



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**R.T.C.B.ED. COLLEGE**

**R.T.C. B.ED. COLLEGE, VILL-P.H.E.D. BUTI, P.O-BARIYATU DIST-RANCHI,  
JHARKHAND PIN-834009**

**834009**

**[www.rtcbedcollege.com](http://www.rtcbedcollege.com)**

**SSR SUBMITTED DATE: 09-07-2024**

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July 2024**

# **1. EXECUTIVE SUMMARY**

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## **1.1 INTRODUCTION**

R.T.C. B.Ed. College was started in the year 2006 under Gramvasi Alpasankhayak Vidyavardhani Samiti (GAVS). Under the guidance of Sri Ram Tahal Choudhary, the then M.P Ranchi constituency a meeting of Founder Trustees was held at R.T.C. High School, P.H.E.D., Buti, Ranchi. The total project was discussed with required financial involvement and then a consensus was achieved to open a B.Ed. college at Buti.

The decision was to run the Institution under GAVS a trust already working in the field of education in this rural area.

It was resolved to name the institution “R.T.C. B.Ed. College”.

R.T.C. B.Ed. College, P.H.E.D., Buti, Ranchi, (Jharkhand) is established and managed by GAVS charitable trust for human Welfare: It is recognized by NCTE Bhubaneshwar and is affiliated to Ranchi University, Ranchi to provide education in B.Ed. course to the students for both boys and girls.

The Prime objective of this B.Ed. College is to provide qualitative teachers having high morality their all round development and enthusiasm to teach the students.

### **Vision**

- To develop academic integrity and accountability with sincerity, dedication and a joy full team work.
- To sustain intellectual excellence and creativity.
- To improve positive attitude among the teaching professionals committed to the future generation.

### **Mission**

- To evolve as a model institution for teacher education with global standard to develop social responsibilities with improved performance among the teachers of the new generation.
- To strive for academic excellence and quality assurance in the field of teacher education.
- To enhance the level of confidence among the teachers in the classroom to manage congenial classroom situation for effective teaching.

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

### **Institutional Strength**

The good infrastructure, library cum reading room, Laboratories, well Qualified faculties, discipline in the Campus, development strategies clearly spelt out and support system from the Non-teaching Staff are our

Strength.

We have a dedicated group of students in all session, which enables our teachers to complete the course curriculum in time. Timely conduct of all internal examinations gives more strength to the system.

### **Institutional Weakness**

Automation of office and accounts is a major weakness. We are in the process of using e-services for automation of office and accounts. The admission process is controlled by JCECEB, Govt. of Jharkhand. The admission process gets delayed and thereby the session gets delayed. The students belong to rural tribal dominated area and have communication problem which the faculty members try to overcome using local language. We intend to start communication classes as value added course.

### **Institutional Opportunity**

The field in wide. The College is having enough opportunities to grow in the present scenario. New Education Policy- 2020 enables us to start four-year integrated teaching of B.Ed./ four years separate B.Ed. teaching programme besides Post-Graduate teaching in Education (M.Ed. Course).

### **Institutional Challenge**

The Challenges are numerous & are briefly mentioned below:-

1. The admission schedule is in hands of JCECE Board of State Government, who takes the entrance test & Counselling for admission of students in each session causing delay in starting the session.
2. Frequent change in the system by N.C.T.E Compels us to quickly switch to the new system announced. This breaks the momentum & initiative taken are to be left half way.
3. Power problem exist in rural areas. However, we have electricity, silent Genset & Solar light System to meet this challenge.
4. Institution has no option to bring any changes in the Course Curriculum. It is the Board of Studies of Affiliating University, which can-bring change in Course Curriculum as per changing need & requirement. The meeting of this committee is not frequent-not even yearly.
5. Delay in admission process is the biggest challenge. Admission in the session 2023-25 started in May 2023 & ended in January 2024 taking a total period of 09 (nine) months. This is out of two year academic session. Needs improvement.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The details as mentioned in Criterion-1 which includes curriculum planning, Process of internal evaluation, achievement during the last five years, Feedback from the students are a regular phenomenon. Gender

sensitization is given due care & women cell looks after the activities. SC/ST cell, N.S.S Activities are functional.

### **Teaching-learning and Evaluation**

Student enrolment is based on reservation Policy of State Government. Teacher's profile indicates their involvement in academic activities. The teacher student ratio is 1:13. Grievance Redressal cell, Placement cell, Anti Ragging Committee, Cultural Committees, Counselling cell, SC/ST cell ,Minority cell, Games & Sports Committee, Eco club, Women Cell all are functional. The programme outcome & course outcome is being recorded separately.

### **Infrastructure and Learning Resources**

The College is giving more emphasis on Research & innovation. For this the budgetary provision has also been made. F.D.P & F.E. Strategies are being promoted with innovative Eco-development activities. Group exchange. programme is a part of academic activities for motivation of students.

### **Student Support and Progression**

The infrastructure and learning resources are very good in the College. The availability is much more than the requirement laid down by N.C.T.E and day by day it is improving. Seeing is believing and can be inspected by any expert any time. Every section is functional.

