SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

DASHRATH PRASAD RAMNANDAN PANDEY B.ED. COLLEGE

AT- CHITARGOPI, PO- PADRAWAN, PS- JAMHOR, DIST- AURANGABAD
824121
www.dprpbedcollege.co.in

SSR SUBMITTED DATE: 16-09-2024

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Dashrath Prasad Ramnandan Pandey, B.Ed. College was established in 2012. Due to the tireless efforts of intellectuals and social workers including business class of Aurangabad district under the Satbahini Public Charitable Trust that established in 2010.

The real founder of this college is Mr. Shambhu Nath Pandey, the Secretary of this College and the great Social worker of Aurangabad. With the effort of Local people of Aurangabad and Mr. Shambhu Nath Pandey, this Establishment has made aggregate history in the the development of Aurangabad District.

As an Affiliated of Magadh University Bodh Gaya, recognised by NCTE Bhubaneshwar, Odisha, we uphold the commitment to Academic Excellence and holistic Development of our Course of B.Ed. designed to equip students with the knowledge, skills, and insights needed to thrive in today's competitive world.

It has got permission for only 100 students in 2012 for B.Ed. but after the great effort, best infrastructure, and good result of our institution. It permitted to run the D.El.Ed. Course from 2016 with 50 Seats. In 2018 the Seat has increased from 100 to 150 in B.Ed. Course and 50 to 100 in D.El.Ed. Course due to our Excellence Performance.

What Sets us a part of our dedicated faculties, who are experts in their respective subjects and fields, are committed to nurturing the talents of the Learners. Through the innovative teaching methods, Personalised Guidance and practical learning be insure the every learner receives a well rounded education that make them the young minds architecture.

Dashrath Prasad Ramnandan Pandey B.Ed. College believes in fostering a culture of creativity, critical thinking and ethical teaching leaders. Our college facilitates well equipped smart classrooms, libraries, laboratories, green atmosphere, well equipped music class, and computer lab including yoga classes. Providing conducive environment for academic exploration and growth.

Vision

- To spread the light of knowledge in society by providing quality Teacher Education. Mission

Mission

- To provide conducive environment for teaching learning with the use of modern methods and technology.
- To inspire the students to develop their personality as innovative and creative teachers with a scientific flair through various academic, co-curricular and extension activities.

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- To train the students as socially sensitive, responsible and professionally skilled teachers.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength

The College has support of the government. The College is also the only government college catering to the education of untrained teachers who are already in service. Therefore, strength of the College lies in the fact that it is directly involving itself with the present school education. The faculties of the College are involved and actively engaged in academic activities of Board of Secondary education, Council of Higher Secondary Education, Magadh University, SCERT and NCERT.

Institutional Weakness

Weakness

- The weakness of the college lies in its inability to tap resources of the faculty. More national/state/international conferences to be organized and attended to, to enhance faculty skills. Another weakness is in the college library which is yet to be updated to state of the art and full computerization.
- The college is purely Self-finance, There is no any financial support from state Govt. as well as University.
- Lack of Sufficient interest in Research activities among the teachers.

Institutional Opportunity

Opportunity

- To get financial AID from Bihar Govt.
- To start Integrated and M.Ed. Course after accreditation from NAAC.
- Increase in the number of Value added, skill-oriented courses
- External support from govt.

Institutional Challenge

Challenge

- 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. Very difficult to collect fee from students.

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- Financial crises encountered.
- It is difficult to get providing seed money for research activities.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

• The college follows the Magadh University curriculum and creates its own academic calendar in collaboration with the parent university. The institution improves its curriculum by collecting feedback from all stakeholders, including students, alumni, parents, and teachers, in both online and offline formats. The curriculum emphasizes national issues, environmental education, values, and ICT. College assignments, theory, practical practice, important seminars, and community welfare activities are all arranged.

• Academic Flexibility: Various activities are designed to provide students with academic flexibility, including classroom lectures, tutorials, value-added courses, extension lectures, oral presentations, workshops, fieldwork, laboratory work, and web-based learning. Students can choose their preferred extra subject. Teaching is transformed into a reflective practice through conversations and exciting activities.

• Curriculum Enrichment: The B.Ed. program focuses on acquiring knowledge and skills from a global teacher curriculum, including core areas of behavioural components and skills, to foster a global mind-set. Seminars and extension lectures are planned, and periodic examinations are administered. The training provides a comprehensive overview of numerous boards, including Indian Certificate Secondary Education (ICSE), Secondary School Certificate (BSEB), and Central Board of Secondary Education (CBSE).

• Feedback on curriculum is collected from students, teachers, employers, alumni, and practice teaching schools. The feedback is evaluated, and appropriate action is taken.

Teaching-learning and Evaluation

In the teaching learning process, teachers use different teaching methods such as experimental learning, participative learning, problem solving, brainstorming, blended learning, cooperative learning, mobile-based learning, and collaborative learning. Students are encouraged to use e-learning in the library, including e-pathshala and NDSL, as well as the E-Library and OPAC system. ICT support is utilized by teacher educators in a variety of learning situations, such as studying theory, course practice, and internships, which expose students to latest advancements and new educational policies. There are other committees, such as innovation incubation and linkages, student council, and physical education facilities, which give students with different experiences to help develop their personalities. Several workshops are scheduled. Students are offered a variety of assignments, including library study, field visits, hands-on activities on a regular basis, and internships. Teachers educate in the classroom, participate in extracurricular activities, do research, administer psychological tests, and keep paperwork. The institution encouraged teacher educators to further their professional development. The college encourages faculty members to pursue Ph.D. degrees, but only a few are currently working on them. The institution has various committees to support the students. Grievance Redressal Cell, Anti-Ragging Cell, Anti-Sexual Harassment Cell, and a student satisfaction survey are all collected.

Infrastructure and Learning Resources

The college campus is beautifully sprawling in 1.08 acres of land in the natural surroundings. The college has specious building with green and clean campus, several types of trees and plants. Play Ground, parking shades and canteen etc.

The following infrastructure and learning facilities are available in the institute

- Well-equipped library
- Science and Mathematics resource centre
- Art and Craft resource centre
- Health and Physical Education resource centre
- Digital communication/ language lab.
- Psychology lab
- Social studied resource centre
- Education technology lab
- Girls common room
- Well-equipped lecture halls and laboratories
- Separate laboratories for boys and girls
- Health canter
- Availability of referral medical hospital, ambulance on demand.
- Indoor and outdoor Games facilities
- Canteen and Parking place
- R.O .for purifying water.
- 5 KVA generator
- The college has installed CCTV cameras to maintain discipline and security of the students.
- Fire safety equipment's

Student Support and Progression

The institution has transparent mechanisms for rapid resolution of concerns, including anti-ragging, student redressal committees, and caste discrimination (ST/ST/Minority Cell). Student welfare facilities include scholarships and free-ships. Career counselling encourages students to pursue higher education or a career in teaching. Student council actively participates in outreach and co-curricular programs. The alumni association encouraged students to participate in curriculum, outreach projects, and educational advancements. The college students' council is a representative organization formed to serve the student community and adhere to college standards. It is critical to maintaining a healthy and functional collegiate atmosphere. With student engagement, the college administration may easily undertake cultural, recreational, sports, awareness, and education activities, as well as providing societal commitment services through college students. The college allows students to share their ideas and engage. The students' council aims to enhance the quality of higher education. The college maintains positive relationships with former students throughout all batches. Our institution prioritizes family engagement, exchanges, and amicable gatherings. The College has an unregistered yet working Alumni Association. The College maintains an account for the Alumni Association Dashrath Prasad Ramnandan Pandey B.Ed College where various alumni have given varying amounts.

Governance, Leadership and Management

Our mission is to deliver competent teachers to society to meet 21st century challenges through decentralized and participatory governance. The institution's leader establishes committees with authority and responsibility to achieve its mission. College offers social and co-curricular activities, mentorship, an internal complaint cell, alumni and parent teacher associations, and a gender equality cell. Teachers and students are completing short-term courses. Institutions perform both internal and external financial audits. The IQAC cell conducts reviews of instructional methods, value-added courses, workshops, and webinars. The IQAC cell plays a proactive role by organizing various programs to benefit students and staff.

Institutional Values and Best Practices

Students and teachers understand the importance of environmental protection, waste management, and trash disposal methods. Waste management is the responsibility of the DPRP B.Ed. College and individuals. The Institute has developed an integrated waste management system to optimize and analyze waste. This approach considers all aspects of waste management as a whole. Waste is no longer viewed as a useless material, but rather a resource in the wrong place. The institute is aware of its actions that generate garbage and guarantees that all waste is used.

The Institute distinguishes itself from others by focusing on students' overall development. The College distinguishes itself by instilling strong moral principles in its students. They are primarily trained to be responsible individuals **Satbahini Public Charitable Trust** prioritizes overall student development through high-quality education. Its goal is to raise their awareness of social issues and develop in them a sense of community service. The Social Work Club was formed to raise social consciousness among students. The Eco-Friendly Club conducts health awareness, education, and environmental programs in certain areas. Extension initiatives focus on gender sensitization, health, environmental, and transportation safety awareness.

Internal quality assurance mechanisms, best practices, and stakeholder interactions encourage institutions to reflect on their quality culture. The institution focuses on inclusive practices and stakeholder partnerships.

Research and Outreach Activities

The college organised many outreach program with the help of staff and students. Teacher educators receive institutional support for research, including study leave, seed funding, publication of research publications, and attendance at conferences. Internet access is provided to teachers and educators. The college has organized an exchange program through various MOUs, involving all students and teachers. Additionally, the college has organized sustainable development goal-centred outreach activities in school and in the community with collaboration from students. Students engaged in various outreach activities.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DASHRATH PRASAD RAMNANDAN PANDEY B.ED. COLLEGE
Address	AT- CHITARGOPI, PO- PADRAWAN, PS- JAMHOR, DIST- AURANGABAD
City	Aurangabad
State	Bihar
Pin	824121
Website	www.dprpbedcollege.co.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	KARUNA KUMARI	06186-292275	9431417084	-	info@dprpbedcollege.co.in
IQAC / CIQA coordinator	CHANDAN KUMAR	06186-7232955963	9031043314	-	aryankr0502@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Bihar	Magadh University	View Document

Details of UGC recognition

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	18-08-2012	138	Continued to till date

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?	Yes
If yes, name of the agency	SMRC united Kongdom Global Accreditation
Date of recognition	14-09-2024

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	AT- CHITARGOPI, PO- PADRAWAN, PS- JAMHOR, DIST- AURANGABAD	Rural	1.08	4986.47

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,Teacher Education	24	Graduation	English,Hindi	300	150

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				31			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				31			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	28	3	0	31
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				20
Recruited	10	3	0	13
Yet to Recruit				7

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	2	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	26	1	0	27
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/M CH	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

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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	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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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	14	5	8	5
	Female	8	5	0	5
	Others	0	0	0	0
ST	Male	0	1	3	0
	Female	0	0	0	1
	Others	0	0	0	0
OBC	Male	48	44	58	32
	Female	29	39	20	28
	Others	0	0	0	0
General	Male	14	26	37	12
	Female	37	30	24	17
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		150	150	150	100

