. Learned

information is useless unless it is used for the betterment of society. Students' skills are developed through micro-teaching practices that expose them to both theoretical and practical aspects of teaching. Students use their acquired knowledge and competencies through internships and field involvement activities. Competencies include emotional intelligence, critical thinking, negotiation, communication, and collaboration. The institution offers a variety of activities and programs to promote skill development and instill values and attitudes. The EPCs course (Enhancing Professional Capacities 01, 02, 03, 04) focuses on developing students' skills and competencies after teaching theory.

Capacity Development: Programs and activities help student teachers acquire various competences.

EPC 1: Reading and Reflecting on Text

EPC-2: Drama and Art in Education

EPC 3: Critical Understanding of ICT

EPC 4 focuses on self-understanding through educational tours, community projects, internships, and field visits.

### 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 College aims at making efficient teachers who not only possess teaching skills and competencies but are also aware of the School system in which they have to work. In this streamline the students are made aware about the development of the School system in India through briefing them about the various Commissions, Policies or Acts. They were made aware about the popular Boards in India like CBSE, ICSE, State Boards.

The B.Ed syllabus of MU had been revised in 2015(Two Years Program) to keep pace with the changing global scenario and trends in education. It included certain new topics like 'Schools and Inclusive Schools', 'Curriculum and language across Curriculum', etc.

- The college provides opportunity to students to complete internship in different school of different boards which helped students to understand pedagogical practices of different boards.
- College gives flexibility to do practical of pedagogy textbook analysis of different boards.
- The educational thoughts of both Western and Indian thinkers are incorporated in the syllabus familiarizing the students' bases of curriculum of the school system.
- Preparation of lesson plans differs from board to board. Students are familiarized with a

comparative study of curriculum framework, syllabus & textbooks of various boards.

- In house innovative lessons expose them to national and international perspectives. Students engage in techniques that can connect approaches to promote diversity.
- Guest lectures and Orientations by different boards schools are organized in the college before placements.
- DPS school Director He gave a presentation regarding teaching schools in bihar which offers State Board, ICSE and CBSE Curriculum.
- Dr. Rajesh Ranjan Sahay ( Regional College of Education, Gaya) has oriented students about Qualities required for teacher in Government and Private schools in bihar.
- In these way institution familiarizes students with the diversities in school system in state as well as india and comparative perspective .

### 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:**

The designed curriculum helps students to understand the interconnectedness of various learning engagements as well as steadily getting ready how they enter from lower to higher class and in the second year after internship program students are ready for the professional field. In this direction numbers of practical courses are introduced to students with Orientation of Micro Teaching skills. Focus is on lesson planning and teach-re-teach of different teaching skills namely Set Induction, Questioning, Illustration, Stimulus Variation, Narration and demonstration. After this for enhancing student teacher skills Integration Lessons are introduced, opportunity is given to practice various skills of teaching in an integrated way.

This Practice teaching is followed by Internship of one month in a school, where students are involved in lots of following activities.

1. Observation of 1 month lessons of experienced school teachers preferably two of each school subject.
2. Develop lesson plans to cater to the diverse needs of the students preferably two of each school subject during observation under the guidance of school teacher.
3. Observation of curricular and extra co-curricular activities organized in the school & a report on the same.
4. Writing an essay reflecting on the activities in which the student teacher has assisted the school teacher in his/her work.

## 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

<b>File Description</b>	<b>Document</b>
Sample filled-in feedback forms of the stake holders	<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:** C. Feedback collected and analysed

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

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

**Response:** 76.7

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

#### 2.1.2

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

**Response:** 91.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
152	146	154	78	63

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>
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	<a href="#">View Document</a>

**2.1.3****Percentage of students enrolled from EWS and Divyangjan categories during last five years****Response:** 1.96**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

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

Counseling is provided at the time of admission. Due to which they get familiarised with the actual course content and helps them to be prepared. Orientation program is arranged at the beginning of the course this helps students as well as institution to know about needs of each other. Learners are assisted by an aptitude test at the entry level to understand their different learning needs and comprehensive methodology is applied to satisfy various need of the students. They include traditional and new methods. Guidance is provided by the teachers to complete the studies with understanding and concepts.

For additional knowledge gaining reference books and websites are recommended. Bilingual approach is followed to reach the student.

- Counseling is provided at the time of Admission, for the first year students. This helps to give idea about the overall course.
- Orientation program is arranged to provide glance of actual course of B.Ed.
- Aptitude test is conducted for the students based on which teaching methods are decided.
- Reference books and Educational websites are suggested to acquire more knowledge.
- Talent Search Function is arranged for extra-curricular activities.
- Innovative teaching practices are arranged for students.

Activates Point:-

- 1.Orientation program course of B.Ed.
- 2.Extra curricular activities.

### 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:** A. Any 5 or more of the above

File Description	Document
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:** No Special effort put forth in accordance with learner needs

#### 2.2.4

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

**Response:** 40

##### 2.2.4.1 Number of mentors in the Institution

Response: 5

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>

## 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 primary purpose of teaching is to make learning effective and meaningful. The learning process is finished as a result of teaching. Therefore, teaching and learning are intimately intertwined. To motivate students beyond the scope of theoretical knowledge, various student-centered methods such as experimental learning, problem solving, participative learning in the form of group discussion, group work, workshops, activities sessions, as well as seminars, conferences, field trips, internships, etc. Gyan Prakash College of Education has developed an automated learning system that emphasizes total student interaction. Educators play an important role in conveying knowledge and improving students' learning experiences by employing an interactive and participatory approach. This strategy relies around the deployment of numerous modalities, such as experiential learning, participatory learning, problem-solving methodologies, brainstorming sessions, focused group discussions, and online platforms. The college's commitment to multifaceted learning modes is underscored by its formulated policies here.

#### **Experiential learning**

Experiential learning fosters the connection between academic knowledge and real-world experiences. Instructors evaluate demonstration and practice lessons, which play an important role. Internships provide students with hands-on experience in real-world circumstances, connecting theory and practice. Students undertake internships, actively engaging with real-world scenarios to reinforce their knowledge of the learning objectives.



**Participative Learning:**

The institution promotes student-centered learning through many events, including guest lectures, workshops, exhibitions, and intra-inter contests. These activities encourage students to collaborate and develop their cooperative skills, which are essential for their future responsibilities in education. Participating in varied activities teaches kids to collaborate effectively with their peers.

**Problem-Solving Methodologies:**

Developing critical thinking and problem-solving skills is a key objective. Students receive support and supervision to do action research and case studies. Seminars and group discussions encourage thorough analysis and imaginative problem-solving. Using inquiry training and jurisprudential models, students improve their observation, analysis, interpretation, and problem-solving skills.

**Brainstorming:**

To stimulate creativity and idea generation, the college employs brainstorming sessions. Through activities like elocutions, scriptwriting for street plays, and the utilization of different teaching models, students are encouraged to think expansively and share their perspectives. These engagements not only empower students to express their thoughts but also equip them with the skills to inspire their future students.

**Focused Group Discussion:**

In-class instruction adopts a lecture-cum-discussion methodology, cultivating an environment where students actively contribute to the learning process. Discussion sessions cultivate a classroom dynamic, enabling students to engage in constructive dialogue while being guided by their instructors. The allocation of units for seminars and group-based street play topics further cultivates interactive learning experiences.

**Online Mode:**

The integration of technology is a cornerstone of the college's educational strategy. Online classes, facilitated through platforms like Zoom and Google Meet, empower students with flexible learning options. Various digital tools, including blog writing, WhatsApp groups, and sharing e-resources, enable seamless knowledge dissemination. The all online process and technologies we can easily process during covid-19

**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:** 4.14

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

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

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

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

**2.3.3**

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

**Response:** 100

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

**Response:** 200

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional Links	<a href="#">View Document</a>

**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>

### 2.3.5

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

##### **Response:**

Gyan Prakash College of Education has a strong mentorship structure in place, with each faculty continually mentoring students on academic, professional, and personal levels. Many students who required aid in personal, academic, or professional concerns were effectively mentored, allowing them to better handle their difficulties and emerge from challenging situations graciously. Our college provides several opportunities for mentor-mentee relationships to cater with students' diversity. To sustain an effective mentoring relationship, faculty members recognise, reflect on, and connect with different learners. Tutorials are taken by the teachers as per the needs of the learners. During the tutorial sessions, the lecturers identify any gaps and get them filled. The institution also provides a variety of value-added courses for students to further develop their interests and intellectual abilities, and to empower weak students. Yoga Education, English Language Communication Skill, and ICT are main value-added course and students develop skill in those areas. Microteaching sessions are there for sharpening skills.

As per the policy made for the Mentor-Mentee system, mentees are allotted to mentors equally at the beginning of the academic year. By time of course, mentors try to identify by formal and informal interaction, observations in various situations about slow learners, their problems, their strength, and weaknesses. Apart from this, some mentees approach to mentors regarding their problems and difficulties, then mentors try to resolve it if the issues are at their level. Mentors with the help of discussion, interaction, guidance, and minor actions, talk with parents to resolve the issues. If the problems are severe mentor consults to the higher authorities like college governing body and sorts them out after discussion. Till the completion of the course, mentors take follow up of their allotted mentees and at the end of the course submit the report to the Principal. In this way, the procedure is followed for the Mentor-Mentee system.

### 2.3.6

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

- 1. Special lectures by experts**
- 2. 'Book reading' & discussion on it**
- 3. Discussion on recent policies & regulations**

4. Teacher presented seminars for benefit of teachers & students
5. Use of media for various aspects of education
6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

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

File Description	Document
Data as per Data Template	<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:**

Gyan Prakash College of Education places a strong emphasis on fostering creativity, innovative thinking, cognitive abilities, and empathy, while also developing life skills in its students. To support holistic student development, the institution employs a variety of unique strategies and methods, seamlessly woven into the educational framework. These approaches promote ongoing cognitive growth by assigning students diverse tasks and encouraging a culture of varied perspectives.

Gyan Prakash College of Education emphasizes a student-centric teaching-learning approach. The institution's pedagogical methods are designed to foster creativity, innovation, intellectual development, empathy, and life skills, reflecting the belief that education leads to a change in behavior. As a Teacher-Education college, teaching and learning are of utmost importance, and the process is built on strong planning and effective execution.

The process begins with the preparation of an annual plan, where the pedagogy for each subject is carefully outlined. The goal is to cultivate creativity, innovation, and intellectual abilities among students. The teaching strategies encourage broader thinking, including both convergent and divergent thinking, analytical reasoning, and the development of skills such as perspective-taking, investigation, communication, and decision-making.

Through this approach, Gyan Prakash College of Education nurtures the holistic growth of students, equipping them to be well-rounded, critical thinkers ready to face real-world challenges.