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

The College maintains a record of Student Support & progression, which indicates the quality education being provided by the institution.

Student takes active part in exposure visit, Group exchange, and all extra Curricular & Co- Curricular activities organized by the management.

Alumni association is functional with all Legal formalities

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

The Governance, Leadership & management is looked after by the College Management Committee. Annual Performance Appraisal report is based on participation of faculties in F.D.S & F.E.S - The appointment procedure as laid down by the Act is followed & is approved by affiliating University. We have a development strategy on which the management is working. Student feed back in taken for improvements. The service condition of all employees are clearly spell-out.

### **Research and Outreach Activities**

Internal Audit & External audit of accounts by registered chartered Account in carried out annually. We have a good Computerized accounting system with transparency.

E.P.F, ESIC, Group Personal Accident Insurance facilities have been provided to all.

All these are monitored by Coordinator I.Q.A.C regularly & a separate office runs for this in I.Q.A.C chamber.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	R.T.C.B.ED. COLLEGE
Address	R.T.C. B.Ed. COLLEGE, VILL-P.H.E.D. BUTI, P.O-BARIYATU DIST-RANCHI, JHARKHAND PIN-834009
City	RANCHI
State	Jharkhand
Pin	834009
Website	<a href="http://www.rtcbecollege.com">www.rtcbecollege.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	REECHA PADMA	0651-4018874	8002503673	0651-4018874	rtcbecollege@gmail.com
IQAC / CIQA coordinator	MAMTA KUMARI	0651-914018874	8298149459	0651-914018874	mamtakumari1216@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Jharkhand	Ranchi University	<a href="#">View Document</a>

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	<a href="#">View Document</a>	11-04-2019	84	No limitation of validity given in the NCTE letter which is attached

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	R.T.C. B.Ed. COLLEGE, VILL-P.H.E.D. BUTI, P.O-BARIYATU DIST-RANCHI, JHARKHAND PIN-834009	Urban	2.12	8163.54

## 2.2 ACADEMIC INFORMATION

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

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				16			
Recruited	0	0	0	0	0	0	0	0	4	10	0	14
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				16			
Recruited	0	0	0	0	0	0	0	0	4	10	0	14
Yet to Recruit	0				0				2			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				8
Recruited	5	3	0	8
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	5	3	0	8
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				8
Recruited	5	3	0	8
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	5	3	0	8
Yet to Recruit				0

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	6	0	7
M.Phil.	0	0	0	0	0	0	1	2	0	3
PG	0	0	0	0	0	0	4	10	0	14
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	36	0	0	0	36
	Female	64	0	0	0	64
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	0	1	2	5
	Female	6	9	6	3
	Others	0	0	0	0
ST	Male	7	4	8	14
	Female	23	24	31	15
	Others	0	0	0	0
OBC	Male	13	19	7	16
	Female	14	14	28	16
	Others	0	0	0	0
General	Male	7	5	7	9
	Female	23	18	7	16
	Others	0	0	0	0
Others	Male	0	1	3	1
	Female	0	5	1	5
	Others	0	0	0	0
<b>Total</b>		<b>93</b>	<b>100</b>	<b>100</b>	<b>100</b>

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	One program of education being conducted in the Institution hence neither Multidisciplinary / interdisciplinary.
2. Academic bank of credits (ABC):	No directive from any government has been received as yet. The Institution is not enrolled as yet.
3. Skill development:	1. Value Education for skill development of moral values and life skills. 2. Environmental Education, rights and responsibilities according to government norms.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The HTE, Govt. of Jharkhand has decided to teach tribal and regional language in the schools for which admission of students from TRL stream has been

	incorporated in the B.Ed. admission process. During teaching vernacular language is used to impart the description of the course module because the students come from rural background and are more familiar with the Indian language and culture. The syllabus of NCTE incorporates local languages and the students give their answer in the local tribal and regional languages (TRL).
5. Focus on Outcome based education (OBE):	The Institution imparts education to prepare teachers with outcome-based education for different level in the schools. The emphasis is to produce dedicated and expert teachers with outcome-based education. These trained teachers help the younger generation to perform to their best for the development of this new generation of children for life.
6. Distance education/online education:	The Institution does not have Distance education/online education.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Not set-up in the college as yet.
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?	Not set-up in the college as yet.
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 NSS of the college takes initiatives such as awareness drive for participation in electoral process by an outreach programme in the near by village.
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	The NSS of the college takes initiatives such as awareness drive for participation in electoral process by an outreach programme in the near by village.