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	According to the National Educational Policy 2020, the college is prepared to include multidisciplinary disciplines in order to develop students' all-round capacities - intellectual, aesthetic, social, physical, emotional, and morale in an integrated manner. Keeping the students' difficulties in mind, the college intends to establish short-term and vocational courses that will provide the learner with specialized knowledge, skills, attitudes, and values, as well as guarantee that each program meets its objectives.
2. Academic bank of credits (ABC):	The institution's preparedness for implementing the Academic Bank of Credits depends upon the guidelines of the affiliated university and the Higher

	Education Department of Education of Bihar. The university is in the process of developing ABC for all the affiliated colleges as they have demanded academic records of the students from all the affiliated colleges
3. Skill development:	It is the college's goal to provide a value-based, high-quality education, so it works to make its students positive. II. The college also marks holidays like Republic Day and Independence Day. Many events, such as World Aids Day, Environment Day, and the deaths and births of our national leaders are celebrated, which helps students develop good character. III) The school also helps students get the most out of their studies by mentoring them. This gives students a chance to think about job opportunities after they graduate.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	In order to encourage people to learn Indian languages, the college gives courses in Hindi, English, and other Indian languages. II) One goal of the College for the future is to protect and promote languages.
5. Focus on Outcome based education (OBE):	There are CLOs and PLOs for every course, field, and value-added course, and every effort is being made to reach these goals by the end of the course. Teachers and students are told about these CLOs and PLOS, as well as why they are important, during the Faculty Orientation and Student Induction Program. The main goal of this teacher education institution is to produce teachers who are well-trained to meet the needs of today's institution.
6. Distance education/online education:	Online or distance learning: these types of classes are sometimes allowed by the director if they are needed. For example, in the Covid-19 corona period, people who live far from college could get lectures and other learning materials sent to them over the internet. They don't work in a college; they do it at home.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, our college does have a political literacy club. Every year on January 25th , which is National Voters' Day, the NSS holds an election information camp at our college. This year, too, we held a similar

	event at our college. The local village chief and other well-known people in the community, along with a lot of students, were in charge. Everyone really liked this program to raise awareness. There were posters and signs around campus that made each vote more important.
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?	Yes student coordinator selected among the students, and their names are then sent to the district office to be approved. We got a letter from the local government asking one of the faculty members to be the coordinator of the electoral club. We chose Prof. Chandan Kumar to be the coordinator and sent his name for final approval. All of our employees take an active role in the voting process. They honestly do the jobs that the district office gives them to do so that the election can go smoothly.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The ELCs encourage the students to help get people in their area registered to vote while also doing nothing in return. Our students take an active role in the election process and work to promote ethical voting. They also assist underprivileged individuals, such as transgender people, disabled people, and senior citizens, in voting by making plans to bring them to the polling place.
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.	Our college organize seminars and orientations programmes and run awareness drives giving the people knowledge of their voting rights. We motivate the voters to participate in the 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.	In the college most of the students are above the age of 18. They all have voting rights but most of them have not got their name enrolled in the voter list. To identify such students, though not mandatory, we demand their voter id card at the time of admission and if we find them not enrolled as a voter, we help them in getting registered. We often organize a camp taking the help of local administration and BLO, BDO, CO to get voter ID card of our students prepared. The local residents also get themselves registered in such camps. Some get the error in their voter card rectified in these camps. It is a kind of

	social service to the people of the surrounding.

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
150	150	150	100	52

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
150	150	150	150	100

File Description	Document
Letter from the authority (NCTE / University / R	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
75	75	75	75	50

File Description	Document
Institutional data in prescribed format	[View Document](#)
Central / State Govt. reservation policy for adm	[View Document](#)

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
150	100	51	100	98

File Description	Document
List of final year students with seal and signat	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
150	97	51	100	98

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated result sheet of graduating students	[View Document](#)

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
150	150	150	100	52

File Description	Document
Institutional data in prescribed format	[View Document](#)
Enrollment details submitted to the state / univ	[View Document](#)

2 Teachers

2.1

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

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

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of the appointment orders issued to the tea	[View Document](#)

2.2

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

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

File Description	Document
University letter with respect to sanction of p	[View Document](#)

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
72.08	76.85	34.39	40.18	62.62

File Description	Document
Audited Income Expenditure statement year wise d	[View Document](#)

3.2

Number of Computers in the institution for academic purposes..

Response: 25

File Description	Document
Invoice bills of purchase of computers	[View Document](#)
Copy of recent stock registers	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

The institution maintains a consistent internal practice of curriculum planning, review, revision, and adaptation to the local context and situation.

The Dashrath Prasad Ramnandan Pandey B.Ed College has a mechanism for the effective, documented delivery of the curriculum, and the revision and upgrading of the syllabus is conducted at the university level.

FOR THE EFFECTIVE DELIVERY OF THE CURRICULUM:

1. Faculty members who are both experienced and qualified are recruited.
2. The college maintains a healthy work environment.
3. The faculty undergoes consistent evaluations.
4. Every cohort, feedback from students is gathered.
5. The Principal conducts regular meetings with the faculty members.

FOR THE EXECUTION OF THE CURRICULUM:

1. Utilization of pedagogical tools that are founded on ICT
2. Subject allocation based on subject expertise.
3. Preparation of lecture plans in advance and strict adherence to the plans.
4. Maintaining a teaching diary to document daily instructional activities
5. Teachers are encouraged to participate in orientation seminars for University-related subjects in order to remain informed about the content.

The teaching staff participates in meetings with the Institution's Advisor and Principal to devise strategies for the curriculum's successful implementation. The following processes are included in this phase:
• Development of the Academic Calendar and timetable.
• The lesson plans are being prepared.
• Coordinating the diverse academic activities.
• Establishing all necessary technical support to ensure the successful delivery of the class.

Revision of the Curriculum

The principal is responsible for the systematic planning and execution of the syllabus completion by

harmonizing the timetable schedule with the regular university-prescribed subjects, value-added programs, and other special and remedial classes for students.

The institution administers an induction program for newcomers at the beginning of each academic year. The students are provided with individual time plans and reading lists for each course by each faculty member, allowing them to determine the extent of the curriculum that will be covered within the designated time frame. In addition to conventional lectures and seminars, classrooms are equipped with infrastructure that facilitates the use of ICT, including smart boards, PowerPoint presentations, and audio-visual support, to enhance the student experience during the curriculum delivery. The institution offers students support and instruction in the use of various software applications to produce videos, e-content, and Smart Boards, as well as to create yuotube and upload materials. Extension lectures are scheduled by distinguished professors and institution leaders. The pupils are enrolled in schools for macro-level instruction, and the educators are instructed to assess them in a structured manner. Students are required to attend practice teaching sessions, and strict discipline is enforced.

1.1.2

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

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

1. **Faculty of the institution**

2. **Head/Principal of the institution**

3. **Schools including Practice teaching schools**

4. **Employers**

5. **Experts**

6. **Students**

7. **Alumni**

Response: B. Any 4 of the above

File Description	Document
Data as per Data Template	[View Document](#)

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution,

which are stated and communicated to teachers and students through

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

Response: A. All of the above

File Description	Document
Prospectus for the last completed academic year	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response: 93.75

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
15	15	15	15	15

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
16	16	16	16	16

File Description	Document
Data as per Data Template	[View Document](#)
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	[View Document](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View Document](#)

1.2.2

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

Response: 3.2

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
5	3	4	2	2

File Description	Document
Data as per Data Template	[View Document](#)

1.2.3

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

Response: 38.04

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
66	51	23	64	25

1.2.4

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

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

Response: A. All of the above

File Description	Document
Data as per Data Template	[View Document](#)

1.2.5

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

Response: 40.03

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
66	50	60	35	30

File Description	Document
Data as per Data Template	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

The college has established its own mechanism for obtaining feedback on the curricular and co-curricular components of its program. These practices are implemented to achieve this objective:
The university has been encouraged to consider the faculty's suggestions for curriculum enhancement.
Feedback regarding the curriculum has been solicited from stakeholders in a formal manner.

• Curriculum feedback from student-teachers

We are seeking the opinions and recommendations of student-teachers regarding the curriculum in order to make the necessary modifications and enhancements to the current curriculum. The student-teachers' feedback is obtained by rating the entire course and the curriculum of the numerous subjects. Secondly, the college campus is equipped with a suggestion box, which is made available to student-teachers for the purpose of submitting their recommendations for curriculum enhancement.

•Feedback from the alumni regarding the curriculum

The institution's alumni are encouraged to provide their perspectives and recommendations regarding the curriculum. They are incentivized and motivated to offer feedback on the curriculum of the B.Ed. They are instructed to provide their perspectives on the subsequent elements.

? Express their opinions regarding the curriculum orally to the subject instructor or the principal.

? Submit their suggestions and ideas in written form to the Principal or subject instructor.

? Use the proposal box located in the college to submit their recommendations.

Provided their recommendations via email.

Employer feedback regarding curriculum

Employers provide feedback to the institute through meetings, correspondence, and telephone conversations. Furthermore, employers' feedback is gathered from print and visual media reports that are published in the columns of various newspapers and on various television programs.

• Curriculum feedback from the teaching staff

In order to obtain valuable support and advice for curriculum reforms and improvements, the management and teaching staff engage in regular communication with academicians, subject experts, and eminent educational societies, including various departments of the affiliating and neighboring universities and the department of higher education.

Teachers are actively involved in the tutorials to address the curriculum-related concerns of student-teachers.

• Community feedback on the curriculum

the institution has established extension linkages with local educational institutions and the community, including practice teaching schools and colleges. It conducts a variety of community activities, including an awareness program to raise awareness about the eradication of polio. Additionally, it takes feedback and suggestions from community members during this time.

The college invites the Heads and staff of the practice teaching schools, parents of the student-teachers, and community members to participate in a variety of activities, functions, exhibitions, and competitions. These events focus on teaching aids, teaching skills, cultural activities, talent search, and sports meets. During these events, they provide the course with valuable feedback and suggestions.

The institution conducts workshops and meetings with the principals and instructors of neighboring schools to exchange perspectives on the curriculum and methodology of the B. Ed. program.

Therefore, the institution strives to communicate and solicit feedback from all stakeholders regarding its curriculum.

1.3.2

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

Response:

An organized curriculum is essential for creating a thorough educational experience for students. Aspiring educators must acquire a comprehensive understanding of past educational systems, including Vedic, Islamic, Buddhist, Christian, and British schooling. Core courses, especially those emphasizing the philosophical underpinnings of education and the educational mission in India, clearly elucidate these notions. India, as a leader among developing nations, has instituted many modalities of educational systems, encompassing formal, informal, and non-formal education. Formal education is administered through multiple boards, including the State Board, Matriculation Board, BSEB, CBSE, ICSE, and Kendriya Vidyalaya. Informal and non-formal educations are similarly offered through several ministries of social welfare and human resources development.

Diverse educational boards utilize different evaluation approaches, thoroughly examined in the classroom via the learning assessment course. Alongside theoretical knowledge, aspiring educators have experience in various school kinds during a sixteen-week teaching internship. This internship offers insights into the norms and standards of diverse schools while providing a thorough understanding of the overall functionality of the education system.