The teacher- mentor adopt the following activities in teaching- learning process -

1. Counselling to individual student
2. Counselling in group of students
3. Guidance for EPC Paper

4. Guidance for smooth transition from Science/Arts/Commerce to professional Teacher Course
5. Guidance for Curriculum planning
6. Guidance to understand PLOs + CLOs
7. Guidance for choice of courses
8. Guidance for choice of elective subjects including pedagogy courses
9. Guidance for value added courses
10. Guidance for the students to acquire and demonstrate knowledge, skills, values and attitudes
11. Familiarises students with the diversities in school system
12. To provide inter connectedness of the various learning engagements of students
13. To guide for feedback to fill
14. Remedial lectures for slow learner

## 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>

**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>
Data as per Data Template	<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:** D. Any 1 of the above

File Description	Document
Data as per Data Template	<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:** C. Any 2 of the above

File Description	Document
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:** E. Any 1 or none of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**2.4.6**

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:** D. Any 1 or 2 of the above

File Description	Document
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:**

Gyan Prakash College of Education follows a structured and comprehensive approach for its student teachers (B.Ed) during their internship programme, ensuring a holistic learning experience. Below is a summary of the process:

##### **1. Selection of Schools for Internship**

- Schools are chosen based on several criteria:
  - Proximity to the college and students' homes
  - Educational ideology and methodologies of the school
  - Standard of the school
  - Medium of instruction and methodology requirements
- The selection is also aligned with the abilities of the student teachers.



- The District Educational Officer's order is obtained to formalize the selection.

## **2. Orientation to School Principals/Teachers**

- Communication is sent regarding the internship dates, classes, student-teacher ratios, and evaluation criteria.
- The internship lasts 4 weeks in the 1st Year and 16 weeks in the 2nd Year.
- Head Masters/Mistresses are requested to allow student teachers to observe and learn from experienced teachers, identifying best practices and teaching strategies.

## **3. Orientation to Students**

- Students undergo thorough orientation before the internship. Key areas covered include:
  - Use of different teaching strategies and instructional designs
  - Preparation of Teaching-Learning Materials (TLMs) and evaluation tools
  - Implementation of innovative models and strategies in simulated sessions
- Students are required to get approval for at least five lesson plans from their optional teacher and submit daily plans to master teachers for feedback.
- The focus is on preparing lesson plans, observation records, micro-teaching records, and test/measurement records.
- Students conduct tests and assess student achievement, which is documented in the Test and Measurement record.
- Code of conduct and assignment guidelines are strictly enforced before the internship begins.

## **4. Role of Teachers at the Institution**

- Master teachers are responsible for guiding, supervising, and providing continuous feedback to the student teachers during their internship.
- They play a crucial role in helping the students refine their teaching skills and knowledge.

## **5. Assessment of Student Performance**

- A rubric and observation sheet is provided to assess the students' performance.
- Students are taught how to design and implement various assessment strategies, including:
  - Classroom assessments
  - Scholastic achievement tests
  - Diagnostic tests

## **6. Exposure to a Variety of Schools**

- The college ensures that students gain exposure to different types of schools, including:
  - Government schools
  - Private schools
  - Rural and urban schools
- This varied exposure helps students adapt to different teaching environments and learning contexts within the Bihar Board curriculum.

This comprehensive approach ensures that B.Ed students receive not only theoretical knowledge but also

practical experience, helping them develop into well-rounded educators.

#### 2.4.9

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

**Response:** 37.6

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

Response: 5

File Description	Document
Internship certificates for students from different host schools	<a href="#">View Document</a>
Data as per Data Template	<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
Data as per Data Template	<a href="#">View Document</a>

#### 2.4.11

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

**Response:**

GPCE College implements a comprehensive Internship Programme for student teachers, in line with the syllabus prescribed by the affiliating body. The programme follows a structured and well-organized schedule. Under the guidance of experienced faculty members, student-teachers receive training across all aspects of teaching. They are given multiple demonstrations of each micro-teaching skill by faculty members responsible for each subject and skill. After these demonstrations, trainees have opportunities for simulations to practice and perfect each skill before the actual internship at nearby reputable schools.

The list of schools for the internship is decided in advance by the coordinator, and the schools are notified ahead of time about the upcoming internship programme. Students are assigned to schools in diverse groups and are informed of their placements well before the programme begins, allowing them to familiarize themselves with the routes to the schools and avoid any issues on the first day. An orientation is provided to the students, which includes contact information for the in-charge. On the first day, school principals are requested to conduct an orientation for the interns.

**Role of Teacher-Educator:**

1. Ensure regularity and punctuality of teacher-trainees during the internship.
2. Provide optimal learning opportunities for trainees throughout the internship.
3. Assess student-teachers based on their observation skills and involvement in school activities.
4. Offer constructive feedback to trainees to enhance their performance.

**Role of School Principal:**

1. Oversee the proper assignment of classes to the interns.
2. Orient interns about the school system and the teacher's role.
3. Provide ongoing guidance to interns to support their performance.
4. Report observations to the teacher-educator for the interns' improvement.

**Role of School Teachers:**

1. Create a welcoming and comfortable environment for interns to work and learn.
2. Offer guidance to interns in conducting their lessons.
3. Provide regular feedback on the interns' lesson planning and execution in the classroom.
4. Share observations and feedback on the interns with the teacher-educator.

**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:** E. None of the above

#### 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:** E. None of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	<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:** 90.63

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>

### 2.5.2

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

**Response:** 10.34

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

**Response:** 3

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:** 0.34

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

**Response:** 10

**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:**

At Gyan Prakash College of Education, the faculty engage in continuous efforts to enhance their professional development. Teachers across various subjects also visit other colleges for academic purposes, which boosts their personal academic performance and helps them stay current. Additionally, it is essential for the teaching community to remain proactive in adopting new or modified teaching methods to meet contemporary educational needs. This is how teachers strive to improve and update their skills. Discussion topics focus on the latest developments and challenges in education. Teachers at GPCE College of Education regularly engage in conversations about new government policies and regulations to stay informed.

The objectives of these in-house discussions include:

- Keeping teachers informed about recent changes and advancements in the education system.
- Raising awareness of educational policies and regulations.
- Strengthening the foundation of students in line with systemic changes.
- Preparing educators for future transformations in education.
- Providing solutions to questions and challenges in the education system.

Past policy discussions have covered topics such as the Right to Education Act, the role of technology in education, gender issues in education, and the National Education Policy (NEP), among others.

## 2.6 Evaluation Process

### 2.6.1

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

##### **Response:**

Gyan Prakash College of Education operates through a structured framework that implements rules, regulations, and policies aimed at supporting the Continuous and Comprehensive Evaluation (CCE) of students throughout the academic year. The college has put in place several measures to ensure the quality of Internal Assessment:

1. Student attendance is regularly monitored, and those with insufficient attendance are promptly notified.
2. As part of formative assessment, teachers award marks or grades based on students' assignments, files, co-curricular activities, and their classroom attendance.
3. Faculty members maintain records of student performance and assess them based on their achievements in both curricular and co-curricular activities.
4. Internal assessments are conducted for all students in accordance with university guidelines.
5. A cumulative record of student participation in various activities is maintained.
6. Faculty actively assist students in preparing assignments, providing continuous feedback and making necessary corrections.

Additional assessment methods include:

1. **Class Tests:** Faculty assess student presentations as part of the internal evaluation. Continuous assessment is carried out by testing skills developed, with written or oral tests administered after each unit.
2. **Assignments, Presentations, and Activities:** Teachers have the freedom to design their own evaluation methods in this area, encouraging student participation in interactive sessions, group discussions, PowerPoint presentations, projects, and assignments.
3. **EPC Paper:** Students are encouraged to apply theoretical concepts to real-life situations through projects and assignments, with the curriculum offering ample opportunities to develop skills through planned practical sessions.

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

**2.6.3****Mechanism for grievance redressal related to examination is operationally effective****Response:**

The examination committee addresses any grievances related to internal examinations promptly. These grievances may stem from issues such as typographical errors in the questions, incomplete questions, poorly phrased questions, questions that are outside the syllabus, or errors in the distribution of marks. If any grievance is raised during the examination, the Examination-in-charge takes appropriate action.

Initially, the grievance is verified with the respective subject teachers. After evaluation, the house test papers are shown to students by the respective subject teachers. Any concerns regarding marks are immediately clarified by the teacher and corrected if necessary. Subsequently, faculty members in charge of various theory papers consolidate the internal marks, which reflect the students' performance in tests, assignments, and other activities throughout the semester.

Internal examination grievances are addressed by showing the corrected answer sheets to students. If students compare their results with those of their peers, any concerns about mark discrepancies are explained and resolved by the evaluator or concerned faculty member. To ensure transparency and prevent malpractice, for semester theory examinations conducted by external centers, and for practical exams, the university assigns an examiner from another institution. Students can challenge their university examination results through re-evaluation. Forms for scrutiny or re-evaluation are provided by the university about a month after result declaration. Students who have doubts about their marks can fill out these forms for a nominal fee. The scrutiny process checks for total marks and any unmarked portions, while re-evaluation involves reassessment by another faculty member. This entire process is conducted efficiently and within the same semester to provide updated results in a timely manner.

Corrected answer papers are distributed to students for verification, and any grievances are addressed immediately. Marks from internal assessment tests are displayed on the department notice board and regularly uploaded on the university web portal, along with attendance records. In lab courses, students are assessed on their day-to-day performance, including regularity, performance, viva, and promptness in submitting their records. The marks or grades for each experiment are recorded in the students' observation sheets.

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

**Response:**

Gyan Prakash College of Education develops its academic calendar in alignment with the schedule of Magadh University. The calendar outlines various activities aimed at raising awareness and is communicated to students through the college's notice board, website, WhatsApp groups, and other channels.

Academic – The college prepares a detailed year plan to ensure the smooth execution of academic activities, meeting the course objectives and learning outcomes, while also providing diverse learning experiences for students. The academic calendar includes important details such as the semester schedule, assessment activities, examinations, internships, and both curricular and co-curricular events.

Examinations – Exams are conducted according to the guidelines provided by Magadh University, Bodh Gaya. GPCE ensures the effective implementation of internal and external exams and assessments for each academic year. Students are clearly informed about the evaluation process, and the college adheres to all university instructions for conducting exams and internal evaluations. At the start of each year, students are made aware of the rules, and the academic calendar, along with tentative exam dates, is displayed on the college website and notice board. The Principal oversees the internal assessment process.

The internal assessment process is as follows:

1. Each teacher is assigned specific subjects for the academic year.
2. The teacher prepares the teaching and evaluation schedule for their subjects.
3. Internal evaluation methods and schedules are planned in consultation with the Principal.
4. The Principal consolidates the academic plans from teachers to ensure there are no conflicts in activities, particularly regarding Continuous Internal Evaluation, both internally and at the University level. The timing of assignments is determined based on the completion of the syllabus, mid-semester breaks, public holidays, and other college events such as festivals, Annual Day, and Sports Day.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	<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:**

The college adheres to the rules and regulations set by its parent university and aligns its Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs) accordingly. The institution has a



structured system to ensure that these outcomes are consistently aligned each year by course instructors through the following methods:

- Regular internal assessments are conducted, and student grades are recorded to track their academic progress.
- Effective teaching methods are employed to achieve desired learning outcomes.
- Students engage in a variety of literary and cultural activities, as well as competitive events such as debates, idioms, essay writing contests, quizzes, and tests.
- Students participate in classroom activities like group discussions and seminars, along with extracurricular activities like morning assemblies, NSS camps, tree planting initiatives, and awareness campaigns.
- Involvement in community service activities, including visits to NSS adopted villages, blood donation camps, AIDS awareness rallies, and house tests, along with final exams, ensures the alignment of stated outcomes.
- Parents receive regular updates regarding their children's academic performance.
- Placement records, alumni feedback on their job achievements, and success in competitive exams further verify the alignment of the stated PLOs and CLOs.