<p>electoral processes, etc.</p>	
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Steps are being taken to identify such students above 18 years who are yet to be enrolled as voters.</p>

## Extended Profile

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### 1 Students

#### 1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
200	200	193	193	200
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
60	60	60	60	50
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

#### 1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	92	100	99
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	91	100	99
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Consolidated result sheet of graduating students		<a href="#">View Document</a>		

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	93	100
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	14	16	15	16

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

## 2.2

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

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

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

## 3 Institution

### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
157.88	241.11	157.88	180.43	250.52

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

### 3.2

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

Response: 40

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

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Planning

##### 1.1.1

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

**Response:**

The Institution is affiliated to Ranchi University Ranchi, and our college follow the curriculum which is designed by NCTE. The HEI does not have the option of changing the curriculum because the mandatory regulations of the NCTE is to be followed as the affiliation of the HEI depends on following the rules laid by NCTE. There is regular staff- principal meeting regarding discussion on curriculum framework and academic area development in the institution. Every staff (subject expert) opinions on their subject area and also on the curriculum development is taken. Beyond the curriculum two certificate courses of 30 hours duration as value added course are designed to develop the life skills abilities in the students, i.e. Value Education and Environmental Education.

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

##### 1.1.2

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

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

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

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

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

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

### **1.1.3**

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

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

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

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

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
36	36	36	36	36

**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
36	36	36	36	36

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

**1.2.2****Average Number of Value-added courses offered during the last five years****Response:** 0.8**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
2	2	0	0	0

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Brochure and course content along with CLOs of value-added courses	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**1.2.3****Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years****Response:** 8.52**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
62	22	0	0	0

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View Document</a>
Course completion certificates	<a href="#">View Document</a>

### 1.2.4

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

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

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

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 1.2.5

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

**Response:** 0

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

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

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

### 1.3 Curriculum Enrichment

#### 1.3.1

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

**Response:**

The Students of R.T.C. B.Ed. College are provided with a thorough knowledge of the components in the syllabus in a theoretical manner. They are taught in their psychology and science practical to have a critical opinion about the subject matter.

As part of the syllabus the trainee students of R.T.C. B.Ed. College are sent for practice teaching in different schools where their aptitude to manage emotional stress, emotional intelligence, critical thinking, negotiation and communication skills and collaboration with the students of the school are studies and reported by the authority of the school to which these students are designated. These report shows that our trainee students have out performed the standards in the above parameters.

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

#### 1.3.2

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

**Response:**

The Macaulay system of education which is being followed even after independence from British regime is subject to a lot of criticism now a days. The students of R.T.C. B.Ed. College are familiarized with the different boards e.g. ICSE, CBSE, State Board School Examination. The system of their course curriculum is taught as a part of syllabus of the first year of B.Ed. course. Although the new systems have not been defined in the syllabus the students are made aware about Credit Based Course System (CBCS) which is the present trend in framing the syllabus with emphasis on credit point and credit hour. This system is also explained to the students. The concept of National Education Policy (NEP) which has been passed recently has also been explained to the students.

A new Board of Education Bhartiya Shiksha Board (BSB) which includes the knowledge and implication of our Vedic Curriculum has also been explained to the students.

The students have also been taught about the Credit Bank, (Academic Credit Bank - ABC) in which the students can store their Credit Point if they want to shift to different Universities, even on international basis.

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

### 1.3.3

#### **Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme**

##### **Response:**

The efforts made by the institution to enable students to develop understanding of the interconnectedness of various learning engagements and to make them ready for the professional field are as follows.

(1) Academic:- Students are academically engaged in many activities. Apart from lectures and use of innovative methods of teaching, Seminars, debate discussion, practical, assignments, case study, action research etc. are frequently practiced in the college campus.

Teaching skills are taught through Micro-Teaching and Lesson Planning. Before sending the students to schools for practice lessons, demonstration lessons are given in each subject by the subject expert teacher through micro teaching and all the skills of teaching are introduced. Then the Student teachers visit schools, observe daily routine and learn the art of teaching. Every Student-Teacher has to do four weeks of practice teaching in the first year and sixteen weeks in the second year.

(2) Emotional and Social: -Students are also engaged in random act of kindness like community service, best practices like distributing books & essentials to the needy. They are encouraged for positive self-talk, group discussions and group activities. The institution encourages students to focus on oral and written communication.

(3) Cultural:- Students of our institution are regularly engaged in various cultural activities such as dance, music, drama, drawing & painting, etc. In the course of practice teaching also, they participate in all co-curricular activities of the school and assist the school teachers in decorations, conducting morning assembly, arranging cultural and sports events etc.

(4) Physical :- Students are physically engaged in activities like sports, games, yoga and meditation, tailoring, gardening.

Thus, our institution focuses on engaging students to develop overall personality and make them understand that these learning engagements are connected with each other and they need to develop themselves in all fields of learning in order to build their professional career efficiently.

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

## 1.4 Feedback System

### 1.4.1

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

**Structured feedback is obtained from**

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

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

File Description	Document
Sample filled-in feedback forms of the stakeholders	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**1.4.2**

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

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

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

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

**Response:** 98.6

File Description	Document
Document relating to Sanction of intake from University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Approved admission list year-wise/ program-wise	<a href="#">View Document</a>
Approval letter of NCTE for intake for all programs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 2.1.2

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

**Response:** 86.67

**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
50	50	50	50	50

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

### 2.1.3

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

**Response:** 3.25

#### 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
4	4	8	0	0

<b>File Description</b>	<b>Document</b>
List of students enrolled from EWS and Divyangjan	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of EWS and Divyangjan	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 2.2 Honoring Student Diversity

### 2.2.1

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

**Response:**

The admission to the B.Ed. course was conducted through the examination by the government agencies Jharkhand Combined Entrance Competitive Examination Board (JCECEB) and the counselling was done by Ranchi University. The candidates selected for this college are issued enrollment letter on the basis of which the students are enrolled in the college. Sample of the enrollment letter is herewith uploaded.