States contain both regular schools and specialized institutions. Under the management's assistance, prospective instructors can understand the operations of special schools by visiting institutions for the special need children. Visits to both regular and specialized schools inform prospective teachers about the varied educational landscape in India.

The college visit different Schools, an exemplary inclusive institution, fosters a desire to engage in societal contributions. Ultimately, aspiring educators acquire knowledge of the global educational framework through debates and discussions in foundational courses, augmented by historical perspectives on various educational theories and philosophies addressed in these key subjects.

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:

At our institution, we put a lot of effort into making sure that our students not only learn about theory but also gain skills and information that are useful in the real world and that they can use in their teaching. To reach this goal, we know how important it is to offer a wide range of curricular situations during the Teacher Education Program. Because of this, we've planned a variety of activities and chances for our students to gain knowledge that is useful and build on it to become more professional.

Practicum and Teaching Internships: As part of the Teacher Education Program, we offer long-term practicum programs and teaching internships. Our students are put in real classrooms during these times, where they connect with other students, watch experienced teachers, and take an active role in the teaching and learning process. This real-life experience helps them put what they've learned in the classroom into context and learn about the challenges and possibilities that come up in the teaching field. Multidisciplinary Approach: Our curriculum combines different topics and teaching methods so that students can learn about many aspects of education. By learning a variety of subjects, including psychology, pedagogy, technology integration, and special education, our students get a full picture of the education system and learn useful skills that will help them in their future careers. Collaborative Projects and Workshops: We encourage students to take part in workshops, seminars, and collaborative projects that are led by pros and teachers with a lot of experience. At these events, they can talk about issues, share their thoughts, and learn from professionals in the field. These kinds of interactions help them see things from different angles and make connections between theory and practice, which improves their professional knowledge. Reflective Practices: As an important part of our Teacher Education Program, reflective practices are used. We teach our students how to think critically about their teaching experiences, figure out what went well and what could be done better, and make plans for how to keep improving their teaching. These techniques help them build on what they've learned and become more reflective and good teachers. Integration of Technology: We know how important technology is in today's schools. Because of this, we use technology in our lessons and in the way we teach. Our students learn how to use digital resources and tools to improve their lessons, make learning more fun, and accommodate different ways of learning. Field Visits and Community involvement: We plan regular field trips and activities for community involvement so that our students can learn about the social and cultural settings in which they will be teaching. These experiences help them understand the different needs of their future peers and develop empathy and cultural sensitivity. By taking these steps, we hope to make teachers who are skilled, eager, and flexible, and who are ready to do well in the ever-changing field of teaching.

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

1.4.2

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

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

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	[View Document](#)
Action taken report of the institution with seal and signature of the Principal	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 83.73

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

2.1.2

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

Response: 111.87

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
99	94	89	70	45

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

2.1.3

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

Response: 6.81

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
3	9	29	0	0

File Description	Document
Data as per Data Template	[View Document](#)

2.2 Honoring Student Diversity

2.2.1

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

Response:

For the admission level of the B.Ed. program, prospective applicants were assessed with an entrance test consisting of Teaching Aptitude, encompassing fundamental numerical operations and reasoning, and General English, which was administered by the Bihar government. This allowed the institute to determine students' various learning demands as well as their level of readiness to participate in a professional education programme to a certain extent. This was followed by a counselling session, during which the documents were verified. In addition, the candidates were introduced to numerous elective and

extra courses that would be appropriate for their learning needs. The session began with an Induction cum Orientation event, during which student-teachers were informed about the programme as well as the course content, and then the programme learning outcomes and course learning outcomes were presented in a nutshell.

2.2.2

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

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

6. **Assistive Devices and Adaptive Structures (for the differently abled)**

7. **Multilingual interactions and inputs**

Response: B. Any 4 of the above

File Description	Document
Data as per Data Template	[View Document](#)

2.2.3

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

Response: Whenever need arises due to student diversity

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 30

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	[View Document](#)
Data as per Data Template	[View Document](#)

2.3 Teaching- Learning Process

2.3.1

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

Response:

The institutions learning mode has been made more student-centric by combining old and new teaching approaches. The Magadh University as well as Higher Education, Government of Bihar, has adopted a variety of student-centric learning methods, including workshops, seminars, orientation, group discussions, field trips, institutional visits, slide shows, case study and action research based research projects, internships, and online learning systems. Student-centric methods are an intrinsic component of the pedagogy employed by the faculty members, and the college provides every available support, such as:

- Smart classrooms 02
- Interactive projectors and smart boards
- Personal laptops for faculty
- Fully Wi-Fi campus
- Internet facility in all faculty cabins/room
- Open access library (OPAC)
- Facility to download e-resources through N-List
- Reprographic/Xerox facility at subsidized rates
- Fund for publication of College Magazine
- Fund for purchase of laboratory instruments, equipment's and materials
- Fund for organizing workshops, seminars and conferences Digital Class Lab, Computer Labs,

- Language Lab and with Audio-visual facilities in Seminar room

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: 4.52

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
5	1	0	0	1

File Description	Document
Data as per Data Template	[View Document](#)

2.3.3

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

Response: 100

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

Response: 150

File Description	Document
Data as per Data Template	[View Document](#)

2.3.4

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

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

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	[View Document](#)
Data as per Data Template	[View Document](#)

2.3.5

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

Response:

After admission to B.Ed. courses, an induction session is provided to inform students about the syllabus, programmes, and activities that will be covered during the course, as well as how they will engage in and involve those programmes and activities without fail. On the first day of class, newly admitted trainees must inform the instructor about the code of behaviour. The principal's office and the faculty concerned work together to ensure regularity and timeliness. Unit examinations and seminars are held at the end of each unit to assess whether or not the course content has been learned. They must also develop basic teaching abilities and collect teaching-learning materials in order to become future teacher educators. Trainees are also taught co-curricular activities through a college of literature, culture, and sports. Every year, the college organizes outreach programs at one practicing school and one children's home to promote community contact and extension. Every year, an internship programme is organized. The final examination is held at the end of the course.

2.3.6

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

1.   Special lectures by experts

2.   'Book reading' & discussion on it

3.   Discussion on recent policies & regulations

4.   Teacher presented seminars for benefit of teachers & students

5.   Use of media for various aspects of education

6.   Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: B. Any 4 of the above

File Description	Document
Data as per Data Template	[View Document](#)

2.3.7

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

Response:

The institute has a well-equipped ICT lab and ICT gadgets, allowing students access to a variety of ICT-enabled learning resources that make teaching and learning more dynamic and provide realistic circumstances for knowledge acquisition. Regular yoga sessions and courses on soft skills such as communication and personality development serve to the students' intellectual, emotional, ethical, and physical development. The teaching-learning process is meant to meet the different needs and interests of students, helping them to discover their potential.

During the Sociological Foundation of Education teaching-learning process, students were invited to compare cultural norms from east and west. Students discussed the meaning of colours and their symbolism in relation to their culture. The usage of black for mourning in Western culture differs from the use of white for sorrow in Indian culture. The debate heightened students' intellectual and high-level thinking skills, causing them to internalize the symbolic meanings of diverse cultures' colors, allowing them to empathize with others. In the Critical Understanding of ICT (B.Ed.) course, students were assigned projects involving the numerous applications of ICT in several subjects. The project reports were then presented to the class. The students were highly creative, and the various applications of ICT were presented for discussion. It helped pupils improve their innovativeness, critical thinking skills, and creativity.

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

File Description	Document
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.2

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

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: C. Any 4 or 5 of the above

File Description	Document
Data as per Data Template	[View Document](#)

2.4.3

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

    1. Workshop sessions for effective communication
    2. Simulated sessions for practicing communication in different situations
    3. Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'

4. **Classroom teaching learning situations along with teacher and peer feedback**

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	[View Document](#)

2.4.4

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

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

Response: B. Any 3 or 4 of the above

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

2.4.5

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

1. **Preparation of lesson plans**

2. **Developing assessment tools for both online and offline learning**

3. **Effective use of social media/learning apps/adaptive devices for learning**

4. **Identifying and selecting/ developing online learning resources**

5. **Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: B. Any 4 of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Data as per Data Template	View Document

2.4.6

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

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

Response: A. All of the above

File Description	Document
Data as per Data Template	View Document

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	View Document

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Selection/identification of internship schools:

The B.Ed course offers two internship options. In the first year, students are sent to different schools for four weeks (one month), and in the second year, or final year, students are sent on internships for sixteen weeks (4 months). The college considers proximity, subject and technique, students' aptitude, medium of instruction, and school requirements, among other factors. The college selects schools and sends them to the DEO office, where the DEO, Aurangabad makes the final selection and grants authorization.

Orientation for students pursuing internships:

 The College has organized a Micro Teaching program for 15 days prior to the practice teaching, and all students have been instructed to engage in this program. All faculty members are engaged in skill-based activities on different dates. After completing the micro teaching program, students develop teaching skills and are prepared for internships. They then practice teaching in schools. They engage in micro and reflective teaching in college, when teacher educators revise their lesson ideas and take lessons. They also provide demonstration lessons to schoolchildren, and trainee teachers observe these lessons. After receiving the syllabus from the schools, trainees create period plans and have them corrected by mythological teachers. They offer workshops on TLM preparation, evaluation tools, and other topics. An orientation program, action research project, case study, community service, and other requirements are provided prior to the internship. After the lectures are completed, the students administer assessments to assess their performance, which is reflected in their college records.

2.4.9

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

Response: 15

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

Response: 10

File Description	Document
Plan of teacher engagement in school internship	[View Document](#)
Internship certificates for students from different host schools	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.10

Nature of internee engagement during internship consists of

1. **Classroom teaching**
2. **Mentoring**
3. **Time-table preparation**

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

Response: C. Any 4 or 5 of the above

File Description	Document
Data as per Data Template	[View Document](#)

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

The observation and practice teaching is a shared obligation between the college and the concerned school. All lessons taught by each pupil teacher are observed in various ways. The following methods of observation can be used: peer observation, topic teacher in-charge observation, mentor teacher observation, student and teacher feedback, and so on. **The role of teacher educators is:** For monitoring purposes, one teacher is assigned to each school as a supervisor. The teacher educator/s is responsible for coordinating with the school principal and trainee pupils. The teacher communicates with the school on a regular basis and pays occasional visits. The school mentors also keep college teachers updated on the performance of interns. **Role of the School Principal:** During this internship program, the students are directly supervised by the Principal of the school, who assigns all assignments. The school principal, for his or her part, instructs subject teachers whose classes interns are taking to sit in on the class while the intern is attending it in order to monitor and assist the intern if she has any problems. They monitor the class and provide input to improve the teaching and learning process as well as the interns' professional development. Trainees develop and organise academic and extracurricular events for students in collaboration with other instructors and the school's principal. The internship is officially certified by the head of the practicing school after each student has completed all of the tasks. The responsible school principal issues an internship certificate to each pupil teacher. **Role of School Teachers:** The pupil teachers are supervised by veteran instructors who function as mentors. School teachers and supervisors examine and evaluate classroom performance in order to correct and suggest improvements. School teachers delegate a variety of responsibilities to student teachers, such as verifying examination copies, keeping an attendance register, organizing curricular activities, correcting home-work notebooks, maintaining classroom discipline, etc. **Role of Peers:** Peers observe and provide comments on each pupil teacher's lessons, allowing them to become aware of their own strengths and flaws. As a result, he or she can make improvements on his or her own. During the internship course, peer groups conduct various assigned duties of co-curricular events to ensure their success.