## 2.7.2

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

**Response:** 95.74

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

2022-23	2021-22	2020-21	2019-20	2018-19
187	85	62	183	179

File Description	Document
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>

## 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:**

Gyan Prakash College of Education is recognized by NCTE, New Delhi, and affiliated with Magadh University. The institution's program outcomes and course objectives align with Magadh University's guidelines. At the start of the academic year, students are briefed on the B.Ed. program and the courses offered under it. They are informed that they will develop teaching skills through practice sessions under the supervision of teacher educators until they master the necessary skills. Starting with micro-teaching for various skills, students participate in practice sessions until they reach a competent level. These teaching sessions include integration lessons, simulation lessons, team teaching, technology-based lessons.

In addition to developing teaching competencies, the institution focuses on other aspects of student development in a systematic manner, in accordance with the guidelines from the affiliated university. Evaluations of theory courses are conducted throughout the year, both during and after the syllabus completion. These evaluations include class tests, assignments, tutorials, prelim exams, final exams, and practical activities for each course.

To support overall student development, co-curricular and extracurricular activities are organized throughout the academic year. These activities include workshops on singing, dancing, chocolate making, art and craft, music, and more, aimed at fostering both personal and professional growth. The participation, performance, and involvement of students in these activities are carefully recorded and evaluated.

At the end of the academic year, final assessments and evaluations are conducted, with moderation by the University's moderation committee. All relevant documents and evidence of the evaluated work are presented to the committee, and upon their satisfaction, final approval is granted for internal assessments and evaluations by the college, as confirmed by the Chairman and members of the university moderation committee. Each activity and course undergoes detailed evaluation as the teaching sessions progress.

#### 2.7.4

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

**Response:** 94.68

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

**Response:** 178

File Description	Document
Data as per Data template	<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:**

Our institution has implemented various strategies to assess and address student learning needs. During the admission process, the principal interacts with both parents and students to understand their needs and aspirations. Students are informed about these processes at the time of admission. An orientation program is organized each year for new students, introducing them to the course structure, internal assessment methods, extracurricular activities, rules and regulations, and other available facilities. Additionally, the college conducts aptitude tests to evaluate students' intellectual skills at the entry level.

To uncover hidden talents, the institution organizes a range of talent-seeking programs in fields such as drama, literature, and fine arts. Value-added courses are offered to help incoming students bridge the gap between the subjects studied in previous grades and those they will study in the current academic year. Teacher instructors assess students' learning needs through regular class tests and house tests. Student performance is evaluated based on their test scores, and those who score below 70% are given additional support to improve their performance. The college organizes tutoring sessions for students who need extra help in certain subjects.

Based on results from classroom and internal tests, slow learners are identified and provided with remedial education. These students are given reading materials, assignments, and additional homework to support their learning. Final exams are held to assess the knowledge students have gained during the term. Faculty members regularly communicate with the parents of slow learners to ensure their needs are being met. Peer tutoring is also available to support these students. Mentorship interactions between faculty and students help address academic and personal concerns while fostering the overall development of students' personalities.

## 2.8 Student Satisfaction Survey

### 2.8.1

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.34

## Criterion 3 - Research and Outreach Activities

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

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

#### File Description

#### Document

Data as per Data Template

[View Document](#)

#### 3.1.2

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

**Response:** 0

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

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

#### 3.1.3

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

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

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

**3. Undertaking appraisals of institutional functioning and documentation****4. Facilitating research by providing organizational supports****5. Organizing research circle / internal seminar / interactive session on research****Response:** D. Any 1 of the above

File Description	Document
Data as per Data Template	<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:** E. None of the above**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:** 0.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	3	0	0	0

File Description	Document
Data as per Data Template	<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**

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

File Description	Document
Data as per Data Template	<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:** 2.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	0	1	6

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>

#### 3.3.2

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

**Response:** 74.84

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

2022-23	2021-22	2020-21	2019-20	2018-19
122	154	141	82	75

File Description	Document
Event-wise newspaper clippings / videos / photographs with captions and dates	<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:** 98.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
195	192	186	92	90

File Description	Document
Data as per Data Template	<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:**

Outreach activities serve the purpose of engaging a wide audience and sharing knowledge and expertise on specific topics with the general public. Through these activities, our students learn the importance of giving back to society. Our teaching staff regularly organizes programs inspired by the Swachh Bharat Abhiyan, wherein students and teachers join hands to clean the campus. In one such activity, the students

and faculty of our college participated in the cleaning of Vishnupad Temple, Railway Station. This event showcased the students' contribution to the community, receiving praise from the local residents. Additionally, the college students also engaged in tree plantation activities to raise awareness about environmental imbalances. Rallies are highly effective in bringing about attitudinal changes in society. Our college organized a rally focusing on the cleaning of the surroundings and tree plantation. Students chanted slogans like "save the tree," "Swacch Parisar Sundar Bharat" (Clean Environment, Beautiful India), and "Save the Environment." These slogans captured the attention of onlookers, emphasizing the importance of nature conservation. The college has made significant contributions to society and the environment by fostering a College-Neighborhood-Community network. The focus is on student engagement, service orientation, and the holistic development of students, encouraging them to contribute to good citizenship. The NSS unit, along with a team of dedicated faculty members, actively involves students in community development programs. The rural areas surrounding the college face several issues, including poor hygiene, illiteracy, malnutrition, and open defecation. There is also a lack of awareness among villagers regarding health, cleanliness, and disease prevention.

To address these challenges, the NSS unit works to solve these social problems. Open defecation, which can lead to the spread of communicable diseases and environmental pollution, is a key issue. In response, the NSS unit and the college have decided to construct four public toilets in the adopted Panhera village. The NSS volunteers also participate in government-organized rallies on AIDS awareness and conduct expert talks on topics such as HIV and female foeticide. Other initiatives include distributing sweets to HIV-positive individuals and physically and mentally challenged children.

Annually, the NSS unit organizes health camps, blood donation drives, and hemoglobin check-up camps in collaboration with both government and non-government organizations. Physicians are also invited to speak on topics related to health, nutrition, and issues concerning women and girls. These activities have a positive impact on students' health awareness and personal hygiene.

Through these initiatives, students learn to negotiate, communicate, manage conflicts, and lead others. These programs raise awareness about social issues and encourage students to address the challenges faced by underprivileged communities. Participation in these extension and outreach activities helps students develop critical thinking, time management skills, and a sense of social responsibility. Working outside the college and with diverse groups of people enhances students' self-confidence, autonomy, and appreciation for others. These experiences also help students become strong leaders and well-mannered citizens.

### 3.3.5

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

**Response:** 0

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



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

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

### 3.4 Collaboration and Linkages

#### 3.4.1

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

**Response:** 0

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

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

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

#### 3.4.2

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

**Response:** 3

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

**Response:** 3

File Description	Document
Data as per Data Template	<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:** D. Any 1 or 2 of the above

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<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:**

The institution ensures adequate availability and optimal utilization of physical infrastructure as it is critically linked to the vision of the college – aspires to offer quality teacher education to enlighten, emancipate and empower the student teacher fraternity and to foster lifelong learning. Gyan Prakash College of Education is situated at Gaya, Bihar. The college possesses total area of 3 Acre and total built up area of 4600 sq.mts. The college has diverse infrastructural facilities for staffs, as well as students. There are multi-storey buildings present in the campus and have various facilities. It is spacious and all the required facilities are adequately available in our college. The college building has three floors. The college has adequate physical and academic facilities required as per NCTE and university guidelines to run the B.Ed programs. The Classrooms, Laboratories and Seminar Halls are well equipped along with computing system and Internet facility. Besides the building, the college has spacious playground for sports activities. All departments have proper light and ventilation with benches. Separate common rooms for boys and girls. In the campus area Wi-Fi facility is available for the students and members of staff. For security and safety the college has fixed up CCTV cameras and fire extinguisher facilities in each area of the campus. The college has cultivated an atmosphere providing the importance to Extra Curricular and support services organized by departments of National Service Scheme. The College has water storage under rain water harvesting system.

The college campus is maintained with a clean and neat atmosphere. A spacious garden with pavements and pavers in the campus is developed for students' service. 'Eco-Friendly area' is an initiative to provide the importance of Nature in the process of teaching and learning, cultivated in the campus. The college is well-equipped with the physical and technology-enabled infrastructure that supports to run smoothly the existing academic programmes and administration.

#### 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:** 27.27

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

**Response:** 3

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

Response: 11

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

**4.1.3**

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

Response: 0.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.3146	0.0955	0.1632	0.10	0

File Description	Document
Data as per Data Template	<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:

The libraries using ILMS or other software is a common practice in many educational institutions. Integrated Library Management Systems are (DELNET) and OPAC system software platforms that help libraries streamline their operations, including cataloguing, circulation, acquisition, and more. These systems typically provide features such as online catalogues, circulation management, inventory control, and reporting capabilities.

The library is situated on the ground floor of the building and houses a collection of over 6,500 books, 35 journals, 19 magazines, 6 CDs, and various periodicals. Over the past five years, additional books have been acquired to expand the collection, which includes materials related to B.Ed. and other reference subjects. The library offers Wi-Fi internet access and is partially automated, featuring a spacious reading

room with internet facilities. The National Digital Library system is also available for students to access online resources. The library's stock management, including book issuance and returns, is handled through modified software.

The library uses integrated library management software (ILMS) to automate various functions such as acquisition, cataloguing, classification, and circulation of books. Housekeeping tasks such as data entry, book issuance, returns, renewals, and member logins are all managed through this software. The library subscribes to electronic resources, including e-journals, e-books, and e-magazines relevant to B.Ed. (Education) subjects. New books are displayed for two weeks on a designated stand.

The library is equipped with a Xerox machine and a computer system with internet facilities, providing a 100 Mbps internet speed. For security purposes, three closed-circuit cameras have been installed, and fire safety measures are in place to ensure the safety of library users. The reading area can accommodate up to 50 users at any given time.

#### 4.2.2

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

**Response:**

The library management system is functioning through Hitachi software to manage the manual functions of a library. The software helps to manage the entire library operations from maintaining book records to issuing a book. So, it is easier to search for books and find the right materials for staff, students, and the librarian. Students & teachers had provided login IDs & passwords for smooth functioning. Librarian is providing an increasing number of resources that users can access from remote sites. Students are likely to be highly motivated, possess significant experience with library research and familiarity with electronic resources, and demonstrate relatively high success in using information technology.