The quality of students who are directed to enroll in the college are subject to stringent test during their stay in the college. They are motivated to come up in their performance on analysis of their test result. Remedial classes are arranged for those students lag in their performance.

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

### 2.2.2

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

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

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

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

**2.2.3**

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

**Response:** Only when students seek support

<b>File Description</b>	<b>Document</b>
Reports with seal and signature of the Principal	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View Document</a>
Photographs with caption and date	<a href="#">View Document</a>

**2.2.4**

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

**Response:** 20

**2.2.4.1 Number of mentors in the Institution**

Response: 10

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

**2.3 Teaching- Learning Process****2.3.1**

**Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group**

**discussion, online mode, etc. for enhancing student learning****Response:**

Institution provides an effective platform for students to develop professional skills, knowledge, attitude, and values to shape their behavior in the correct manner. Our college conduct several innovative programmes which stimulate the creative ability of students and provide them a platform to nurture their problem-solving skills and ensures participative learning. The institution organized annual sports day, several competitions in which students shape their learning in the form of innovative knowledge. The students are also motivated to participate in co- curricular activities and competitions.

The college focuses on the student- centric methods of enhancing lifelong learning skills of the students. Faculties make efforts in making the learning activity more interactive by adopting the experiential learning. The institution imparts the following experiential learning practice to enhances creativity and cognitive levels.

**1. Experiential Learning**

- a) Outreach visits to students old age home for experiential learning of morality and values. And visit to Palandu research center, Namkum to get knowledge about research in plants, tissue culture, hybrid plants.
- b) Certification courses (value added courses) by faculties such as Value Education and Environmental education to develop their expertise.

**2. Participatory Learning**

- a) In this type of learning, students participate in various activities such as group discussion, assignments, skill-based activities.
- b) Seminar presentation - Student develop presentation skills while presenting papers in seminar.
- c) Annual sports day - Organized every year in the institution.

**3) Problem- solving Method of Learning**

- a) Regular assignment based on problem.
- b) Classroom presentation.
- c) Debates on educational issues.

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

**2.3.2**

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

**Response:** 60

**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
12	12	12	5	4

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link of LMS	<a href="#">View Document</a>

**2.3.3**

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

**Response:** 100

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

**Response:** 200

File Description	Document
Programme wise list of students using ICT support	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional Links	<a href="#">View Document</a>

### 2.3.4

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

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

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

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

### 2.3.5

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

**Response:**

R.T.C. B.Ed. College provide various provisions to support and enhance the effectiveness of the faculty in teaching and mentoring of students. The working environment of the college is conducive for the overall development of the faculty as well as the pupil teachers. Mentors teachers are chosen for their ability to model quality teaching practices that envisages diversity and create classroom environments that support personal, social and academic success for all pupil teachers. They are enriched further by arranging talks on various themes for mentoring. The teachers are provided with additional space in the college for establishing direct rapport with the needy students. They feel free to suggest any remedial and

positive steps which the college tries its level best to translate into material success. Faculty members have been provided with the Audio-Visual aids, the projector, OHP, self-prepared study material, specimen books through which learning is made effective & efficient. The college strives to enhance the facilities and equipment, so that the faculty does not face any difficulty in the performance of their assigned tasks.

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

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

<b>File Description</b>	<b>Document</b>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.3.7

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

**Response:**

Creativity and innovation are fundamental to all disciplines and an essential part of the learning process, forming an important dimension of learning how to learn. The students of the institution visit OLD AGE HOME to show empathy to the resident, who feel neglected and cutoff from the family. This creates a sense of life skill education and creates innovative and thinking skills among the students. The methods used to facilitate this active involvement include working in small groups and pairs., brainstorming, role play, sports and seminar. The vision and mission of the institution emphasizes on promoting value education through motivated trained experts to prepare the students to accept the challenges of globalization. Some of the student trainees of our institution are take placement in different schools and several student trainees qualify CTET and NET 2023 examination.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 2.4 Competency and Skill Development

### 2.4.1

**Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include**

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**
- 5. Organizing Field Visits**
- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**
- 9. Preparing Individualized Educational Plan(IEP)**

**Response:** A. Any 8 or more of the above

<b>File Description</b>	<b>Document</b>
Reports of activities with video graphic support wherever possible	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **2.4.2**

**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:** A. Any 8 or more of the above

<b>File Description</b>	<b>Document</b>
Reports and photographs / videos of the activities	<a href="#">View Document</a>
Documentary evidence in support of each selected activity	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Attendance sheets of the workshops/activities with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.4.3**

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

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

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

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

**2.4.4**

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

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

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

<b>File Description</b>	<b>Document</b>
Samples prepared by students for each indicated assessment tool	<a href="#">View Document</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 2.4.5