2.4.12

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

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

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

Response: C. Any 2 or 3 of the above

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: B. Any 4 of the above

2.5 Teacher Profile and Quality

2.5.1

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

Response: 106.9

File Description	Document
Data as per Data Template	[View Document](#)

2.5.2

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

Response: 16.13

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

Response: 5

File Description	Document
Data as per Data Template	View Document

2.5.3

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

Response: 0.39

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

Response: 12

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

The teachers of DPRP College of Education adhere to the aforementioned initiatives in order to enhance their skills. The majority of the teaching personnel participates in other educational programs and visits other colleges for academic purposes. This activity improves their personal academic performance and keeps them informed. Furthermore, the teaching community must remain cognizant of the current trajectory of change in order to implement new or modified teaching-learning methods that align with the needs of the present. This is the method by which teachers must either update or develop themselves.

Teachers at DPRP College of Education make a concerted effort to remain professionally informed. The institution engages in a variety of internal discussions. All faculty members actively participate in these types of discussions. The most recent developments in education and educational issues are chosen as the topics for discussion. The government issues a variety of policies and regulations, and the instructors at DPRP College of Education strive to discuss them with one another in order to stay informed.

The objective of internal discussions regarding contemporary educational development concerns.

- To become informed about the most recent developments and alterations in the education system.
- To raise awareness of policies and regulations.

- To fortify the student body in response to systemic modifications.
- In order to prepare for modifications to the educational system.
- To address inquiries regarding the education system's various challenges and issues.
- In order to ensure that instructors are informed about the ongoing changes in the education system, the faculty at DPRP College of Education conducts recurring discussions on the most recent policies and regulations that have been issued by the government. Consequently, endeavors are made to remain informed about the situation.

The Right to Education Act, Technology in Education, Gender Issues in Education, and the Draft of NPE are among the various policies that have been the subject of previous discussions.

The instructors' confidence was bolstered by the discussions on recent policies, as they were now more informed about the educational issues and policies. The instructors' inquiries regarding various policies are resolved, which fosters their curiosity regarding the most recent developments in the field of education. Teachers at DPRP College of Education also regularly exchange information with one another regarding policies and regulations. During exchange programs, information is also exchanged with other institutions. The new aspects of the information obtained are researched to be implemented in their internships at their respective schools. The master-teachers provide feedback on the students' teaching and interaction, and the marks obtained during the internship are analyzed to evaluate the students' performance.

2.6 Evaluation Process

2.6.1

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

Response:

The DPRP B.Ed. College, Aurangabad runs through a well-placed mechanism and adopts those rules, regulations and policies which further contribute to Continuous and Comprehensive evaluation of students throughout the session. The college has adopted the following measures to maintain the quality of Internal Assessment:

- The faculty maintains student records and assesses their performance in both curricular and co-curricular areas.
- All students undergo an internal assessment based on university criteria.
- Regularly maintained records of student participation in various events.
- Regularly reviewing students' attendance and informing those who are not present.
- Formative approaches involve assigning grades based on assignments, files, and co-curricular activities, as well as monitoring their regularity in class.

A variety of measures are taken to ensure the rigor of the internal assessment:

- **Internal Exams**- In Bihar state the Two years B.Ed courses are running at the end of each year

the internal examinations organized. The college has examination tentative schedule which is mention in academic calendar. Teachers set all question according to their syllabus and university examination patterns, and the internal examination will conduct before the final examinations. It's very fare and clear as per rule

- The College faculty reviews student presentations as part of their internal evaluation process. Continuous evaluation occurs through the testing of developed skills. After each unit is completed, the faculty administers a written/oral test.
- Teachers can create their own evaluation methods for assignments, presentations, and activities, encouraging students to participate in interactive sessions, group discussions, PowerPoint presentations, projects, and assignments.
- Projects, assignments, and other activities help students to apply theoretical principles to real-world problems. Practical Sessions in EPC-1 (Reading and Reflecting Test), EPC-2 (Drama and Art in Education), EPC-3 (Critical Understanding of ICT), and EPC-4 provide many possibilities to improve abilities in the curriculum.

2.6.2

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

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

Response: A. Any 4 or more of the above

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The institution has an examination department and an examination coordinator who handle all internal examinations and resolve all examination-related issues. There are two types of examinations in the B.Ed course: internal examinations, which are performed by the College prior to each year's final test, and external examinations, which are conducted by the University as the final examination. The college has a well-defined structure in place to deal with examination-related issues through a grievance redressal unit. The examination coordinator also resolves examination-related grievances in a timely manner. The College shows internal assessments on a display board, where each student can examine his or her total assessment marks at the conclusion of each year and report any anomalies within a stipulated time frame before the marks are officially published to the University site. The faculty answers the students' legitimate objections over the marks acquired in the internal assessment. The evaluated papers for internal examination, which include class examinations, assignments, projects, sessional work, presentations, and so on, are returned to students with thorough feedback and ideas for development. Students are provided a variety of opportunities to demonstrate their abilities, knowledge and creativity.

Individuality and inventiveness are encouraged and developed among pupils. The relevant teachers thoroughly address any questions that students may have about feedback and evaluation. The marks are transmitted to the university only after each student has had adequate chance and time to assess and, if necessary, file a complaint. If any inaccuracy is found in the final mark-sheet despite intensive scrutiny, the College swiftly reports it to the University.

2.6.4

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

Response:

Before the start of each batch of B.Ed. programs, the college publishes an academic calendar that includes the first and last working days of the year. The institution creates a day-by-day academic calendar in accordance with university norms and requirements. The institution's calendar of events includes information such as the total number of working days, total number of activity days, national program, cultural events, students' orientation program, and so on. The examination department develops a plan for evaluation. Internal evaluation of student teachers includes internal assessments, tutorials, seminars, EPC, field visits, internships, theoretical and co-curricular activities. There is a well-defined mechanism for conducting continuous internal evaluations in accordance with the event calendar. The course instructors developed an internal exam question paper based on the syllabus. The department provides mark sheets for the evaluation. Trainees are evaluated directly, through reports, presentations, and so forth. The internal evaluation mark sheets must be submitted to the department within one week. At the end of each year, the marks from the constant internal review are consolidated and transmitted to the institution in a discreet way.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	[View Document](#)

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

The course learning outcomes are based on Magadh University in Bodh Gaya. The institution is associated with Magadh University, hence it follows all of the parent university's laws and regulations, as

well as its curriculum.

The aim of the B.Ed. programs is to make education more comprehensive. Learning objectives are presented in various ways:

The college has successfully designed and disseminated program-specific outcomes and curriculum teachers for a variety of program outcomes, with the primary goal of not only learning knowledge but also holistic transformation of students, the acquisition and transformation of experience, the art of learning through training practice, and the application of the information learned. Our university has undertaken a number of curricular revisions to improve learning outcomes in accordance with the new education policy. This type of work experience can be gained through real-world experiences. Students will also study a variety of modern life skills, such as logical reasoning, problem solving, cognitive capacities, self-directed learning, and so on. Learning objectives are given in a variety of ways. Learning objectives specify the intended outcome for the student in the classroom setting. The college has a specific procedure to ensure that the PLOs and CLOS are linked as indicated by the course lecturers throughout the year in the following ways: The college conducts continuous internal exams and evaluations on a regular basis prior to the final examination, and students are given grades based on their responses, as well as guidance on how to contribute in the final examination, which aids in assessing their academic development. Effective learning outcomes are achieved through the employment of appropriate instructional approaches. Parents are often updated about their children's academic success. Alumni are questioned to learn about their current situation and provide feedback on jobs and proficiency in various competitive assessments, which assures alignment with the defined PLOs and CLOS. Participation in a variety of literary and cultural programs, as well as competitive activities including debates, idioms, essay writing challenges, quizzes, and tests. Participation in a variety of classroom activities such as group discussions and seminars, as well as extracurricular activities such as morning assembly, tree planting initiatives, and awareness camps, etc. Participation in community activities such as visits to orphanages, blood donation camps, elderly homes, and Aids awareness rallies. Parents are often updated about their children's academic success.

2.7.2

Average pass percentage of students during the last five years

Response: 99.4

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
150	97	51	100	98

File Description	Document
Data as per Data Template	[View Document](#)
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	[View Document](#)

2.7.3

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

Response:

The following the techniques for the students' development and progress during the course.

• The institution's teaching methods prioritize student-cantered learning, including immersive, participative, problem-solving, and developing pedagogical techniques. The college's assessment mechanisms facilitate curriculum transactions by connecting learners, syllabuses, content, and skills with the necessary support systems.

• Practical activities aligned with PLO, such as assignments, seminars, observations, reflective journals, and textbook reviews, promote critical thinking and communication skills. The college imposed a minimum of 70% for each student. Students who do not meet the criterion are recognized and provided attention in areas for improvement.

• Practicum courses are part of the B.Ed. curricula and span two years. These courses include practical relating to PLO and CLO. The institute documented pupils' progress on transcripts.

• The institution arranges internal assessments for students each year. An internal exam is scheduled for the midterm. The teacher guides the students based on their development.

• The teacher examines students through continuous comprehensive evaluation (CCE). Various workshops are scheduled according to the academic calendar, and teacher's grade pupils based on them.

Theory- The following is theoretical work for pupils.

• Sessional work is assigned for each subject. Students complete the sessional assignment properly.
• The teacher assigns three course-related questions followed by one tutorial question. Marks are provided from time to time.

Guidance and Counselling - Teachers guide students via theory and practice. The teacher informs the students about the criteria for each practical.

• Personal guidance is provided to each student to assist with their studies. Students consult with faculty members about their concerns and receive solutions from the guides.
• Subject teachers provide group advice to assist students in resolving problems and understanding their

concerns.

• Mentor mentees attend regular meetings as scheduled by their mentors. Mentor gives accurate information regarding academic and non-academic activities. Mentee seeks guidance whenever necessary.

• Viva-voce evaluations take into account students' overall performance in each exam, and grades are assigned accordingly. Internal and external examiners evaluate the students.

 • The college's academic and co-curricular programs, including national festivals, seminars, extension lectures, and workshops, promote discipline knowledge and application. Students actively plan, organize, and carry out these events under the supervision of instructors.

• The college's certificate courses promote equity and inclusivity, preparing instructors to uphold human values and respect diversity. Students are driven to take these courses for both job advancement and lifelong learning, which benefits their overall development.