The Library also has DELNET which is accessed remotely by teachers and students whenever they require it. Its Login credentials are provided to students and Staff. It aims to collect, store, and disseminate information besides offering computerized services to users, coordinate efforts for suitable collection development, and also to reduce unnecessary duplication wherever possible. DELNET maintains an online union catalog of books available in its member libraries. This union catalog is continuously updated and is growing in size. The information can be retrieved by author, title, subject, conference, series, etc. The request for an inter-library loan can be placed through the online system. The college library has subscribed to the NDLS, E-Books, E-Magazine etc.

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

File Description	Document
Data as per Data template	<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:** 1.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.8	1.2	0.7	1.6	1

File Description	Document
Data as per Data Template	<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:** 21.38

**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:** 333

**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:** 650

**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: 964

**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: 1288

**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: 1660

**4.2.6**

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

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

**Response:** D. Any 1 of the above

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

### 4.3 ICT Infrastructure

**4.3.1**

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

**Response:**

The college is equipped with various digital technologies, including two smart classrooms, a fully equipped conference hall, and four laboratories. It also has a Language Lab and a well-equipped computer lab that students can access. Wi-Fi is available in both the administrative and library buildings, as well as in the newly constructed double-story building. Wi-Fi access is provided to all students and staff. The college offers computer certificate courses to students and provides training on various computer accessories. Faculty members utilize ICT tools in classrooms and labs as needed, and educational websites are presented to students using digital devices.

Most administrative tasks are conducted using ICT, and the college ensures regular maintenance of its IT infrastructure. The following steps are taken to keep the facilities updated:

- Computers are regularly formatted.

- The college formats computers free of charge with the assistance of a computer operator.
- Anti-virus software is installed on all computers and updated regularly.
- Wi-Fi is available in the Principal's office, administrative rooms, IQAC room, library, and laboratories.
- CCTV cameras are installed in all classrooms.
- The college website is maintained by SN Web Technology, with an annual fee for upkeep.

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

**4.3.2****Student – Computer ratio for last completed academic year****Response:** 6.45

File Description	Document
Data as per Data Template	<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
Receipt for connection indicating bandwidth	<a href="#">View Document</a>
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	<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:** D. Any 1 of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Link to the e-content developed by the faculty of the institution	<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:** 4.66

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.58	1.94	3.88	0.50	1.94

File Description	Document
Data as per Data Template	<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:**

Gyan Prakash College of Education established systems and procedures for maintaining and utilizing physical, academic and support facilities such as laboratory, sports complex, computer, classroom etc. in the institute. The maintenance of these facilities is carried out by the respective departments with the help of in house staff on daily basis. Utmost care is being taken to keep the equipment, machine etc. in working condition. In case of breakdowns standard procedure is followed to bring the equipment/machine in working condition. A supervisor is appointed to monitor and maintain all the facilities. A brief description is presented below on maintenance and utilization of some facilities.

- **Laboratories (All Labs):** Every laboratory has one teacher as lab incharge, a lab Assistant and an attendant. Lab in-charge is responsible to maintain and upgrade the laboratory with necessary equipment's from time to time. The Physical Verification is carried out to verify working/nonworking/missing equipment etc. All the computers, scanners and printers are checked by the computer technician for maintenance of systems and software every month. Proper records of utilization of equipment, computers and other required material for experiments are maintained throughout the year.
- **Library:** A well-qualified librarian with supporting staff has been appointed to maintain the library. The main focus is on the availability and utilization of instructional material in teaching and learning process. Every year the stock verification is done. Procurement of books as per the requirement is done by library committee.
- **Green and Clean Campus:** The maintenance of green and clean campus is done by gardener. Every day gardener maintenance in proper way.
- **Class Rooms:** Class rooms are allocated to all departments along with necessary ICT tools. The class rooms are utilized as per the time table of the department. The Checking of ICT tools, fans, electricity connections, bulb holders is done on regular basis with the Help of Supportive staff. The class rooms are cleaned on daily basis.

## 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
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:** D. Any 5 of the above

File Description	Document
Geo-tagged photographs	<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:** E. Any 1 or none of the above

<b>File Description</b>	<b>Document</b>
Data as per Data Template for the applicable options	<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

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

## **5.2 Student Progression**

### **5.2.1**

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

**Response: 3.3****5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
7	2	00	5	9

**File Description****Document**

Data as per Data Template

[View Document](#)

Appointment letters of 10% graduates for each year

[View Document](#)**5.2.2****Percentage of student progression to higher education during the last completed academic year****Response: 3.74****5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 5

**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.**

Response: 02

**File Description****Document**

Details of graduating students and their progression to higher education with seal and signature of the principal

[View Document](#)

Data as per Data Template

[View Document](#)**5.2.3****Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response: 2.73****5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
13	6	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>

### 5.3 Student Participation and Activities

#### 5.3.1

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

#### **Response:**

The college has a Student council, typically formed through elections, consisting of a President, Vice President, Secretary, and other members. Their roles and responsibilities are defined by a constitution. The council manages most student activities on campus, events. It oversees student initiatives, technical and academic programs, and addresses student concerns.

Key responsibilities of the student council include:

- Enhancing academic programs and student learning experiences through various activities and associations.
- Representing student opinions to the administration through regular council Executive Meetings.
- Organizing educational and recreational events via clubs and subject associations.
- Assisting faculty in recognizing and addressing student challenges, aspirations, and the need for counseling.
- Encouraging active student participation in all college initiatives, including identifying interests through Alumni Meet program.
- Coordinating the college's sports and cultural festival.
- Organizing the college and regional festival.
- Planning and managing the annual college tour.
- Addressing student needs and ensuring satisfaction within the college.
- Organizing campus cleaning and beautification projects.
- Implementing value-added programs.
- Reporting student grievances directly to the Principal or Redressal Committee.
- Coordinating all college activities effectively.

**5.3.2**

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

**Response:** 1.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	0	1	4

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>

**5.4 Alumni Engagement****5.4.1**

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

**Response:**

The college has an Alumni Association called the Alumni Association Gyan Prakash College of Education, Gaya. The primary goal of this association is to foster the growth and development of the institution and its students through selfless efforts. It serves as a platform for interaction among current students, alumni, faculty, and the administration. The association has made significant contributions, both financial and non-financial, to enhance the college's facilities and infrastructure with the active involvement of its members.

**Contributions of the Alumnis:**

The Alumni Association has established an account, with members contributing approximately ₹100 per student. In total, their contribution has reached around ₹100000. In collaboration with current students and faculty, the association has organized various social welfare and awareness activities, including Swachhata Abhiyan, tree plantation drives, blood donation camps, free medical health check-ups, Covid-19 vaccination campaigns, and more. These initiatives were aimed at promoting self-reliance, particularly among disadvantaged students and communities.

**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:** E. None of the above

**5.4.3**

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

**Response:** 0

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

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

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<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 Alumni Association plays an active role in organizing the annual Meet, offering student support through counseling, guidance, and lectures. Alumni have made significant contributions to the college, including funds, scholarships, and prizes for students. Although alumni are spread across the country,



efforts are made to ensure regular reunions, with alumni serving as key supporters of the institution. In today's world, social media is crucial in maintaining global connections among alumni. The Annual Meet provides a platform for alumni, current students, and faculty to interact and strengthen their bonds.

Alumni members also highlight new employment opportunities for students. Many hold important positions, such as in the Bihar Public Service Commission, Jharkhand Public Service Commission, teaching roles, and college faculties. Their guidance and support have played a vital role in the college's growth. Alumni in administrative positions at the state level actively contribute to organizing community camps and other outreach activities.

Alumni testimonials often boost the confidence and motivation of current student-teachers.

## 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:**

Gyan Prakash College of Education is a co-educational B.Ed institution located in Gaya, Bihar. The college operates under the leadership of its Governing Body, which includes the Chairperson, Secretary, Principal, and Treasurer, along with the guidance of the Administrative Committee. The college adheres to the policies set by the Bihar Commission and the university it is affiliated with.

The institution follows the guidelines issued by the State Govt. and Magadh University. Guided by its vision of fostering the “Gyan Prakash Educational Society” the college develops and implements a five-year perspective plan. Situated in a rural area, it has successfully produced thousands of first-generation graduates.

The college promotes decentralized and participatory governance, encouraging collaborative administration that involves all stakeholders. The management taps into the staff's talents for various administrative roles, appointing individuals as Principal, IQAC Coordinator, Controller of Examinations, and Coordinators of different cells. Students actively engage in governance through the Student Council and other committees, acting as intermediaries between students and administration for both academic and extracurricular activities.

This well-defined hierarchical structure ensures the delegation of power and responsibilities for the college's efficient operation. E-governance is implemented in administrative processes, finance, student admission, support services, and examinations.

The college formulates policies related to academics, research, curriculum development, administration, finance, infrastructure, extension activities, and co-curricular and extracurricular programs with adequate involvement and representation from stakeholders. Periodic workshops and training sessions are held to enhance the professional skills of both teaching and non-teaching staff.

The college organizes seminars, workshops, conferences, and interactive forums to enrich students' knowledge and skills. Students also participate in organizing inter-collegiate and inter-departmental events. Any grievances students have are addressed through relevant committees, and the college provides Suggestion Boxes for anonymous complaints.

The college's feedback system helps evaluate various aspects, such as teaching methods, curriculum design, outreach programs, and staff-student relationships. Appraisal mechanisms support effective leadership by strengthening positive actions and addressing challenges. The transparent approach in decision-making, policy formulation, knowledge sharing, and feedback collection enhances the overall

governance of the college.

## Our Mission

### Gyan Prakash College of Education will undertake

- to develop an understanding of the principles of pedagogy and its application to curriculum transaction and evaluation.
- to develop in students the skills and competencies necessary to play the multifaceted role of the teacher in the new millennium.
- to enable the students to live in harmony with oneself and with others in the profession, community and society at large.
- to inspire students for life long learning and for reaching the unreached.

## Our Vision

- Academic integrity and accountability
- Sincerity, dedication and team work
- Tolerance towards the views of others
- Intellectual excellence and Creativities
- Activities that promote public good, democratic principles of freedom and justice
- Unfettered spirit of exploration, rationality and other prizes
- Giving enough opportunity for the inherent talents dormant in every one
- To make everyone to have the self-awareness that nobody is insignificant and everybody is born to do something remarkable, creative and original, without disrupting the innate goodness in every person.

### 6.1.2

#### Institution practices decentralization and participative management

##### Response:

The Institutions follows the Professional Management approach in managing the Institutions. The Professional Management aims at implementing the concept of innovativeness in managing the academic and administrative matters. It reflects the policy decision making, planning and administration, and office management. Management and Administration is responsible for quality initiative to promote education to all sections. The Institutions enhance the quality at various levels - Management, Governing Body, Chairman, Secretary, Principal, IQAC Committee, NAAC Committee, Various Committees, Staff Welfare, Administrative and Non teaching Staff, NSS, all the stakeholders involve in the decentralization and participative management all are working together for efficient functioning of the Institutions.