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

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

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

<b>File Description</b>	<b>Document</b>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View Document</a>
Documentary evidence in respect of each response selected	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 2.4.6

**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

<b>File Description</b>	<b>Document</b>
Report of the events organized	<a href="#">View Document</a>
Photographs with caption and date wherever possible	<a href="#">View Document</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.4.7**

**A variety of assignments given and assessed for theory courses through**

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

**Response:** A. Any 4 or more of the above

<b>File Description</b>	<b>Document</b>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.4.8**

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

**Response:**

R.T.C. B.Ed. College arranged Internship program of students in various Private and government schools every year. The student teachers practice teaching comprises about 20 - 22 Lesson Plans in two Pedagogical Methods Paper in each year.

- a. Micro teaching and criticism classes comprising five lesson in each teaching subject.
- b. Discussion in lessons comprising two lesson in each Pedagogical subject.
- c. School based teaching (30 Lesson) followed by final lesson (02 Lesson plan) in each Methods teaching subject. Presence of External Examiners appointed by the university.

The Practice teaching is thus carried out for mandated working days to deliver more than number of lessons (i.e. 20 in 02 Methods Subject).

Students teacher involve themselves in school Co- curricular activities like conducting the assembly, arranging sports, events, school day, festivals, evaluation and in assessment. They developed their lesson plan records and models and charts related to the topics.

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

#### 2.4.9

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

**Response:** 2.56

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

**Response:** 39

File Description	Document
Plan of teacher engagement in school internship	<a href="#">View Document</a>
Internship certificates for students from different host schools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of the schedule of work of internees in each school	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 2.4.10

**Nature of internee engagement during internship consists of**

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

**Response:** A. Any 8 or more of the above

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

#### 2.4.11

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

**Response:**

Our College adopts effective monitoring mechanisms during Internship programme conducted on private and govt. School. Teacher educators of college are regularly scheduled to observe and check the lesson plan before presenting it to the students. Pupil Teachers also utilize and prepare charts and models by taking guidance from their subject teachers. 70 % to 80 % of the lessons in schools are observed by the faculties of the colleges and schools. Teacher educators and school teachers are encouraged student teachers and give proper and valuable suggestion for improvement. The subject expert and principals of schools also gives valuable remarks to the student-teacher which is available in the lesson plan register.

School teachers gives spot feedback to the student teachers. The overall detail and collaborative feedback are also provided to student teachers by the college. Feedback is also given by school teachers through discussion. The process of observation and feedback is comprehensive and continuous in nature.

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

**2.4.12**

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

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

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

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

<b>File Description</b>	<b>Document</b>
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View Document</a>
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View Document</a>

**2.4.13**

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

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

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

<b>File Description</b>	<b>Document</b>
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View Document</a>
Five filled in formats for each of the aspects claimed	<a href="#">View Document</a>

**2.5 Teacher Profile and Quality**

**2.5.1****Percentage of fulltime teachers against sanctioned posts during the last five years****Response:** 93.75

<b>File Description</b>	<b>Document</b>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**2.5.2****Percentage of fulltime teachers with Ph. D. degree during the last five years****Response:** 40**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 6

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

**2.5.3****Average teaching experience of full time teachers for the last completed academic year.****Response:** 7.43**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 104

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

**2.5.4**

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

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

**Response:**

In the institutions teaching community must keep themselves to pace on this path of change to implement new or modified methods of teaching-learning process to suit the requirements of the day. This development of teachers can be broadly classified into three area personal (Self-centered), Professional (Student centered), and Social development

**Personal: Self -Centered Development**

For Personal development: attending conferences, workshops, webinars, seminars are involved to enlightening themselves on latest developments in the field of education. Publication or research papers also help a lot in this form of development. Teachers guided action research/ case study which draws out conclusion's investigation can also be helpful in the development.

Professional: Learners live in a different setup as compared to teachers. This gap can be bridged by teachers only when they reach out to the mental level of the learners. Teachers attended webinars and Faculty development programme during the pandemic.

**Social: Reflective**

He/She has to constantly reflect upon his action as a teacher and make necessary changes to suit the need of the hour.

<b>File Description</b>	<b>Document</b>
Documentary evidence to support the claims	<a href="#">View Document</a>

**2.6 Evaluation Process****2.6.1****Continuous Internal Evaluation(CIE) of student learning is in place in the institution****Response:**

R.T.C. B.Ed. College sticks to academic schedule which is being given by the Ranchi University for conduction of internal and external evaluation system. The B.Ed. course is of two years including two terminal examinations in each year. The academic calendar involves the dates of commencement and completion of the course, activities organized during the session and scheduled of internal and external examination. It set out the dates of term end examination. The time tables have been arranged and executed in like manner. The teachers define teaching plans as indicated in the academic calendar and

guidelines of the affiliated university. The time table of external examinations fixed by the university and the same is displayed on notice board as well as circulated to the WhatsApp group of the students. Any changes are conversed to the students well in advance.