2.7.4

Performance of outgoing students in internal assessment

Response: 100

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

Response: 150

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	[View Document](#)
Data as per Data template	[View Document](#)

2.7.5

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

Response:

DPRP B.Ed. College offers a very comprehensive curriculum and syllabus for both B.Ed. programs, each with its own appropriate and creative style of transaction. When students were admitted to these

programmes, they were chosen based on their attitude and aptitude for teacher education, as well as the score they achieved in their previous graduation or B Ed, if applicable. They got admitted after scoring a competitive percentage on their entrance exam. Their knowledge of teacher education at the entrance level was limited, as were the several abilities that were necessary. However, as the course progressed, each student began to acquire the necessary information and abilities for which they had been admitted. Students did satisfactorily on the numerous assessment tasks assigned to them. Almost all B.Ed. disciplines have multiple tasks assigned to them by the faculty, ranging from project work, seminar presentations, home assignments, report writing, lesson planning, theses, and so on. The attitude of sportsmanship and leadership, as well as participatory activities, is evident in their team activities and interactions during the numerous practice sessions. All of these tasks require the learner to demonstrate and reflect understanding of previously acquired information and learning. According to the PLO and CLO of the courses, their presentations show their ideals, skill, intellectual process, sense of nationality, and humanitarian thoughts. As a result, it is clear that students' performance on various activities mirrors their previously recognized learning needs, as evidenced by the numerous assignments assigned to them.

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description	Document
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: C. Any 2 of the above

File Description	Document
Documentary proof for each of the claims	[View Document](#)
Data as per Data Template	[View Document](#)

3.1.4

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

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

Response: A. All of the above

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: 0.77

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
10	2	5	4	3

File Description	Document
Data as per Data Template	[View Document](#)

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 0.42

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
6	3	2	0	2

File Description	Document
Data as per Data Template	[View Document](#)

3.3 Outreach Activities

3.3.1

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

Response: 13.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	14	15	10	12

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

3.3.2

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

Response: 34.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
52	40	30	32	56

File Description	Document
Report of each outreach activity with seal and signature of the Principal	[View Document](#)

3.3.3

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

Response: 42.19

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
45	58	60	62	29

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	[View Document](#)
Data as per Data Template	[View Document](#)

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 programs were implemented by the college to engage students in a variety of activities,

including environmental preservation, health awareness, current events, women's empowerment, and education.

• Awareness Programs and Meetings: Students participate in public health awareness programs that address topics such as environmental protection and women's health.

• "Literacy/Education" service under community work: A number of pupils were engaged in the education of impoverished individuals. The students collaborated to instruct the children in the vicinity of the campus. The concept is to utilize our students to reach and educate the broadest possible adolescent audience. This was not particularly effective during the epidemic, as our students were instructing children on how to use new learning instruments, such as cell phones, and children were experiencing difficulties with online learning.

• Nukkad-Natak/Street Play is the Part of the Indian tradition. The objective of the game is to convey a social and political message and establish a consensus among the populace in a unique manner.

• Environmental Awareness Program: In honor of World Environment Day, the College conducted community sessions. The college organized a variety of events to increase awareness of the significance of the environment in life, under the leadership of the United Nations Environment Program (UNEP). It has evolved into the most extensive environmental consulting platform. In an effort to be in harmony with nature, the institution endeavors to emphasize sustainable living. In order to foster a sense of unity among students and to collaborate in the preservation and enhancement of the environment, the college commemorates Environment Day. The environmental issues of our era are brought to the attention of the international, national, and regional communities through the competition.

• Literacy for Women: The general advancement of the nation is contingent upon the education of women. It is akin to a potent medication that is capable of curing and rehabilitating the ill. Women who are well-educated are capable of more effectively managing their personal and professional affairs. The integrity of education is the objective of the child's physical and mental growth. The primary objective of education is to equip students with a "complete knowledge"

• Community Service: The significance of community service is frequently disregarded. It can have a positive impact on our mental and physical well-being and can also help individuals feel appreciated. Gratitude for one's accomplishments is the foundation of a fulfilling and healthy existence. It motivates individuals to donate their time or volunteer in order to facilitate this. Community service has the potential to instill a sense of purpose and value in one's life, as well as to help individuals recognize the impact of their actions on others.

• Gender Sensitivity: The initial and most critical component of gender sensitivity is the ability to be receptive to the thoughts and emotions of a colleague of the opposite gender. This can be a straightforward method to gain a better comprehension of gender specifics, such as offensive remarks or jokes, and to comprehend all of their personal issues.

File Description	Document
Relevant documentary evidence for the claim	[View Document](#)

3.3.5

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

Response: 0

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

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

File Description	Document
Data as per Data Template	[View Document](#)

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: 0.8

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

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

File Description	Document
Data as per Data Template	[View Document](#)

3.4.2

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

Response: 2

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

Response: 2

File Description	Document
Data as per Data Template	[View Document](#)
Copies of the MoUs with institution / industry/ corporate houses	[View Document](#)

3.4.3	

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

Response: C. Any 3 or 4 of the above

File Description	Document
Data as per Data Template	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

The college has adequate physical and intellectual facilities to carry out the B.Ed programs in accordance with NCTE and university norms. The college campus area is about 1.08 acre, with a building construction area of 4986.47. The college three storage units quadruple the size of the facility. The classrooms, laboratories, and seminar halls are adequately equipped, including a computer system and Internet access. Aside from the building, the college have playground for sports activities. All departments are well-lit and ventilated, with benches. Separate common rooms for boys and girls. Students and staff have access to Wi-Fi on campus. To ensure security and safety, the college has installed CCTV cameras and fire extinguisher facilities around the campus. The college has created an environment that values extracurricular and support activities provided by the college.

The College features water storage as part of its rainwater harvesting scheme. The college campus has a clean and pleasant atmosphere. A large garden with pavements and pavers has been constructed on campus for the benefit of students. 'The Eco-Friendly Area is a campus-based program that emphasizes the relevance of nature in the teaching and learning process. The institution is well-equipped with physical and technological infrastructure that allows existing academic courses and administration to run efficiently.

The College features water storage as part of its rainwater harvesting scheme. The college campus has a clean and pleasant atmosphere. A large garden with pavements and pavers has been constructed on campus for the benefit of students. 'The Eco-Friendly Area is a campus-based program that emphasizes the relevance of nature in the teaching and learning process. The institution is well-equipped with physical and technological infrastructure that allows existing academic courses and administration to run efficiently.

- Well-furnished 12 classrooms.
- Digital board, Black Boards, White Boards are available in the classrooms.
- A well-furnished computerized administrative office along with ICT enable cabin of the
- Principal office
- Conference Hall
- IQAC office
- Account Office
- Kitchen
- Well-equipped 04 science Laboratories i.e. Physical, Mathematical, Chemistry, Biological.
- 02 ICT enabled classrooms.
- ICT/Computer LAB.

- Spacious seating arrangements with the qualitative furniture.
- Cleanliness, light and ventilation facilities are maintained in the classroom and laboratories.
- Well ventilated Auditorium and Seminar Hall with ICT facilities.

File Description	Document
Geo tagged photographs	[View Document](#)

4.1.2

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

Response: 14.29

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

Response: 2

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

Response: 14

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

4.1.3

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

Response: 17.65

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
19.91	20.18	1.59	3.62	5.21

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

4.2 Library as a Learning Resource

4.2.1

Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software

Response:

In College Library, we are providing pupils need based facility which help students to enhance their knowledge. Students get books through manual and catalogue system, through **infolib** library software. Librarian also help students how to find books through manual as well as E- catalogue. Students and teachers also get their books through open access system in library racks. The library is provided with Wi-Fi facility. The library working is computerized. E-library Software is being used for issuing books and maintaining records. The various housekeeping activities of the library, such as data entry issue and return of renewal of books, member logins etc. are done to the software. The books are being bar coded and the users are given unique barcode ID. The library is equipped with 04 computers, printer, scanner, photocopier and internet facilities which help students and teachers in accessing information. The teacher educators collect more information from websites to find useful teaching ideas. This includes Student and staff entries books issue and returns. Teachers and students use computers and the internet in library to access a variety of information about teaching subjects, the teaching learning process, teaching strategies, recent study material related to their topics.

4.2.2

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

Response:

Library Automation

The Library at DPRP stands as the vibrant nucleus of intellectual activity within the institute, fostering an environment conducive to continuous learning and knowledge enhancement. It is rich in collection, which consists of text-books, reference books, journals, educational magazines, general books etc. The institute has an N-LIST account which stands for National Library and Information and Services infrastructure which allows for access to online resources. Both students and teachers of our institution have login ID and password giving access to the information remotely also. College librarian creates username and password for faculty members and students and they can login via

http://nlist.inflibnet.ac.in/. Users can use these e-resources form anywhere. The primary objective of INFLIBNET is to provide reliable and efficient access to scholarly information resources to academic and research institutions in India. It provides access to a variety of electronic resources including e-journals, e-books, database and other digital content.

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

4.2.4

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

Response: 0.27

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
0.18265	0.85485	0.08452	0.1574	0.0545

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)

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: 20.99

4.2.5.1 **Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**

Response: 600

4.2.5.2 **Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year**

Response: 800

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: 900

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: 800

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: 700

4.2.6

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

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

4.Documents are obtained as gifts to College

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	[View Document](#)

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

There are different digital technological facilities available in the college. There are 02- smart classrooms which is digitally equipped and conference hall with projector. There are 04 smart science laboratories available in the college. The college has also LANGUAGE LAB consisting of all equipment's. A well-equipped computer lab is also functioning in the college. The students of the college are access to the computer lab. The administrative building and the library building are facilitated with the Wi-Fi connectivity. This facility is also available in the newly double storage constructed building. There is open access of Wi-Fi connectivity to all student and the staff members of the college. The college also run computer certificate course to the all students, and gives knowledge to other related computer accessories. All teaching staff member use the ICT in the classrooms and laboratories, whenever needed. The different educational sites are shown to the students with the help of digital device.

Most of the official work is being done with the help of ICT. Website is maintained by SAM Softech. College pays a fee for maintains. The college regularly maintains the IT facilities. Following are some basic facilities for updating:

- Computer is formatted in regular basis.
- College itself formats the computer without any fees and by the help of computer operator.
- Anti-virus is regularly installed in computer. All computer has anti-virus
- Wi-Fi connectivity is available in Principal chamber, Office-room, IQAC room, library and laboratories.
- CCTV is installed in every classroom.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	[View Document](#)

4.3.2

Student – Computer ratio for last completed academic year

Response: 6

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

4.3.3

Internet bandwidth available in the institution

Response: 100

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

Response: 100

File Description	Document
Receipt for connection indicating bandwidth	[View Document](#)
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	[View Document](#)

4.3.4

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

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

Response: C. Any 2 or 3 of the above

File Description	Document
Data as per Data Template	[View Document](#)

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 18.4

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
20.00	22.58	0.94550	03.13	5.99

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)

4.4.2

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

Response:

The College has a Policy for maintaining and utilizing physical, academic and support facilities.

Laboratory: Separate computer, cultural, digital, psychological, language, science and social science laboratories are well maintained according to the requirements of the institution.

Library: The library advisory committee monitors the overall development. Student visit staff list, books and other materials borrowed are all recorded. Initiative purposes for the availability of journals, books, newspapers, magazines and also various recommendations and suggestions are taken into action.

Sports: Indoor and outdoor sports facilities are available within the campus. Activities such as chess, table tennis, football, badminton, tug of war, shot put, and javelin throw etc.

Computers: The institute has well computer lab with 26 numbers in total. A latest configured desktop with uninterrupted power supply is provided. Computer operator is appointed for smooth running and maintaining the entire system.