### 1.Management:

The Institution promotes a culture of decentralisation and participative management involving all types of stakeholders in the process of decision making. The management always believes in decentralisation

and participative management. The management endeavours best substantial independence to the Institutions in all area of decision making process.

## **2.Administration:**

Administration is the backbone of the Institution. Institution firmly believes to provide quality education to the society. The College administration plays an integral role, leading and supporting the development and implementation of policies, programs, and initiative that are associated with the vision and mission of the college. The administration ensures the smooth functioning in the all areas like Admissions, Account and Finance, Record Keeping, Evaluation and Supervision, and Maintenance.

## **3.Faculty Members**

Faculties maintains the healthy relationship with students, faculties, and community. The faculties are execute the policies and programs accurately and constructively. The College faculties represent the ethics and attend the professional ethics in the education.

## **4.Non Teaching Staff**

In the administration non teaching staff plays crucial role in managing the day-to-day work. The assigned to non-teaching staff is to meet and accomplish operational and strategic objectives.

As part of quality improvement and quality initiative the institution and its concern Governing Body (GB) and IQAC and other Committees continuously work on quality improvement.

In the beginning of academic year all faculty members conduct a meeting and discuss the smooth functioning of the institution. Various committees are constituted and responsibilities are assigned to them. They get the feedback from all the stakeholders of the institution and take steps for further improvements as far as they are within the capacity and recommend the management for further corrective action.

Internal Quality Assurance Cell monitors the academic and administrative activities. Mentorship is introduced in all the departments and it is effectively monitored by the Principal.

### **6.1.3**

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

**Response:**

**GPCE maintains transparency in its financial. Academic, administrative & other functions.**

**Financial Transparency:**

Institution maintains financial transparency, there is a provision for students to pay the fees through Offline and online mode. Institutes fees are displayed on the website of the college through which financial transparency is maintained. Yearly budget of the college is presented to the management for the approval. Maintenance of different resources is done regularly by the institute. Receipt of the paid fees by the students is given by the institute.

#### **Academic Transparency:**

Principal takes meeting before commencement of the academic year with staff members & plan different activities to be implemented throughout the year. To maintain academic transparency faculty members discuss & prepare evaluation tool of every teaching subject under the guidance of principal. For smooth functioning of academic work principal distributes different departments among faculty members & rotate every year through which faculty get an experience of planning activities for each department. Institute provides course syllabus, e-content material, events photos on website. Students given flexibility to select school for internship as per their convenience.

#### **Administrative Transparency:**

College has GB which consists of management, teaching members & principal. Institute has the Governing Body, matters related to college development, students and faculty are discuss through regular meetings of GB. Admission of students is done through central Admission process of government of Bihar. To maintain administrative transparency institute update website of the institute time to time.

## **6.2 Strategy Development and Deployment**

### **6.2.1**

#### **The institutional Strategic plan is effectively deployed**

##### **Response:**

GPCE is established with the aim of providing quality education & overall development of the students. The perspective plan of the institute has defined by the management which is associated with the vision & mission of the institute. Institute plans the activity as per the perspective plans defined by the management. Community awareness is one of the strategic plan of the institution, to inculcate social value among student teacher every year institute organize visits to the different villages to help needy people. Institute has planned visits to various institutions in the society to aware student teacher about their role for the community.

### **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:**

Gyan Prakash college of Education affiliated to Magadh University. Gyan Prakash college of Education works in a transparent manner. GPCE has a board comprising trustees from which a governing Body is formulated having a president, secretary & other members. This institutional body formulates different policies related to recruitment, administrative reforms. The objectives and functions of the committees are organized according to the instructions of the head of the institution.

- Governing Body
- IQAC Cell
- Grievance Redressal Cell
- Anti-Ragging Cell
- Anti-Sexual Harassment Cell
- SC/SC/Minority Cell
- Sport Committee
- Admission Committee
- Library Committee
- Student's Union Council
- Routine Committee
- NSS Committee
- Alumni Committee
- Women Grievance Cell

#### **Appointment and service rules**

Recruitment of Staff and teaching members are done by the college after the approval and according to the norms of the Magadh University, Bodh Gaya. The all appointment is done through interviews. The institution is following appointment and service rule as per the state govt as well NCTE. The Governing Body decided for appointment and it is the high level committee of the institution which is guided by the University for the Appointment and others decision making. The university appoints a UR for the all appointment procedure in the college. The college calls appointment board with subject expert which is guided by the UR. First college gives advertisement as per requirement in different local newspapers as well as institution website. The college has a well-structured administrative and academic setup to consistently improve the quality and standard of education transmitted and to achieve excellence.

#### **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:** E. Any 1 or none of the above

File Description	Document
Data as per Data Template	<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:**

Minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented is as follows. In the pursuance for quality assurance, quality up-gradation, assessment and accreditation, and institutionalization the college established the Internal Quality Assurance Cell. As soon as the IQAC was established in the college, the process of quality enhancement and sustenance was begun through different strategies. The IQAC is consistently working on to promote the quality culture in its all spheres of the college activities and its efforts towards promoting holistic academic excellence. The IQAC monitors the implementation of vision and mission of the college. IQAC prepares perspective plan of development for the college and execute it in a strategic plan of every year. It has been trying to institutionalize number of quality assurance strategies such as digitization of academic and administration facilities, gender equality, strengthening extension activities etc. Since then IQAC has become instrumental in suggesting a number of quality improvement measures in the college. During the assessment period of the IQAC seen successful in implementing and introducing several curricular, co-curricular and extra- curricular activities.

The institution would like to high light the following activities of the IQAC:

- Feedback from Students, Alumni, Principals and Teacher Educators.
- Improved teaching-learning and evaluation process
- Effective delivery of curriculum and enhanced usage of ICT tools
- Organizing Seminars/Workshops/Conferences and Endowment lecture series
- Recognizing and felicitating distinguished alumni
- Energy, Environmental Audit, Green Audit
- ISO Certification
- Clean and Green Campus

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

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

**Response:**

Gyan Prakash College of Education effectively implements welfare schemes for both teaching and non-teaching staff. The college ensures access to various government benefits, including EPF, maternity

leave, medical facilities, and leave for participation in overseas projects, national and international conferences, seminars, and workshops. It also grants permission for staff to attend Faculty Development Programmes such as orientation programmes, refresher courses, and short-term courses, all aimed at enhancing career development and progression.

In addition to these, the following benefits are provided to both teaching and non-teaching staff:

- Funding for research, as well as support to attend seminars, workshops, and conferences.
- Faculty Development Programmes at both national and international levels.
- Educational free-ship for the children/wards of teaching and non-teaching staff.
- Salary advance provisions for staff in need.
- Maternity and paternity leave with full salary.
- Loans for the marriage of daughters or sisters.
- Special leave for female staff.
- Medical leave.
- Employee Provident Fund (EPF), ECI, and other similar benefits.

### 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:** 4.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	5	0

#### File Description

#### Document

Data as per Data Template

[View Document](#)

### 6.3.3

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

**Response:** 0

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



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

File Description	Document
Data as per Data Template	<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:** 1.38

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

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

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

**6.3.5**

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

**Response:**

GPCE College is a Private College and has to follow welfare measures provided to teaching and nonteaching staff as per the guidelines of the Magadh , University to which the institution is affiliated. The institution has various effective welfare measures for teaching and nonteaching staff. Some of them are:

- The salary component and other monetary benefits are given as per the rules of self-finance for Teaching and non-teaching staffs.
- Annual Increment given every year for every teaching and non-teaching staff of the college.
- Faculty members are encouraged to participate in the Orientation Program/ Refresher Course/ Seminars/ Workshop. Non-teaching staffs are also allowed to undertake various training

programs for enhancing their professional knowledge.

- Festival advance and bonus is provided for teaching and non-teaching staff.
- Medical leave is given to every teaching and non-teaching staff. On the other hand, monthly medical checkup is provided by the college.
- Both teaching and non-teaching staff can avail of Casual Leave, and Medical Leave. Benefits of availing Child Care Leave, Maternity Leave, Paternity Leave as per state rules are also provided to the staff.

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

##### **Response:**

The Annual financial audit of the college is carried out by a duly qualified Chartered Accountant whose appointment is approved by the GB. He conducts periodical visits to the college and examines all books of records and financial statements. The whole process of auditing involves a careful scrutiny of the balance sheet of the college along with receipts and payments of the respective year. Any query, questions or objections raised by auditors are promptly dealt and addressed. Proper record of all expenses is maintained by the Accounts Department and is audited by the internal auditor on regular basis. The internal audit is the part of the institution and carried out on regular basis by the independent chartered accountant appointed by the management of the institution. The internal audit unit verifies the supporting documents involving examination of vouchers, bill payments, quotations and approval from the Management. The college boasts of a robust and transparent financial management system. We have well laid down rules and processes for sanctioning expenditure and submission of expense summary for all college activities. Permission is secured from the principal for all upcoming expenses which is submitted to the accounts branch for release of funds. After the event documentary evidence in the form of invoice, vouchers or receipt duly compiled in the form of an expense statement is submitted.

### 6.4.2

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

##### **Response: 0**

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

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

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

### 6.4.3

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

**Response:**

The details of the mobilization of funds for the last 5 years Optimal Utilization of Resources: Institution Budget: requirements of the college. It incorporates budgets of academic department, research activities, computer lab, psychology lab, Library and sports. As per budget the Principal proceeds with the planned activities.

Purchase Committee: The committee considers requirements from all the departments, invites quotations, prepares comparative statements, negotiates with suppliers and then purchase order is placed. The purchase procedure is scrupulously monitored by committee. The institution focuses on maximum utilization of resources. Accounts and Audit: All funds mobilized are properly accounted for in the account books. The audited utilization statement of accounts is submitted to the funding agencies for specific grants. Every year the institution conducts external and internal financial audits by appointing statutory auditor in the annual general meeting. Every year annual budget is prepared well in advance as per the needs and Planning and Evaluation board of the college assesses the infrastructural need for academic growth of the college. The college has been developing the infrastructure with the help of student's fee fund. The college Governing Body Secretary and Principal execute and monitor the development work. The college received fee from the students with the maintenance of accountant. The accountant kept record in the DCR (Daily Collection Register) in the account office

## 6.5 Internal Quality Assurance System

### 6.5.1

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

**Response:**

In pursuance of the National Action Plan of the National Assessment and Accreditation Council

(NAAC), Bangalore, for performance evaluation, assessment and accreditation and quality up gradation of institutions of higher education, the Internal Quality Assurance Cell (IQAC) has been established in the College on 05.01.2021 in the college premise. The coordinator of IQAC cell is Mr. Chandrabhusan Kumar according to latest Performa of the NAAC. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in overall performance of the Institutions. The IQAC will make a significant and meaningful contribution in the pre and post accreditation phase of the Institution. During, IQAC will channelize all efforts and measures of the Institution towards promoting

its academic excellence.