<b>File Description</b>	<b>Document</b>
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.6.2

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

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

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

<b>File Description</b>	<b>Document</b>
Details of provisions for improvement and bi-lingual answering	<a href="#">View Document</a>
Copy of university regulation on internal evaluation for teacher education	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View Document</a>

### 2.6.3

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

**Response:**

There is complete transparency in internal assessment. Norms directed by Ranchi University have been adopted in the college:

1. At the beginning of the 1st year, faculty members expose the students to various components in the evaluation process during the year.
2. Internal assessment programs are organised according to the college and students are informed in advance through notice board and WhatsApp group.
3. To ensure proper conduct of formative tests, Examination committee formed in the college.
4. The marks obtained by the students in internal assessment are assessed by the concerned teachers and marksheet is prepared by examination committee.
5. Students are constantly evaluated by faculties regarding theory lectures, assignments and presentations and practical marks of the concerned subjects.

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

#### 2.6.4

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

##### **Response:**

The academic calendar is prepared by the college according to the guidelines of the concerned university and state government. In the yearly system, practical examinations are prescribed as per the information provided by Ranchi University. Attendance record is maintained by class teacher and every subject teacher. Students with small attendance are notified according to their names.

Assignment work is assigned in all subject to students and marks are awarded before the commencement of the final examination. Co-curricular activities are conducted simultaneously from time to time. The faculty members monitor the quality of teaching -learning through daily monitoring of teaching -learning. Continuous counselling is also done through staff meetings.

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

## 2.7 Student Performance and Learning Outcomes

### 2.7.1

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

**Response:**

After the completion of the course the student will be able to develop following academic and ethical characteristics:

1. Childhood & Adolescence related information.
2. Understanding and use of Educational Technology
3. Language Across the school curriculum
4. Understanding Discipline and Pedagogy: Languages, Social Science, Science, Mathematics, Economics and commerce.
5. Enhancement of professional skills
6. Development of ICT Based Knowledge
7. Teaching, Learning and Assessment
8. Knowledge & Curriculum
9. Contemporary Education in India
10. Techniques, Methods and Approaches of Pedagogy
11. Understanding Self, Personality development & Yoga
12. Educational evaluation
13. Guidance & Counselling
14. Value Education
15. Health and Physical Education
16. Environmental Education

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

### 2.7.2

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

**Response: 98.57**

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

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

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

### 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:**

R.T.C. B.Ed. College regularly evaluates the performance of students through various methods a for measuring the attainment of each of the program outcomes and course outcomes.

Evaluation Process: The PLOs and CLOs are assessed with help of course outcomes of the relevant programme through direct evaluation process. Throughout the year the faculty records the performance of each student on each programme outcome. At the same time value added course classes also provided to enhance the social & moral development in students. Students under university examination are evaluated for 80% of total marks and institution for 20% marks as internal assessment. At the same time, observation of students' knowledge and skills against measurable course outcomes are evaluated throughout the year.

The methods of measuring attainments are following:

- Two internal examination & annual university examination.
- Internal and external assessment like project work, viva-voice, practical files etc.
- Institutional examination and tests like unit tests, surprise class tests, monthly test, presentation classes, internal assessments etc.
- Feedback evaluation of students in terms of their programme, subject, course and syllabus outcomes to understand the impact of teaching-learning process.
- Internships
- Placements
- Students- teachers classroom performances
- Mentor-mentee interaction sessions.
- Co-curricular activities like cultural competitions, debates, Classroom seminar, group discussion,

innovative lesson plan, Rangoli competitions, Mehndi competitions, Kalash making competitions, presentation, social awareness campaigns through NSS etc.

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

## 2.7.4

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

**Response:** 99

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

Response: 99

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

## 2.7.5

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

**Response:**

The R.T.C. B.Ed. College adopted some assessment process to know the effects of provided various provisions to catered their learning needs on student's performance and professional development, they are following:

- College tried to understand exactly what is expected from them.
- Institution have a clear understanding of the assessment process and criteria of evaluation.
- Institution has a clear understanding about what they have to do for providing them appropriate environment.
- Students have clear vision to know how to prepare themselves for assessment.
- Faculties encourage the students to perform to the best in their ability.

- Students develops a greater confidence in the assessment method and the teacher's judgment.
- Teachers improve the motivational views of students through motivational sessions in classroom.
- Institution takes the ownership of the assessment.
- R.T.C. B.Ed. College prepare assessment process to ensure that all the assessment criteria are included with the relevant available resources and materials.
- Faculties utilized effective evaluation methods to evaluate the performance of student teacher.
- The institution also provides co-curricular activities like group discussion, debate, cultural activities, social awareness programme, community programme, student mentoring activities, some technical sessions for professional development, special guest talk and etc.
- R.T.C. B.Ed. College implemented 30 hours certificate course in value education and environmental education for moral value development and present environmental awareness development in student teacher.