Classroom: Classrooms are allocated as per the strength and specialization of the students separately for B.Ed. course. Time table and other documents related to classes is displayed at classroom entrance. All classrooms are well ventilated with smart board, LCD projectors with Wi-Fi facility. Maintenance of all the equipment's is under self-finance/management. The maintenance of the infrastructure is considered an important responsibility of both the staff and the students and reminders from time to time are communicated for maximum maintenance and support. The utilization of the infrastructure is also carried on responsibly by careful handling and repairing whenever required.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: B. Any 4 or 5 of the above

File Description	Document
Data as per Data Template	[View Document](#)

5.1.2

Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

File Description	Document
Geo-tagged photographs	[View Document](#)

5.1.3

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

sexual harassment and ragging cases such as

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

Response: C. Any 3 or 4 of the above

File Description	Document
Data as per Data Template for the applicable options	[View Document](#)

5.1.4

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

1. Monetary help from external sources such as banks

2. Outside accommodation on reasonable rent on shared or individual basis

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

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

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: B. Any 3 or 4 of the above

File Description	Document
Data as per Data template	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 4.84

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
5	4	5	5	5

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: 6.67

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

Response: 10

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

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

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
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: 7.66

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
12	11	5	4	6

File Description	Document
Data as per Data Template	[View Document](#)
Copy of certificates for qualifying in the state/national examination	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response:

The institution has student council for the development of the college. Our college campus students work with the collaboration of teachers. The Student Council of DPRP B.Ed College had been active from the beginning. The Student Council has been looking after the welfare of the students in particular and College.

Student Council Members

- **Satyakant Tiwari (President)**
- **Ritesh Sinha (Joint Secretary)**
- **Sweta Singh ((Secretary)**
- **Raushan Kumar((Joint-Secretary)**
- **Anjana Kumari (Member)**
- **Abhishek Kumar (Member)**

The college always engaged to students in different functions, festivals, seminars etc. The teachers elected council members through vote in the class. After elected they are engaged all activities which is conducted by the college. The students work with the collaboration of teacher's and principal, example, the members given a responsibility to celebrate one festival. All member of the council share their work and perform task with responsibility. The responsibilities are changed in the next festival/function, so that all students are able to understand and perform all kinds of task. Student Council conducts a lot of activities like poetry, essay writing competition, debate etc . In the future students will be able to do their work easily and responsibly. The Student Council also takes part in the Annual Stakeholder's Meeting where the Curriculum of the Institution is discussed and the mode of transaction is analyzed. The Student Council actively is involved in all the co-scholastic transaction of the college and acts as the voice of the student teachers of the College.

5.3.2

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

Response: 8.8

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
17	11	0	10	6

File Description	Document
Reports of the events along with the photographs with captions and dates	[View Document](#)
Data as per Data Template	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The college has an alumni association called **Alumni Association Dashrath Prasad Ramnandan Pandey B.Ed College.** The goal of the association is to move forward with unselfish intentions for the growth and development of the institution and its students. The association serves as a forum for discussion between current students and old students, as well as institution teachers and administration. It has contributed significantly through financial and non-financial means to improve the facilities and infrastructure of the college with the help of the active participation of the alumni.

Contribution of the Alumni Association:

• The Alumni Association formed an account and members contributed based on student interests. However, the complete contribution will be sent to the bank in the association account.
• The association collaborated with students and teachers to organize social welfare and awareness activities such as Swatchata Abhiyan, Tree Plantation, Blood Donation Camp, Free Medical Health Test Camp, Covid-19 Vaccination Drive, and more to promote self-reliance among students, particularly the poor and needy.

File Description	Document
Certificate of registration of Alumni Association, if registered	[View Document](#)

5.4.2

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

1. **Motivating the freshly enrolled students**

2. **Involvement in the in-house curriculum development**

3. **Organization of various activities other than class room activities**

4. **Support to curriculum delivery**

5. **Student mentoring**

6. **Financial contribution**

7. **Placement advice and support**

Response: B. Any 4 or 5 of the above

5.4.3

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

Response: 2

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

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

File Description	Document
Data as per Data Template	[View Document](#)

5.4.4

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

Response:

The ALUMNI Association of DPRP B.Ed College has been formed in 2023, the association has been working hand-in-hand with the College assisting in bringing quality culture. The ALUMNI is involved in

the stakeholder's meeting where it plays an important part in the discussion of mode of transaction of the curriculum. The ALUMNI also from time to time visits the College and involve itself in the many function like College week and College Foundation Day and other important days.

They are Encouraging students to pursue higher studies. The members provide academic and career advice for development of the students.

- The Alumni promotes networking among all students.
- The alumni motivates freshly registered students on the first day of the new semester.
- Keeps the college up to date on student placements.
- Provides information on job opportunities in schools.
- Feedback has helped improve curriculum and organize new activities.
- The college has received numerous positive recommendations for improvement.

Encourage and support Institute students in athletic, cultural, and extracurricular

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The institute has a strong vision to provide the greatest institution for holistic development. The goal is to combine academic achievement, professional competence, personal values, and societal abilities. The goal is to prepare students to be leaders who can confidently manage future issues while also guiding and contributing to society. To achieve this objective, the school has developed a comprehensive strategy for governance, infrastructure development, creative pedagogy, and participatory decision-making that involves all stakeholders, including teaching and non-teaching personnel and institutional bodies. The management, along with the principal, teachers, and administrative personnel, work to achieve the institution's objectives through various activities. The numerous committees play an important role in promoting transparency, accountability, and diversity. Committees such as the College Governing Body (GB), IQAC, student council, internship committee, and Alumni coordinate and carry out responsibilities necessary for the institute to run smoothly. Aside from establishing a clear vision and mission, management develops a strategic plan to provide support and guidance in areas such as knowledge sharing and learning, improving training and placement programs, embracing technology for a better classroom experience, fostering deeper alumni engagement, community engagement initiatives, and an eco-friendly, sustainable campus. The principal plans the above activities using the academic calendar, reviewing each month and assigning assignments to teachers based on their portfolios. Records and reports are maintained and evaluated, and the results are presented to management. The university welcomes both staff and students to contact it with any concerns or issues. The institution holds regular staff and committee meetings to strategize, implement, and provide constructive input on its operations and initiatives.

6.1.2

Institution practices decentralization and participative management

Response:

Dashrath Prasad Ramnandan Pandey B.Ed College's management model is decentralized and participative, empowering stakeholders at all levels to collaborate and achieve better outcomes. The management adopts a democratic leadership approach, emphasizing teamwork and encouraging collaboration to develop a sense of responsibility and commitment among stakeholders. The institution follows its organizational decision-making chart. The college's principal and faculty work together to

designate positions and duties. She chairs all committees and works closely with teachers and students. The objectives are thoroughly analyzed to get the desired outcomes. Committees hold frequent meetings to provide portfolio reports, activity reports, and conduct review sessions to analyze progress. The committees include IQAC, GB, student council, admission, examination, internship, sports and study trip, grievance, magazine and noticeboard, alumni, placement, and cultural committees. Decentralization in management is exemplified by the frequent establishment of new committees and the rotation of committee members. However, IQAC has been committed to delivering its tasks with all college members. The admission committee will be able to inform applicants for admission, administer entrance exams, and provide counselling based on scores and performance. The infrastructure committee will collaborate with the Principal to identify areas for infrastructure improvement and partner with a building business, agency, or college fund. The teaching and non-teaching committees conduct regular meetings to address the remuneration and welfare of non-teaching staff.

6.1.3

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

Response:

DPRP B.Ed College fosters maximum transparency and responsibility in its academic, financial, administrative, and other functions. There is a fully functional, robust, and well-integrated system of internal processes such as admissions, examinations, internal quality assurance, library management, and so on. The Institute has a highly secure IT infrastructure to streamline information flow.

Financial Transparency: DPRP B.Ed College ensures complete transparency in its financial operations; the finance department is led by the Principal, who conducts regular financial audits. The governing body also reviews the financial statements at general meetings. Most crucially, the institute's audited financial statement is made available on its website to ensure financial openness.

Academic Transparency: In academic concerns, the governing body is the ultimate decision-making authority. It makes decisions about how the institute's academic programs will operate. The body also provides advice on syllabus change, academic process improvement, and other academic-related decisions.

Administration Transparency: The Institute maintains administrative transparency by posting meeting minutes. The institute's website allows users to view disclosure materials such as meeting minutes. There are administrative and academic bodies that promote accountability and enough autonomy in decision-making.

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

DPRP has strategy plan aligns with its mission and vision of promoting social and human values while fostering academic success. Our goal is to establish a top teacher education college as part of a comprehensive degree program, producing exceptional educators. DPRP aims to become a Premier College under NEP-2020, requiring upgrades to both physical and academic facilities. The college is extending its infrastructure to meet the demands of new students and align with its strategic strategy. The college has financed for the digital library, and work is now completed. The college aims to become a hub for educational research and teacher education. The college takes pride in being the only government school dedicated to training unskilled teachers.

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:

Administrative Governance

The institution, affiliated to Magadh University, is operated by under Society act. Spearheading the institution's long - term plans are the Founder Chairman of the Society, Shambhu Nath Pandey and the Secretary of the Society Dashrath Prasad. Their dynamic leadership, vision and inspiration are crucial in guiding the institution towards excellence in the field of education.

The principal serves as the institution's leader collaborating with the management and oversees the institute's daily operations. This includes working closely with the staff and various committees to ensure that the institution operates seamlessly, in accordance with the university's regulations and in alignment with the institution's vision, mission, objectives and values.

College Governing Body (GB): The GB plays a vital role in enhancing the overall development and quality of education. It aims to foster an environment of continuous improvement and innovation in teacher training ensuring that the institute meets the evolving needs of the students and the educational landscape.

Internal Quality Assurance Cell (IQAC): The IQAC at DPRP B.Ed College is responsible for monitoring and enhancing the quality of education and institutional processes. It works in the following areas such as quality assurance, institutional planning, academic program review, faculty development, assessment and evaluation, student feedback and best practices. The cell plays a pivotal role in fostering a culture of quality and continuous improvement within the institute that it provides high quality education and meets the expectations of various stakeholders.

Grievance Redressal Cell at the institute plays a crucial role in addressing and resolving issues, complaints and grievances raised by student teachers. Its functions are primarily related to receiving complaints, maintaining records of all complaints, ensuring confidentiality, conducting investigations, resolving grievances, recommendations, awareness and prevention of issues. It maintains a positive healthy learning and working environment within the institution. It helps address issues promptly and ensures justice.

Anti Ragging Cell: The cell ensures the safety and well -being of students and creates a conducive learning environment free from any harassment or bullying. Awareness sessions are conducted to sensitize students towards the harmful effects of ragging. It works to uphold the principles of respect, dignity, and equality.

Appointment Procedure:

- **Recruitment and Promotional Policies**
- **Advertisements & Outreach**

The college follows NCTE as well as university guidelines- when advertising vacant positions for faculty in both national and regional newspapers. Eligible candidates are encouraged to apply. Selection process: A panel of experts conduct interviews to select the most suitable candidate. Proficiency in English language

- Technological proficiency
- Demonstrate professional and personal quality
- Compensation and Service conditions
- Recognition and Appreciation

The college values and appreciates the dedication and efforts of its staff members. Regular recognition and acknowledgement are provided to staff members for their contribution in fulfilling their responsibilities effectively.