In the pursuance for quality assurance, quality up-gradation, assessment and accreditation, and institutionalization the college established the Internal Quality Assurance Cell. As soon as the IQAC was established in the college, the process of quality enhancement and sustenance was begun through different strategies. The IQAC is consistently working on to promote the quality culture in its all spheres of the college activities by channelized efforts towards promoting holistic academic excellence. The IQAC monitors the implementation of vision and mission of the college. IQAC prepares perspective plan of development for the college and execute it in a strategic plan of every year. It has been trying to institutionalize number of quality assurance strategies such as digitization of academic and administration facilities, gender equality, strengthening extension activities etc. Since then IQAC has become instrumental in suggesting a number of quality improvement measures in the college. During the assessment period the IQAC was successful in implementing and introducing several curricular, curricular and extra- curricular activities.

The institution would like to high light the following activities of the IQAC:

- 1.Feedback from Students, Alumni, Principals and Teacher.
- 2.Improved teaching-learning and evaluation process
- 3.Effective delivery of curriculum and enhanced usage of ICT tools
- 4.Organizing Seminars/Workshops/Conferences and Endowment lecture series
- 5.Recognizing and felicitating alumni

The major work through IQAC is Fire Safety, Digital Interactive Board, The most important work is MOU from different colleges, in MOU's faculty and students exchange program. The institution implements the process of collaborative learning to impart quality technical education to the students. It involves groups of students working together to solve a problem, completes a task, or creates a product. It is based on the idea that learning is a natural and social act in which the participants talk among themselves.

### 6.5.2

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

**Response:**

**Academic review through periodical meetings:**

The IQAC conduct periodical meetings in the college, Internal Examination Committee, Council of the Heads, the principal, The Faculty Coordination Committee conducts an academic review of B.Ed., collecting information on academic activities, such as completion of study programs, unit tests, assignments, seminars, group discussion, quiz, education tour and other activities. Principal of the college meet regularly with relevant services to assess academic and administrative issues. Important questions are discussed in meetings with IQAC and Faculty heads. The teachers and students are interacted regarding the changes in the curriculum, new teaching methods and ICT use. This setup has evolved into successful review methodology for improvement in teaching and learning process. Through

this system of review, the IQAC observed the continuous development of teaching-learning process.

#### **Use and enrichment of ICT infrastructure.**

There are two Smart Class established in the college, the use of ICT tools has become an integral part in teaching -learning process. IQAC always encouraged teachers to utilize these tools in academic and laboratories. The IQAC has advised the administration to enrich ICT infrastructure by purchasing advanced ICT tools, broadband internet Wi-Fi facility. Periodically IQAC has trained teachers and nonteaching staff to use ICT in the office hours.

### **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: 1**

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

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

#### **File Description**

#### **Document**

Data as per Data Template

[View Document](#)

### **6.5.4**

**Institution engages in several quality initiatives such as**

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

**Response: D. Any 1 of the above**

File Description	Document
Data as per Data Template	<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 main function is to help educational institutions to improve their work, bring quality in teaching learning process & achieve learning outcomes. The IQAC at our institute committed to the academic and administrative aspects of the institution. To lead the institution towards progress IQAC of the institution takes regular meeting & plan different activities, strategies for the quality enhancement, implement the strategy & takes review & suggestions are implemented as per the needs. To achieve the goals. Learning outcomes IQAC periodically reviews the teaching- learning process, update the innovative approaches & strategies in teaching improve infrastructural facilities make use of ICT in teaching-learning process, upgrade Library facility. Through different strategies activities IQAC aims to achieve excellence in academic and administrative excellence.

MOU's with Reputed institute for quality enhancement & faculty exchange

Regional College of Education

Magadh College of Education

DPS School, Gaya

Dr. Bhim rao Ambedkar College of Education

## 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:**

Energy conservation involves efforts to minimize unnecessary energy use, either by using energy more efficiently or by changing behaviors. It can be achieved by reducing waste and losses, enhancing efficiency through technological upgrades, and performing regular maintenance. By adopting energy-saving practices, we can help preserve the limited energy resources we have. Energy cannot be created or destroyed, only converted from one form to another, which makes it crucial for us to conserve energy as part of sustainable development.

**Saving Energy:** The institute building is well-ventilated with ample natural light, large windows, and good airflow, reducing the need for artificial lighting and fans. This helps save energy as lights and fans are only used when necessary. Both students and staff are educated on these practices, ensuring everyone participates in energy-saving efforts. Energy conservation slogans are displayed around the campus, and the institute uses energy-efficient electrical products. Regular maintenance of electrical equipment and building facilities is also carried out. An energy policy has been implemented, and the energy conservation administrator is responsible for promoting and coordinating sustainable practices.

**Use of Solar Energy:** A 10 KW rooftop solar system has been installed on the institute's building to harness renewable energy. The institute prioritizes solar energy use, encouraging students and staff to avoid wasting electricity and only use it when necessary. Everyone is encouraged to contribute to reducing energy consumption and inspire others to do the same. Energy conservation remains a key focus at the institute, with staff and students actively spreading awareness about its importance.

#### **Green Environment and Clean Campus**

The students are given strict instructions to maintain the campus clean and it is reflected in their handbooks. Several Quotes related to the importance of clean and green environment are displayed on the campus. A gardener and full time adequate support staff are appointed for the maintenance of litter free clean and Green Campus.

- Turning off lights and fan and any others electronics gadgets appliances when the college members do not need them.
- Use of LED Bulb, Halogen incandescent bulbs, compact fluorescent lights (CFLs)
- Use of solar panel.
- Use optimal quantity of water.
- Plant-trees or shrubs in the campus. A unit operating in the shade uses as much as 10% less electricity than the same one operating in the sun.
- Computer is used when needed. A computer that runs during college for more power energy generator system is available.

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

Waste is a material which has no use till it is at the wrong place. if we segregate it properly then post of it can be change as resource for some activates. So everywhere waste management is very important Waste Management deals with all types of waste. Health issues are associated with the entire process of waste management. The institute has a beautiful green, clean and eco-friendly campus, and it's a top priority of everyone in the campus to maintain it. Proper management of waste is important for sustainable and liveable campus. Dust bins are kept on every floor to collect the waste. All the staff and students put waste in separate, appropriate bins i.e. dry & wet dustbins. Waste is collected and disposed twice in a day.

**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>
Geo-tagged photographs	<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:** D. Any 1 of the above



File Description	Document
Geotagged photographs	<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:**

By enforcing the Prime Minister's "Swachh Bharat Mission", Gyan Prakash College of education is always committed to maintaining a clean college environment sets a good example to students, teachers & other staffs. Gyan Prakash College of education envisions a Clean and Green Campus where environmental friendly practices and education combine to promote sustainable and eco-friendly practices in the campus and beyond the campus. The green campus concept offers the institution an opportunity to take the lead in redefining its environmental culture through instilling environmental ethics among students and staff. The Institute also promotes Clean and Green campus through adopting, practicing and promoting environmental friendly practices among students and staff to generate Eco-consciousness among them and in the world around them.

Gyan Prakash College of education is a quality conscious college. It protects its own environment with its green campus initiatives and maintains a pollution free green and clean campus. Environment development is its basic work with the educational policies implemented on the campus. The Institution is committed to managing its campus in accordance with responsibilities towards promoting sustainable environment.

**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:** D. Any 1 or 2 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	<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

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

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

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

**7.1.8**

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

**Response:**

Gyan Prakash College of Education, B.Ed. is always sensitive, punctual and emphatic towards social, environment and community problem. Time to time the institution ignites sensitivity towards society and environment by various activities like Visit Near by Villages, Blood Donation Camp, , Heritage Festival Celebration, Helping hand programme, Swatch Bharat Abhiyaan, Community work, Environment Awareness Rally. Thus, these activities strengthen the institution's system, students learn through hands-on activities and team work, and achieve success in their career. Following activities that Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

**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:** D. Any 1 of the above

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### **Best Practice I**

**Title of the Practice:** ENVIRONMENTAL AWARENESS

**Objectives of the Practice:**

- Promote environmental awareness among students, teachers, and staff.
- Transform the campus into a pollution-free and eco-friendly space.
- Implement effective waste management.
- Raise awareness about environmental degradation.
- Plant and maintain trees.

#### **The Practice:**

Plastic bags are prohibited on campus, with plans to designate the entire area as a "No Plastic Zone." Students and staff are encouraged to use eco-friendly alternatives like jute or cotton bags. Various tree plantation programs have been organized, with students and staff planting saplings, all of which are maintained by the campus gardeners. Efforts are made to ensure low carbon emissions and pollution levels, creating a healthy campus environment. The college has also been declared a "No Tobacco Zone." Faculty and students actively engage in energy-saving initiatives by promoting awareness on energy conservation and implementing measures to reduce energy consumption, such as switching off lights and equipment when not in use. Efforts towards carbon neutrality include tree planting by staff and students.

#### **BEST PRACTICE 1**

**TITLE - CLEAN & GREEN CAMPUS**

#### **OBJECTIVES**

1. Develop an eco-friendly campus by planting more trees.
2. Implement effective waste management practices.
3. Focus on planting and maintaining trees.

At Gyan Prakash College of Education, we aim to create an educational model rooted in compassion and mindful living. Our green campus initiative was launched with the goal of nurturing a culture of eco-friendly practices and ensuring environmental sustainability. We are dedicated to building a campus that is plastic-free, minimizes waste, conserves energy, protects biodiversity, and promotes self-sustainability in areas such as power, water, and cleanliness. This collective effort involves staff, students, and the surrounding community working together to make the campus a recognized example of environmental responsibility.

## THE CONTEXT

Environmental conservation is more critical than ever due to the growing challenges we face. Human consumption of natural resources is outpacing their ability to regenerate, leading to severe environmental issues. Pollution, fueled by deforestation and urban expansion, continues to worsen. The grass, and trees also plays a key role in groundwater recharge. Our college has consistently focused on maintaining an eco-friendly and clean campus.

## THE PRACTICE

Tree cutting on campus is strictly forbidden. Every year, we plant new trees and maintain an herbal garden. The campus is plastic-free. Energy-efficient, environment-friendly electrical appliances have been installed to reduce waste and inefficiency. The electrical wiring is safeguarded against leakage and short circuits with multiple protective measures, including MCBs on all floors. We have replaced 100% of CFL and conventional lighting with LED lights. The college also utilizes solar energy and practices water harvesting.

### Green Campus Initiatives:

- **Plantation:**

Various plant species are planted at designated intervals throughout the campus with the support of stakeholders. The current green campus is the result of our dedicated efforts.