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

## 2.8 Student Satisfaction Survey

### 2.8.1

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

**Response:**

## Criterion 3 - Research and Outreach Activities

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

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

#### **File Description**

#### **Document**

Any additional information

[View Document](#)

#### 3.1.3

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

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

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

File Description	Document
Institutional policy document detailing scheme of incentives	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 3.1.4

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

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

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

File Description	Document
Documentary evidences in support of the claims for each effort	<a href="#">View Document</a>
Details of reports highlighting the claims made by the institution	<a href="#">View Document</a>

## 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:** 0.8

**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
1	3	4	2	2

File Description	Document
First page of the article/journals with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**3.2.2****Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years****Response:** 0.13**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
1	1	0	0	0

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**3.3 Outreach Activities****3.3.1****Average number of outreach activities organized by the institution during the last five years..****Response:** 8.4**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
16	2	11	11	2

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

### 3.3.2

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

**Response:** 78.19

**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
200	92	200	200	79

File Description	Document
Report of each outreach activity with seal and signature of the Principal	<a href="#">View Document</a>
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.3.3

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

**Response:** 78.19

### 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
200	92	200	200	79

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

### 3.3.4

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

##### Response:

R.T.C. B.Ed. College believes in the overall development of the student teacher so that it can outreach to society or community as a whole.

We believe that personality development of a student teacher is great contribution towards the development of the nation.

These outreach activities are conducted for development of awareness on various social issues and community development.

Some of the outreach activities are as follows:

- Swachh Bharat Abhiyan conducted by NSS wing at the governor house for making peoples aware about healthy and hygienic environment.
- Visit to Indian Council of Agricultural Research, Palandu to develop the reflective level and know about the various research done in the field of variety of plants.
- Voters Awareness programs conducted by student teacher for making awareness about right to vote. And also, to know different political parties' participation in developing national integration in India.
- Plantation programme: The programme organized by NSS wing at Khijurtola village for making village people aware about environmental pollution and benefits of planting trees and flowers.
- Har Ghar Tiranga to make aware the peoples about national dignity and national festivals.
- Beti Padhao Beti Bachao Abhiyaan conducted by NSS wing to give education to the girls child also make aware about this to the society.
- Cyber Security Campaign organized by NSS wings to make aware and give knowledge several types cyber-crime prevailing in the society.

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

**3.3.5**

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

**Response: 17**

**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
3	3	9	1	1

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

**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
4	0	0	0	0

File Description	Document
Report of each linkage along with videos/ photographs	<a href="#">View Document</a>
List of teachers/students benefited by linkage exchange and research	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Copies of the MoUs with institution / industry/ corporate houses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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**

<b>File Description</b>	<b>Document</b>
Report of each activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 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:**

Institution has adequate infrastructure facilities. These are basic elements required for the smooth functioning of an educational institution. Beside these facilities, other supportive facilities are developed to contribute to the effective ambience for curricular, extra-curricular and administrative activities. College has provided a number of facilities for supporting extracurricular activities related to culture, creativity, arts and recreation. Two multi-purpose halls with a sitting capacity of 300 and 500 persons respectively. College will encourage students to participate in various college level, state level and national level competition by providing financial support.

Institute is facilitated with a sufficient number of classrooms, practical lab., seminar hall, laboratories, specialized facilities, equipment for teaching learning and research etc. sufficient number of well ventilated, well-furnished classroom are available for conducting theory classes. Each classroom has a seating capacity of 50 students provides with projectors, wi-fi and LAN enabled internet connectivity.

Seminar hall are equipped with speaker, microphones along with projector, stand white board and public addressing system. Laboratories are well equipped and maintained so that students can carry out both curriculum and research related activities.

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

#### 4.1.2

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

**Response:** 10

##### 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: 20

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

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

Response: 33.04

**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
81.98	24.52	13.35	170.40	36.08

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

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

The library is automated with integrated library management software PraLib 5.1. PraLib 5.1 helps librarians to maintain & manage the day to day tasks of a Library. This application is used to maintain the database of library members & books. It keeps track of the records of the number of books in the library, how many books are issued, how many books returned, late fines etc. There are modules/functionalities in this system to add new book info, update existing book info, remove book info, catalogue search etc. There are around 25 reports like Book-Issue Report, Book-Return Report, Fine

Report, Catalogue Report etc. available for librarians. This system automates all the activities within a library. It provides instant and accurate data regarding the issued/returned/available books, thereby saving a lot of time and effort. This system helps in managing all the data & records of a library efficiently.

Biometric machines & barcode readers used to issue & return books. Student can study online books from anywhere.

The Library acts as a central repository for books, journal, magazines, other learning materials and technology. Aided learning mechanisms which enabled faculty and students to acquire information knowledge and skill required for the courses.

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

#### 4.2.2

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

**Response:**

R.T.C. B.Ed. College has subscription for the following e-library resources, e-journals, e-books remote access to e-resources, e-videos and also provided online learning through online learning software e-adhyapak. In this online learning app students enrolled and get benefited. Institution has also provided online learning platform e-pustakalayam. In which at a time fifty (50) or above students were enrolled for learning. The Library is also provided with e-books, e-journals which comprises of national and international journals which are beneficial for the studies in research areas. Video lectures from faculties related to courses and syllabus are also available for learning. Subject assignment which are also available related to B.Ed. curriculum.