6.2.3

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

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

Response: B. Any 5 of the above

File Description	Document
Screen shots of user interfaces of each module	[View Document](#)
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)

6.2.4

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

Response:

The institute encourages comprehensive growth and believes in a decentralized approach. For this aim, numerous committees are formed in the College to ensure that activities run smoothly and efficiently. It also allows faculty members to build and develop their extracurricular activity/field and administrative skills. The Principal establishes committees in conjunction with faculty for one academic year or until new committees are formed. Each committee is allocated certain tasks related to the requirements of executing college functions. Committee heads oversee the work and keep a record of the cell/club/committee's actions. A minimum of two meetings will be held in the year proceeding the occasion, in the presence of the Principal and Committee Chairs. Committees are formed when needed. Members are reshuffled to accommodate changes in committees for various responsibilities. This enables participants to become acquainted with any type of activity related to any function. The conduct of functions develops relationships and harmony. The college has 8/10 functional cells/committees that effectively carry out all obligations.

The procedure followed for constituting a committee is as follows:

a) A notice is circulated among the faculty inviting their choice of preference of committee. If the preference made by the faculty is found suitable by the team (Principal) they approve the same. . In case of any tie or any mismatch, the team reassigns the staff member.

b) The outgoing Conveners/ In-charges of the committees are expected to hand over all the relevant documents/files to the new Conveners /In- charges in the presence of the Principal or a staff representative/ secretary.

c) The committee members further nominate student office bearers via written competition or debate or allocution as the case may be, if the number of proposed and seconded students is more than required.

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Dashrath Prasad Ramnandan Pandey B.Ed College successfully implements welfare plans for both teaching and non-teaching staff. The College arranges for the use of all government schemes such as EPF, Maternity Leave, Medical Facility, Leave on Overseas Project or National and International, Conference, Seminar, Workshop, Permission to Attend FDP such as Orientation programmes and Refresher courses, short term courses, and so on for the career development and advancement of both teaching and non-teaching personnel. Besides the above, the following benefits are given to the teaching and non-teaching staff. DPRP B.Ed 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
- Fund for Research work, faculty Development Programme both at the national and international level.
- Free-ship for Ward/Children education for Teaching and Non-teaching staff.
- For the need of the staff Salary advance to the Teaching and non-teaching staff.
- Loan for Daughter's and Sisters Marriage
- Special Leave for women staff.
- Medical Leave.
- Employ Provident Fund, ECI etc.

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: 9.03

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
4	5	0	2	3

File Description	Document
Data as per Data Template	[View Document](#)
Certificate of participation for the claim	[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	[View Document](#)

6.3.4

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

Response: 12.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	4	5	2	3

File Description	Document
Data as per Data Template	[View Document](#)

6.3.5

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

Response:

The performance evaluation system for both teaching and non-teaching personnel is a critical component for sustaining excellence inside the college. The college utilizes distinct performance appraisal forms for both teaching and non-teaching personnel. The characteristics of teachers include communicative clarity, realistic objective setting, student interaction, utilization of innovative techniques and learning materials, classroom supervision, student assessment, participation in activities, respect for gender, teacher personality, and relationships with administration and staff. The characteristics of the non-teaching staff include diligence, communication proficiency, punctuality, helpfulness, documentation skills, engagement in voluntary activities, and rapport with colleagues and administration. The traits are categorized under various ratings, and the employee's strengths are documented. Recommendations for enhancements are also provided. This evaluation serves as the impetus for both instructional and non-instructional personnel and is conducted annually.

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The process of internal financial audit is done regularly in the college by the end of every academic session. All faculty and student representatives who were in charge of the different committees submit their report of utilization of funds allocated to their portfolio. The audit till March, 2023 is done. The audit for the year 2018, 2019, 2020,2021,2022,2023 are done and the certificate enclosed duly signed by the Chartered Accountant. The Audit certificate of 2022-2023 is also submitted. DPRP is a Private Institution so the college conduct only internal audit. This is an affiliated college so only internal audit is applicable so every financial year Internal audit has been done. The external audit is not applicable for this institution. The college conduct internal audit to SATENDRA KUMAR & and Associates. The last audit of the college is done by Mr. SATENDRA KUMAR. Internal audit has been done up to financial year 2022-23. The college takes decision for audit with the order of governing body of the college. So audit has been completed till date. Accounts are maintained by the Accounts Section of the college which are checked and supervised by the Accountant and Principal of the college regularly.

6.4.2

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

Response: 0

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

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

File Description	Document
Data as per Data Template	[View Document](#)

6.4.3

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

Response:

The DPRP B.Ed. College is a private self-finance college. The Income of the college is generated from fee of students only. The Principal with the help of management committee of the institution monitors the use of resources received from fee and funds from students and any other scholarship fund from government or university. The accounting procedures are simple and transparent, so that it could be convenient for the audit authorities to exercise effective financial control. They make recommendation for better handling of resources and effective mobilization of available funds. For smooth running of the institution various committees have been constituted, each committee studies its own field and analyses the requirements and then forwards it to Principal. No authority shall exercise its powers of sanctioning expenditure to pass an order which will be directly or indirectly to its own advantage. In case of any need where the financial support is required, proper demand in writing is made from the concerned Department. For e.g. in case of any requirement, the details of the requirement of the equipment's, maintenance infrastructures etc. are prepared and proper procedure for purchase is adopted. Every bit of expenditure requires an administrative approval by the competent authority. The Accountant is required to undertake reconciliation of receipts and expenditure at the end of every three months with the online accounts software. The reconciliation statement shall be signed by Principal as well as by the Accountant. All money received by or on behalf of the institute either as dues or for deposit is brought into institute account immediately. The sums received is forthwith be paid into the authorized bank account.

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell of DPRP has been contributing significantly to the development of the institution in categories of teaching learning, pedagogy, student orientation, induction and teachers' orientation. Though the year has been a tough one because of the pandemic significant workshops and orientation programmes were conducted following proper SOP. The New National Education Policy 2020 had been analysed in detail to sensitize the teachers regarding the philosophy and the practice of the new norm of education. Exposure of the students to the schools had also been conducted. The pandemic had resulted in the closure of schools and the concluding part of the school exposure and internship had been conducted in the simulation form. B.Ed. Students Inductions Meet has been conducted for the newly admitted students. Other activities successfully conducted i.e. institutional seminars are also done in online and offline mode. After the pandemic, the college is now going on full swing and conducting all activities, both scholastic and co scholastic.

6.5.2

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

Response:

The teaching-learning process is periodically assessed through the IQAC in a systematic manner. At the end of every semester student's feedback is taken to assess the level of the teaching learning process. After the analysis of the feedback initiatives are taken up for remedial action. Teachers' orientation workshop and panel discussions are taken up from time to time to meet the challenges of any new aspects in the curriculum and syllabus. Faculty members are advised to share new knowledge and information regarding teaching learning process, from the orientation and workshops they attended. Innovative and student-centred teaching is encouraged in the college.

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.

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: 2.4

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
4	3	2	2	1

File Description	Document
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

6.5.4

Institution engages in several quality initiatives such as

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

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

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

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	[View Document](#)
Link to the minutes of the meeting of IQAC	[View Document](#)

6.5.5

Institutions keeps track of the incremental improvements achieved in academic and administrative

domains of its functioning through quality assurance initiatives

Response:

The Institute strives for perfection in providing the best services to its stakeholders; in this process, IQAC plays an important role in continual quality assurance. The institute works closely together and attempts to meet changing demands. IQAC guarantees that the quality of inputs offered to students improves on a regular basis. Quality enhancement measures in the academic and administrative sectors were successfully implemented throughout the last five years.

- Campus Connectivity built up: a. Wi-Fi enabled campus b. Campus surveillance through CCTV
- Environment friendly campus has been developed.
- Interactive Board/Digital Board has been setup.
- Seminars / Workshops has been Organised.
- Environment friendly campus has been developed.
- The institutions management opts for the alternate ways of production of energy such as solar energy.
- Power head projector installed in college's auditorium for academic purposes.
- Teachers are encouraged to use ICT tools to prepare and deliver their lectures through audios, videos, and PPTs.
- The library has been enriched with new edition books, periodicals etc. College's library has been partially automated and the modified software is used.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

The college has become energy efficient during years. The institution has used all available strategies to become energy efficient despite limited space and a tall construction. All of the classrooms, labs, and restrooms use LED lights, which lowers general energy usage.

The institution has launched a few projects like this;

1. To enhance the air quality: 50 plants and others as well as a total count of Areca Palm and other plants have been planted to create a more pollution free atmosphere.

The institution has maintained and planted thirty plants on the college campus to help to enhance the flora there.

3. For energy economy, we have entire campus tube light and led bulbs.

4. Present Saplings to Guest Invites: The institution customizes offering saplings to guests for different projects.

5. Emergency contact numbers: The institution implementing the advised show the emergency phone number of the closest hospital, fire station, and critical person.

Six other projects the institution does are as follows:

The meter cabin has a fire extinguisher installed; danger signs are placed there and next to electrical boards; an emergency evacuation plan is developed and shown at the center point.

- Raising awareness among consumers about environmental preservation by means of contests and other diverse activities.
- Designed "SWITCH OFF" posters on the rear side of classroom doors;
- The institution has started to eliminate draft printing.

The management also approved the installation of sensor-based electric lights on campus. Other Initiatives: Students have been following directions as the university has been teaching them through posters at all switchboards to prevent waste of electricity. Less occupancy of the room means staff and students should avoid ACs and turn off extra lights or utilize natural lights and fans instead.

7.1.2

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

Response:

The institution maintains a waste management system that is transparent, well-organized, and centralized. The institution has established predetermined systems for the management of various

categories of waste. Solid refuse Management - The college generates solid refuse primarily from three sources: the examination, library, and canteen. The paper refuse generated from examinations and the library is disposed of by the paper waste vendor. The agencies that oversee the recycling process purchase the paper from these vendors. Scrap merchants sell the metal scrap produced to metal casting companies. In the canteen, refuse is classified as either decomposable or non-decomposable. The Municipal Corporation's collection system disposes of non-degradable waste, while moist waste is placed in composters.

Liquid waste management - In the event that the effluent is contaminated with detergents, it is disposed of in accordance with the drainage system, as outlined in the AMC guidelines. Biomedical waste management - The institution does not produce any biomedical waste during its operations. Nevertheless, two potential sources have been identified that have the potential to produce bio-medical waste.

(i) Medical Centre: The medical center does not perform any surgeries or administer injections using syringes. The pupils are transported to the nearest hospital in the event of any such accidents or ailments. Nevertheless, the center adheres to the AMC's guidelines by employing a red carry bag to dispose of blood-soaked bandages.

(ii) Ladies' restrooms: In accordance with AMC regulations, black carry bags are employed to dispose of used sanitary tampons. Signage was installed in all ladies' washrooms to instruct female pupils and staff to dispose of used napkins.