- To involve students, experts, policymakers, and academics, we organize programs aimed at promoting a green and clean atmosphere

## 7.3 Institutional Distinctiveness

### 7.3.1

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

#### Response:

Gyan Prakash College of Education is located in the heart of Gaya, Nawada, along NH. We offer a welcoming environment where our staff takes a personal interest in each student. This supportive approach, along with our modern facilities and progressive curriculum, provides students with a high-

quality educational experience. We have partnerships with renowned hospitals for clinical training, and we also offer a specialized course in English to support students preparing for higher studies and board exams. The college is committed to achieving academic excellence as outlined in its mission and vision. Since its inception, the institution has set a benchmark in education by producing top achievers and skilled professionals. The college is particularly dedicated to promoting education for girls, and female students have excelled in both academics and sports. Several times, our female students have ranked top in university exams and also excelled in sports and games.

## 5. CONCLUSION

---

### Additional Information :

Gyan Prakash College of Education is run by the Gyan Prakash Educational Society. The college offers support and scholarships to underprivileged students and those from reserved categories, such as SC/ST and minority groups. The crucial role of teacher education institutions is to prepare high-quality educators. Teachers for the 21st century must foster the cognitive, conative, and affective development of students, while instilling a value system that blends time-honored values, nationalistic and secular traditions, and scientific reasoning. Achieving this goal is a challenging task that requires highly skilled teacher educators. Consequently, the professional development of these educators is essential.

In line with its mission to provide quality education, the college continuously works to attract excellent faculty, talented students, and maintain superior infrastructure. It is dedicated to delivering high-quality education by employing the latest techniques and methodologies for curriculum delivery and is on track to evolve into a leading institution for higher education and interdisciplinary research. The institution also aims to inspire students to embrace lifelong learning and reach underserved communities.

The Regional College of Education aims to be a premier institution in the country, offering exceptional teacher education to enlighten, empower, and support the student-teacher community, fostering a commitment to lifelong learning. The college offers teacher training programs at the undergraduate level, including a two-year Bachelor of Education (B.Ed.) and a two-year Diploma in Elementary Education (D.El.Ed.) designed for in-service, untrained teachers working in primary and upper primary schools. Additionally, the college is equipped with modern facilities to ensure the effective delivery of its programs.

### Concluding Remarks :

Gyan Prakash College of Education, located in Gaya and established in 2009, is affiliated with Magadh University, Bodh Gaya, and is recognized by the NCTE. The college offers a B.Ed course and also provides various value-added courses covering a broad range of subjects. Education is viewed as an ongoing learning process, and the college is dedicated to helping student teachers reach their full potential, both personally and professionally. The institution aims to produce teachers with a deep understanding of individual needs in the classroom.

The college recently organized a "Multidisciplinary National Seminar on Innovative Approaches to Research in Higher Education" and actively encourages staff participation in research activities, as well as in national and international seminars, workshops, orientation sessions, and refresher programs. Orientation programs for students are also conducted to introduce them to the college's code of conduct, syllabus, and discipline.

The college firmly believes that with proper training and guidance, students can achieve great things, and it strives to transform young individuals into global professionals. The IQAC regularly reviews and updates the curriculum to meet societal needs, organizing workshops, seminars, and conferences to ensure its relevance.

Additionally, the college promotes skill development through certificate and value-oriented courses and follows a transparent and systematic admission process to accommodate students from diverse backgrounds. The institution also engages in various community development outreach activities and participates in government

initiatives such as the Swachh Bharat movement and health awareness campaigns. Furthermore, the college has established MOUs with several other educational institutions.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	<p><b>At the institution level, the curriculum planning and adoption are a collaborative effort;</b></p> <p><b>Indicate the persons involved in the curriculum planning process during the last completed academic year</b></p> <ol style="list-style-type: none"> <li><b>1. Faculty of the institution</b></li> <li><b>2. Head/Principal of the institution</b></li> <li><b>3. Schools including Practice teaching schools</b></li> <li><b>4. Employers</b></li> <li><b>5. Experts</b></li> <li><b>6. Students</b></li> <li><b>7. Alumni</b></li> </ol> <p>Answer before DVV Verification : A. Any 5 or more of the above            Answer After DVV Verification: D. Any 2 of the above            Remark : The documents provided by the HEI are not sufficient for the claimed input. There is no evidence that will ensure that school, employers, expert and students are participated in curriculum planning .</p>
1.1.3	<p><b>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</b></p> <ol style="list-style-type: none"> <li><b>1. Website of the Institution</b></li> <li><b>2. Prospectus</b></li> <li><b>3. Student induction programme</b></li> <li><b>4. Orientation programme for teachers</b></li> </ol> <p>Answer before DVV Verification : A. All of the above            Answer After DVV Verification: D. Any 1 of the above            Remark : As per supporting documents 1 considered</p>
1.2.1	<p><b>Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</b></p>



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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	10	12	11	08

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	08

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	10	12	11	08

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	10	12	11	08

Remark : DVV is not able to find any clear cut demarcation between compulsory and open elective subjects.

1.2.2

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

1.2.3

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
483	50	55	81	65

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
200	0	0	0	0

Remark : As per documents

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**

Answer before DVV Verification : A. All of the above

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

Remark : DVV has updated the data only for the computer lab facility available. DVV is not able to find the supporting documents as per claimed input.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
483	41	0	37	35

Answer After DVV Verification :

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

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**

Answer before DVV Verification : A. All of the above

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

1.4.2	<p><b>Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website</p> <p>Answer After DVV Verification: C. Feedback collected and analysed</p> <p>Remark : Data updated as per the hei clarification response</p>																				
2.1.2	<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>2.1.2.1. Number of students enrolled from the reserved categories during last five years..</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>152</td><td>146</td><td>154</td><td>78</td><td>63</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>152</td><td>146</td><td>154</td><td>78</td><td>63</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	152	146	154	78	63	2022-23	2021-22	2020-21	2019-20	2018-19	152	146	154	78	63
2022-23	2021-22	2020-21	2019-20	2018-19																	
152	146	154	78	63																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
152	146	154	78	63																	
2.1.3	<p><b>Percentage of students enrolled from EWS and Divyangjan categories during last five years</b></p> <p><b>2.1.3.1. Number of students enrolled from EWS and Divyangjan categories during last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>25</td><td>10</td><td>1</td><td>1</td><td>2</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>15</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> <p>Remark : DVV has updated the data as per the assessment year from the documents provided.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	25	10	1	1	2	2022-23	2021-22	2020-21	2019-20	2018-19	15	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
25	10	1	1	2																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
15	0	0	0	0																	
2.2.2	<p><b>Mechanisms are in place to honour student diversities in terms of learning needs; Student</b></p>																				

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**

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

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

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

Answer before DVV Verification : Whenever need arises due to student diversity

Answer After DVV Verification: No Special effort put forth in accordance with learner needs

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**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	4	6	5	5

Answer After DVV Verification :

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

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**

	<p>Answer before DVV Verification : A. Any 4 or more of the above</p> <p>Answer After DVV Verification: B. Any 3 of the above</p>
2.3.6	<p><b>Institution provides exposure to students about recent developments in the field of education through</b></p> <ol style="list-style-type: none"> <li><b>1. Special lectures by experts</b></li> <li><b>2. 'Book reading' &amp; discussion on it</b></li> <li><b>3. Discussion on recent policies &amp; regulations</b></li> <li><b>4. Teacher presented seminars for benefit of teachers &amp; students</b></li> <li><b>5. Use of media for various aspects of education</b></li> <li><b>6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global</b></li> </ol> <p>Answer before DVV Verification : B. Any 4 of the above</p> <p>Answer After DVV Verification: C. Any 3 of the above</p>
2.4.1	<p><b>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</b></p> <ol style="list-style-type: none"> <li><b>1. Organizing Learning (lesson plan)</b></li> <li><b>2. Developing Teaching Competencies</b></li> <li><b>3. Assessment of Learning</b></li> <li><b>4. Technology Use and Integration</b></li> <li><b>5. Organizing Field Visits</b></li> <li><b>6. Conducting Outreach/ Out of Classroom Activities</b></li> <li><b>7. Community Engagement</b></li> <li><b>8. Facilitating Inclusive Education</b></li> <li><b>9. Preparing Individualized Educational Plan(IEP)</b></li> </ol> <p>Answer before DVV Verification : A. Any 8 or more of the above</p> <p>Answer After DVV Verification: C. Any 4 or 5 of the above</p>
2.4.2	<p><b>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</b></p> <ol style="list-style-type: none"> <li><b>1. Formulating learning objectives</b></li> <li><b>2. Content mapping</b></li> <li><b>3. Lesson planning/ Individualized Education Plans (IEP)</b></li> <li><b>4. Identifying varied student abilities</b></li> <li><b>5. Dealing with student diversity in classrooms</b></li> </ol>

	<p><b>6. Visualising differential learning activities according to student needs</b></p> <p><b>7. Addressing inclusiveness</b></p> <p><b>8. Assessing student learning</b></p> <p><b>9. Mobilizing relevant and varied learning resources</b></p> <p><b>10. Evolving ICT based learning situations</b></p> <p><b>11. Exposure to Braille /Indian languages /Community engagement</b></p> <p>Answer before DVV Verification : C. Any 4 or 5 of the above Answer After DVV Verification: C. Any 4 or 5 of the above</p>
2.4.3	<p><b>Competency of effective communication is developed in students through several activities such as</b></p> <ol style="list-style-type: none"> <li><b>1. Workshop sessions for effective communication</b></li> <li><b>2. Simulated sessions for practicing communication in different situations</b></li> <li><b>3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’</b></li> <li><b>4. Classroom teaching learning situations along with teacher and peer feedback</b></li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 of the above Remark : Data updated as per the supporting documents for the workshop on microteaching provided by the HEI</p>
2.4.4	<p><b>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</b></p> <ol style="list-style-type: none"> <li><b>1. Teacher made written tests essentially based on subject content</b></li> <li><b>2. Observation modes for individual and group activities</b></li> <li><b>3. Performance tests</b></li> <li><b>4. Oral assessment</b></li> <li><b>5. Rating Scales</b></li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : Data updated as per the supporting documents for the test provided by the HEI</p>
2.4.5	<p><b>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</b></p> <ol style="list-style-type: none"> <li><b>1. Preparation of lesson plans</b></li> <li><b>2. Developing assessment tools for both online and offline learning</b></li> <li><b>3. Effective use of social media/learning apps/adaptive devices for learning</b></li> </ol>