E-waste management — The institution conducts activities related to environmental protection, Go Green, and other e-waste management-related initiatives. The institution offers support for the recycling of electronic refuse. The institution engages in three distinct kinds of activities with the old electronic durables:

1. DONATION - The institution has been donating old electronic products that are in functional condition to the impoverished members of the community.

2. DISPOSAL OF E-SCRAP: Scrap is the term used to describe electronic refuse that is not suitable for use in the aforementioned categories. This e-waste disposal activity is conducted every 4-5 years to facilitate the donation or disposal of a substantial quantity of e-products. A prominent e-waste management company in the city was selected as the vendor for the most recent e-waste disposal.

? Waste recycling system - - The Institution maintains a Gobble Bin for wet refuse. - The institution sells the refuse to agencies that recycle it either independently or through another vendor for paper and metallic waste. - The institution is either donating e-waste for reuse or selling it to an agency that specializes in e-waste management.

? The college does not produce any hazardous substances or radioactive waste.

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: A. Any 4 or more of the above

File Description	Document
Geo-tagged photographs	[View Document](#)

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting

2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Response: A. All of the above

File Description	Document
Geotagged photographs	[View Document](#)

7.1.5

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

Response:

Cleanliness: DPRP commitment to cleaner, greener environment is visible through range of initiatives. At the college and campus level, Swachh Bharat Abhiyaan or Clean India Campaign was held to bring about change in behavioral and attitudinal aspect of habitants. TEI is resilient in deployment of dedicated team for maintenance of water system, drainage system and waste management system in the campus. The periodic maintenance practiced in the campus induces sense of cleanliness.

Sanitation: Access to sanitation facilities is a fundamental right to safeguard health. Separate and safe sanitary facilities for females in the campus are also an encouraging factor of the institute. Dedicated safe drinking water sources are present at many places throughout the campus which comes from storage tank. The waste water is discharged into the common municipal drain, which is a common practice in and around Chitragopi. Segregation of the waste is done in the campus premises, with two dustbins are kept labelled as 'Wet Waste and Dry Waste. The organic waste is disposed of through municipal waste. The electronic gadgets / waste is either donated if useful or handed over to waste collectors. The general solid waste is disposed of through Aurangabad Municipal Corporation. Cleanliness of toilets, classroom, campus is mandatory. During Covid protocols, sanitizers were kept in every floor and entrance.

Green cover: Apart from primary cleanliness and sanitation efforts, the institute is also committed to

promoting sustainable habits by promoting cloth bags with other efforts to maintain a plastic free environment. The objective was to encourage self-reliance through sustainable practices. In a quest for healthy and sustainable campus, spaces with plantation have a vital role. To add to the green cover of the Institute some indoor plants have been installed to improve air quality.

Pollution free healthy environment: Environmental Promotion Activities on Plastic Awareness Event, Tree Plantation at college campus, Plastic Recycle, Clean and Green, Awareness on sound pollution, etc. are conducted as outreach activities to the wider school community. These sessions were conducted for the school students to make them aware of better cleanliness habits as well as to develop an appreciation and interest for sustainable environmental practices. The institute also prohibits intra movements of vehicles as to enhance the indoor air quality of the campus which in return reduce the air pollution.

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

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: A. All of the above

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

7.1.7

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

Response: 0.45

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
1	.020	.03	.25	0

File Description	Document
Data as per Data Template	[View Document](#)

7.1.8

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

Response:

DPRP B.Ed College is affiliated to Magadh University and is located at the Aurangabad, providing all facilities to students and visitors and is easily accessible for all. TEI is at an advantageous location in every aspect and provides ample facilities to students. DPRP has conducted various activities in its endeavor to leverage the local environment, locational knowledge and resources, community practices and challenges.

Local Environment: A Swachh Abhiyaan programme was conducted where student teachers participated in cleaning the campus premises, conducting cleanliness and hygiene session for practice teaching school students. The institution has focused on several community and social issues and conducted activities to sensitize the student teachers and the community reach out to the less privileged in society and to contribute in different ways to the welfare of the society. The TEI being close to many schools in the area with sufficient resources provides optimal exposure to students. Students have easy access for- Observation of classroom teaching, Internship in the schools to practice skills learnt and Teaching Practice in the schools to deliver lessons.

Locational Knowledge: The institution has endeavored to spread awareness on the environmental issues through a Poster competition on sustainable living, cloth bag making competition, Environment Day, etc. Sessions, webinars by different experts focusing on role of teachers, new approaches, tools, resources they can use and challenges they face in today's changing times due to the pandemic and the online educational process. Various sessions, webinars, seminars were conducted on highlighting important issues such as gender equality, human rights, social wellness, physical wellness.

Community practices: The institution has leveraged the locational knowledge and resources to a great extent by organizing expert talk sessions on Mental Health. A value-added course on Yoga was conducted to inculcate health and wellness practices among the student teachers and the community.

7.1.9

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

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

Response: A. All of the above

File Description	Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE 1

TITLE - CLEAN & GREEN CAMPUS

OBJECTIVES

1. Eco-campus by planting more trees.
2. Efficient use of available water.
3. Proper waste management.

4. Planting and maintaining trees.
5. To accept clean production concept.

Cleanliness is essential for health and safety. Maintaining a clean campus atmosphere sets an excellent example for students. It inspires students to be proud of their college, which makes them less inclined to litter and, as a result, they may make greater efforts to protect the environment.

At DPRP B.Ed. College, we try to build an educational paradigm centred on compassion and mindfulness. The green campus program began with the goal of instilling an eco-friendly culture and making the school more environmentally sustainable. Our goal is to construct a plastic-free campus, generate minimal waste, and preserve energy, safeguard biodiversity, and practice self-sustainability in areas such as power, water, and hygiene. This is the collaborative effort of our staff, students, and the surrounding community to get our college recognized for its duty to the campus.

THE CONTEXT

Conservation is extremely important today since we are dealing with a number of environmental issues. The primary reason of these challenges is that humans consume natural resources at a far faster rate than they can be replenished. Deforestation and urbanization are causing pollution to worsen on a daily basis. The relationship between college and nature has been long and enduring, as students and staff at the College are aware. The college is located in a lush environment, and the campus has been developed around green vegetation. The rest of the site is divided between playgrounds, lawns, and gardens. A large region is left to its natural state and serves as a natural habitat for biodiversity. A diverse range of grasses, herbs, shrubs, and trees contribute to groundwater recharge. Our college has constantly worked to create and maintain an environmentally friendly and clean campus.

THE PRACTICE

Cutting trees on the campus is strictly prohibited. Our college plants new trees every year and maintains an herbal garden. Our campus is plastic-free, Steel crockery is used in the college, Canteen, hostel mess, and Kitchen of the college.

Environment-friendly energy-saving electrical appliances that reduce waste inefficiencies have been installed. The electrical wiring is protected against leakage and short circuit at three levels: **MCBs** on all floors, we have phased out 100% CFL and Conventional light sources with LED Lighting. The College uses solar energy and practices in water harvesting.

Green Campus Initiatives:-

1. **Plantation:**
    - The different varieties of plant species are planted at defined intervals in the campus with the help of stakeholders. During last five years, college has planted hundreds of plants and trees.

Present green campus is the outcomes of our sincere efforts.

- To engage students, expert policymakers, and academicians, we organized various programs in Campus for creating green and clean atmosphere.
- Green Initiatives in college are student-driven. There are many active students in the engaged in this drive. This students organized many events to raise awareness about environmental issues.

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Holistic Development
DPRP strongly advocates for students' overall development in order to shape them into strong and sound persons with intelligence and empathy, as well as a great sense of social responsibility, integrity, tolerance, and sportsmanship. The college's mission is to promote students' overall development by integrating academic interests with a variety of other activities. These activities are believed to help individuals enhance their physical, mental, spiritual, moral, and aesthetic traits over time. To achieve the college's objective, measures are implemented under the following headings: Physical Wellbeing: To ensure students' physical well-being, the college has implemented the following measures:
• The college organizes many sports activities and tournaments annually. Sports like as kabaddi, badminton, volleyball, football, and cricket are an important element of the annual college week and foundation day celebrations. Furthermore, the college organizes friendly cricket and volleyball contests between professors and students, which not only helps students gain physical strength but also fosters friendship among teachers and students. On a regular basis, numerous students may be observed playing different games on the college campus. Additionally, the college has an arrangement with Nehru Stadium to use its grounds for sporting events. The stadium's proximity to the institution makes it easy to host sports competitions and activities there.
• The Health Cell at DPRP promotes students' physical health through various activities. The cell conducts a variety of regular activities, including resolving students' health concerns, giving first aid on campus, and spreading awareness about health and hygiene. Furthermore, the cell took the initiative to sign a Memorandum of Understanding (MoU) with the National Health Mission to hold health camps on the college grounds. According to the MoU, health camps are held on campus every month, and participants include not only members of the collegiate fraternity but also residents of the surrounding area. The camps pay close attention to the needs of the pupils.
• The College welcomes resource individuals from various organizations to give primary/preventive mental health services to students through workshops, seminars, and lectures on stress management and positive thinking.

5. CONCLUSION

Additional Information :

DPRP B.Ed college is run under society Satbahini Public Charitable Trust.Dashrath Prasad Ramnandan Pandey B.Ed. College believes in fostering a culture of creativity, critical thinking and ethical teaching leaders. Our college facilitates well equipped smart classrooms, libraries, laboratories, green atmosphere, well equipped music class, and computer lab including yoga classes. Providing conducive environment for academic exploration and growth.

Concluding Remarks :

Dashrath Prasad Ramnandan Pandey, B.Ed. College was established in 2012. Due to the tireless efforts of intellectuals and social workers including business class of Aurangabad district under the Satbahini Public Charitable Trust that established in 2010.

The real founder of this college is Mr. Shambhu Nath Pandey, the Secretary of this College and the great Social worker of Aurangabad. With the effort of Local people of Aurangabad and Mr. Shambhu Nath Pandey, this Establishment has made aggregate history in the the development of Aurangabad District.

As an Affiliated of Magadh University Bodh Gaya, recognised by NCTE Bhubaneshwar, Odisha, we uphold the commitment to Academic Excellence and holistic Development of our Course of B.Ed. designed to equip students with the knowledge, skills, and insights needed to thrive in today's competitive world.

It has got permission for only 100 students in 2012 for B.Ed. but after the great effort, best infrastructure, and good result of our institution. It permitted to run the D.El.Ed. Course from 2016 with 50 Seats. In 2018 the Seat has increased from 100 to 150 in B.Ed. Course and 50 to 100 in D.El.Ed in 2019 Course due to our Excellence Performance.

What Sets us a part of our dedicated faculties, who are experts in their respective subjects and fields, are committed to nurturing the talents of the Learners. Through the innovative teaching methods, Personalised Guidance and practical learning be insure the every learner receives a well rounded education that make them the young minds architecture.

Dashrath Prasad Ramnandan Pandey B.Ed. College believes in fostering a culture of creativity, critical thinking and ethical teaching leaders. Our college facilitates well equipped smart classrooms, libraries, laboratories, green atmosphere, well equipped music class, and computer lab including yoga classes. Providing conducive environment for academic exploration and growth.