	<p><b>4. Identifying and selecting/ developing online learning resources</b></p> <p><b>5. Evolving learning sequences (learning activities) for online as well as face to face situations</b></p> <p>Answer before DVV Verification : C. Any 3 of the above Answer After DVV Verification: E. Any 1 or none of the above</p>
2.4.6	<p><b>Students develop competence to organize academic, cultural, sports and community related events through</b></p> <ol style="list-style-type: none"> <li>1. Planning and scheduling academic, cultural and sports events in school</li> <li>2. Planning and execution of community related events</li> <li>3. Building teams and helping them to participate</li> <li>4. Involvement in preparatory arrangements</li> <li>5. Executing/conducting the event</li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 or 2 of the above Remark : Data updated as per the HEI clarification response.</p>
2.4.7	<p><b>A variety of assignments given and assessed for theory courses through</b></p> <ol style="list-style-type: none"> <li>1. Library work</li> <li>2. Field exploration</li> <li>3. Hands-on activity</li> <li>4. Preparation of term paper</li> <li>5. Identifying and using the different sources for study</li> </ol> <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: B. Any 3 of the above</p>
2.4.9	<p><b>Average number of students attached to each school for internship during the last completed academic year</b></p> <p>2.4.9.1. <b>Number of schools selected for internship during the last completed academic year</b> Answer before DVV Verification : 10 Answer after DVV Verification: 5</p>
2.4.10	<p><b>Nature of internee engagement during internship consists of</b></p> <ol style="list-style-type: none"> <li>1. Classroom teaching</li> <li>2. Mentoring</li> <li>3. Time-table preparation</li> <li>4. Student counseling</li> <li>5. PTA meetings</li> <li>6. Assessment of student learning – home assignments &amp; tests</li> <li>7. Organizing academic and cultural events</li> <li>8. Maintaining documents</li> <li>9. Administrative responsibilities- experience/exposure</li> <li>10. Preparation of progress reports</li> </ol>

	<p>Answer before DVV Verification : B. Any 6 or 7 of the above</p> <p>Answer After DVV Verification: C. Any 4 or 5 of the above</p>
2.4.12	<p><b>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</b></p> <ol style="list-style-type: none"> <li>1. Self</li> <li>2. Peers (fellow interns)</li> <li>3. Teachers / School* Teachers</li> <li>4. Principal / School* Principal</li> <li>5. B.Ed Students / School* Students</li> </ol> <p>(* 'Schools' to be read as "TEIs" for PG programmes)</p> <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: E. None of the above</p>
2.4.13	<p><b>Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include</b></p> <ol style="list-style-type: none"> <li>1. Effectiveness in class room teaching</li> <li>2. Competency acquired in evaluation process in schools</li> <li>3. Involvement in various activities of schools</li> <li>4. Regularity, initiative and commitment</li> <li>5. Extent of job readiness</li> </ol> <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: E. None of the above</p>
2.5.2	<p><b>Percentage of fulltime teachers with Ph. D. degree during the last five years</b></p> <p>2.5.2.1. Number of full time teachers in the institution with Ph.D. degree during last five years</p> <p>Answer before DVV Verification : 13</p> <p>Answer after DVV Verification: 3</p>
2.6.2	<p><b>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</b></p> <ol style="list-style-type: none"> <li>1. Display of internal assessment marks before the term end examination</li> <li>2. Timely feedback on individual/group performance</li> <li>3. Provision of improvement opportunities</li> <li>4. Access to tutorial/remedial support</li> <li>5. Provision of answering bilingually</li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above</p> <p>Answer After DVV Verification: C. Any 2 of the above</p>
3.1.3	<p><b>In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:</b></p> <p><b>1. Seed money for doctoral studies / research projects</b></p>



**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**

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

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

**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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: E. None of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	7	0	2	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	3	0	0	0

**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**

**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	5	0	7

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	10	0	8	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	0	1	6

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
122	154	141	92	81

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
122	154	141	82	75

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

	<table><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table>	0	0	0	0	0
0	0	0	0	0		
3.4.2	<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>3.4.2.1. <b>Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years</b> Answer before DVV Verification : 3 Answer after DVV Verification: 3</p>					
3.4.3	<p><b>Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes</b></p> <p>1. <b>Local community base activities</b> 2. <b>Practice teaching /internship in schools</b> 3. <b>Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education</b> 4. <b>Discern ways to strengthen school based practice through joint discussions and planning</b> 5. <b>Join hands with schools in identifying areas for innovative practice</b> 6. <b>Rehabilitation Clinics</b> 7. <b>Linkages with general colleges</b></p> <p>Answer before DVV Verification : C. Any 3 or 4 of the above Answer After DVV Verification: D. Any 1 or 2 of the above Remark : Data updated as per the HEI clarification response.</p>					
4.1.2	<p><b>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.</b></p> <p>4.1.2.1. <b>Number of classrooms and seminar hall(s) with ICT facilities</b> Answer before DVV Verification : 3 Answer after DVV Verification: 3 4.1.2.2. <b>Number of Classrooms and seminar hall(s) in the institution</b> Answer before DVV Verification : 11</p>					
4.2.3	<p><b>Institution has subscription for e-resources and has membership/ registration for the following</b></p> <p>1. <b>e-journals</b> 2. <b>e-Shodh Sindhu</b> 3. <b>Shodhganga</b> 4. <b>e-books</b> 5. <b>Databases</b></p> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above</p>					
4.2.5	<p><b>Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year</b></p>					

	<p><b>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</b>          Answer before DVV Verification : 324          Answer after DVV Verification: 333</p> <p><b>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</b>          Answer before DVV Verification : 694          Answer after DVV Verification: 650</p> <p><b>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</b>          Answer before DVV Verification : 939          Answer after DVV Verification: 964</p> <p><b>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.</b>          Answer before DVV Verification : 1314          Answer after DVV Verification: 1288</p> <p><b>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.</b>          Answer before DVV Verification : 1696          Answer after DVV Verification: 1660</p>
4.2.6	<p><b>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</b></p> <ol style="list-style-type: none"> <li><b>1. Relevant educational documents are obtained on a regular basis</b></li> <li><b>2. Documents are made available from other libraries on loan</b></li> <li><b>3. Documents are obtained as and when teachers recommend</b></li> <li><b>4. Documents are obtained as gifts to College</b></li> </ol> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: D. Any 1 of the above          Remark : Data updated as per HEI response.</p>
4.3.4	<p><b>Facilities for e-content development are available in the institution such as</b></p> <ol style="list-style-type: none"> <li><b>1. Studio / Live studio</b></li> <li><b>2. Content distribution system</b></li> <li><b>3. Lecture Capturing System (LCS)</b></li> <li><b>4. Teleprompter</b></li> <li><b>5. Editing and graphic unit</b></li> </ol> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: D. Any 1 of the above          Remark : Data updated as per the HEI clarification response.</p>
5.1.1	<p><b>A range of capability building and skill enhancement initiatives are undertaken by the institution such as:</b></p>

	<ol style="list-style-type: none"> <li>1. Career and Personal Counseling</li> <li>2. Skill enhancement in academic, technical and organizational aspects</li> <li>3. Communicating with persons of different disabilities: Braille, Sign language and Speech training</li> <li>4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two</li> <li>5. E-content development</li> <li>6. Online assessment of learning</li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 or 3 of the above</p>
5.1.2	<p><b>Available student support facilities in the institution are:</b></p> <ol style="list-style-type: none"> <li>1. Vehicle Parking</li> <li>2. Common rooms separately for boys and girls</li> <li>3. Recreational facility</li> <li>4. First aid and medical aid</li> <li>5. Transport</li> <li>6. Book bank</li> <li>7. Safe drinking water</li> <li>8. Hostel</li> <li>9. Canteen</li> <li>10. Toilets for girls</li> </ol> <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: D. Any 5 of the above</p>
5.1.3	<p><b>The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as</b></p> <ol style="list-style-type: none"> <li>1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies</li> <li>2. Details of members of grievance redressal committees are available on the institutional website</li> <li>3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students</li> <li>4. Provision for students to submit grievances online/offline</li> <li>5. Grievance redressal committee meets on a regular basis</li> <li>6. Students' grievances are addressed within 7 days of receiving the complaint</li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. Any 1 or none of the above</p>
5.1.4	<p><b>Institution provides additional support to needy students in several ways such as:</b></p> <ol style="list-style-type: none"> <li>1. Monetary help from external sources such as banks</li> <li>2. Outside accommodation on reasonable rent on shared or individual basis</li> <li>3. Dean student welfare is appointed and takes care of student welfare</li> </ol>

**4. Placement Officer is appointed and takes care of the Placement Cell****5. Concession in tuition fees/hostel fees****6. Group insurance (Health/Accident)**

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

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

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

Answer before DVV Verification : 5

Answer after DVV Verification: 5

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

Answer before DVV Verification : 0

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

Answer before DVV Verification : 2

Answer after DVV Verification: 02

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
55	48	0	55	54

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	6	0	0	0

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	5	0	6	9

Answer After DVV Verification :

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

3	1	0	1	4
---	---	---	---	---

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

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

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

Answer After DVV Verification: E. None of the above

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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**

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

Answer After DVV Verification: E. Any 1 or none of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	4	2	9	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	5	0

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	0	2	0

Answer After DVV Verification :

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	3	1	1

Answer After DVV Verification :

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

**6.5.4 Institution engages in several quality initiatives such as**



	<p><b>1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements</b></p> <p><b>2. Timely submission of AQARs (only after 1st cycle)</b></p> <p><b>3. Academic Administrative Audit (AAA) and initiation of follow up action</b></p> <p><b>4. Collaborative quality initiatives with other institution(s)</b></p> <p><b>5. Participation in NIRF</b></p> <p>Answer before DVV Verification : A. Any 4 or more of the above  Answer After DVV Verification: D. Any 1 of the above  Remark : as per documents</p>
7.1.3	<p><b>Institution waste management practices include</b></p> <p>1. Segregation of waste  2. E-waste management  3. Vermi-compost  4. Bio gas plants  5. Sewage Treatment Plant</p> <p>Answer before DVV Verification : B. Any 3 of the above  Answer After DVV Verification: C. Any 2 of the above</p>
7.1.4	<p><b>Institution has water management and conservation initiatives in the form of</b></p> <p>1. Rain water harvesting  2. Waste water recycling  3. Reservoirs/tanks/ bore wells  4. Economical usage/ reduced wastage</p> <p>Answer before DVV Verification : C. Any 2 of the above  Answer After DVV Verification: D. Any 1 of the above</p>
7.1.6	<p><b>Institution is committed to encourage green practices that include:</b></p> <p>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</p>

	<p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: D. Any 1 or 2 of the above</p>																				
7.1.7	<p><b>Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</b></p> <p><b>7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>.5</td><td>0.2</td><td>0</td><td>0</td><td>0</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	.5	0.2	0	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
.5	0.2	0	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	0	0	0																	
7.1.9	<p><b>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</b></p> <p><b>1. Code of Conduct is displayed on the institution’s website</b></p> <p><b>2. Students and teachers are oriented about the Code of Conduct</b></p> <p><b>3. There is a committee to monitor adherence to the Code of Conduct</b></p> <p><b>4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically</b></p> <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: D. Any 1 of the above</p> <p>Remark : Data updated as per the code of conduct provided by the HEI</p>																				

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.3	<p><b>Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>100</td><td>100</td><td>100</td><td>100</td><td>100</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>130</td><td>130</td><td>130</td><td>130</td><td>130</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	100	100	100	100	100	2022-23	2021-22	2020-21	2019-20	2018-19	130	130	130	130	130
2022-23	2021-22	2020-21	2019-20	2018-19																	
100	100	100	100	100																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
130	130	130	130	130																	

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
31	31	31	31	31

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
29	29	29	29	29