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

#### 4.2.3

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

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

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

File Description	Document
Receipts of subscription /membership to e-resources	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 4.2.4

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

**Response:** 0.54

**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
0.80	0	0	0.98	0.91

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 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:** 8.63

**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: 391

**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: 247

**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: 235

**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: 731

**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: 243

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

**4.2.6**

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

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

Response: D. Any 1 of the above

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

### 4.3 ICT Infrastructure

#### 4.3.1

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

##### **Response:**

The Institution adopts various mechanisms for adequate deployment of technology and its maintenance. The ICT facilities and other learning resources are adequately available in the institution for academic and administrative purpose. The faculty, Staff and students have access to technology use of information on relevant and contemporary issue. Computer lab is equipped with 23 computers and all computers are connected with internet. All computers are in working condition. All facilities of the college have been updated on regular basis and also purchased new equipment's as per requirement. Continuous upgradation of the infrastructures is one of the quality policies of the institution. Internet service is available for both faculty and students on the campus with 100 MBPS line. All system in the campus have internet facilities on them. The college provides internet facilities to all faculties members in all system of the institute irrespective of the departments to preserve and download materials for academic purpose as and when a required. Wi-Fi connectivity is available in some areas of the campus. Computer system are upgraded with latest software as per requirement.

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

#### 4.3.2

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

##### **Response: 5**

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

#### 4.3.3

##### **Internet bandwidth available in the institution**

**Response:** 100

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

Response: 100

File Description	Document
Receipt for connection indicating bandwidth	<a href="#">View Document</a>
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>

#### 4.3.4

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

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

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

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to videos of the e-content development facilities	<a href="#">View Document</a>
Link to the e-content developed by the faculty of the institution	<a href="#">View Document</a>

## 4.4 Maintenance of Campus and Infrastructure

### 4.4.1

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

**Response:** 10.55

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
25.83	22.41	15.71	16.98	23.24

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

#### 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 Institution adopts effective mechanisms for allocation and optimum utilization of resources for regular upkeep of the available infrastructure. There are established systems and procedures for maintaining and utilizing physical, academic and support facilities such as laboratory, sports complex, computers, classrooms etc. in the institute. The maintenance of physical, academic and support facilities are carried out by the respective departments with the help of in-house staff on daily basis and periodically separate funds are allocated to principal for the maintenance of the laboratories and the classroom in college. Each laboratory has one teacher as lab. in charge is responsible to maintain and upgrade the laboratory. Regular cleaning staff cleaned and maintain the classroom and the college garden is maintained by the gardener appointed by the institute. The library is also provided with a LAN and Wi-Fi facility for the computers and they are loaded with the library software. Librarian with supporting staff has been appointed to maintain library. Wi-Fi enabled facilities are provided in all floor of college and computing facilities are made available to the students.

The sports committee conduct timely meeting for the purpose of discussing about budget proposal contact of inter collegiate tournaments for each academic year. The order is placed with prior approval of the purchase committee. The sports related materials are issued to the student by maintaining and issue register which reflects the utility and demand of the items along with the student's interest.

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

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

**Response:** B. Any 4 or 5 of the above

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

#### 5.1.2

Available student support facilities in the institution are:

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

**Response:** A. Any 8 or more of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>

### 5.1.3

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

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

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

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

### 5.1.4

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

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**

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

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

**5. Concession in tuition fees/hostel fees**

**6. Group insurance (Health/Accident)**

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

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Report of the Placement Cell	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

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

**Response:** 5.31

**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
24	2	0	0	0

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Appointment letters of 10% graduates for each year	<a href="#">View Document</a>
Annual reports of Placement Cell for five years	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 25

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

Response: 24

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

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

Response: 1

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 5.2.3

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

Response: 6.73

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	18	0	8	1

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

## 5.3 Student Participation and Activities

### 5.3.1

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

Response:

The council is a composition of diverse students bringing to table a unique prospective and opinions on ways to bridge the gap between the administration and the students. Its primary objectives are:

1. To be the voice of the students to the administration and vice-versa as well.
2. The purpose of the student's council is to give students an opportunity to develop leadership by organizing and carried out college activities.
3. Create an environment where every student can voice out their concern and need.
4. To provide a platform where the student shows their talent without hesitation.
5. The student council is responsible for the fluid and graceful functioning of students and college organized events.
6. Create an atmosphere that promotes student's involvement in the council and other activities.
7. To develop healthy environment in college campus by co-ordinating in morning assembly, during breaks, different activities meeting and other college events.

#### **AUTHORITY:**

1. Some of the powers of student council are delegated to it by the college administration.
2. All action of student council is subject to review and possible veto by the principal.
3. The nominated student teacher will be designated as assembly in-charge, cultural activity in-charge, sports in-charge, classroom representative (CR) and ladies representative (LR) (in each section) etc.

<b>File Description</b>	<b>Document</b>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View Document</a>
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View Document</a>
Copy of constitution of student council signed by the Principal	<a href="#">View Document</a>

#### **5.3.2**

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

**Response:** 18.2

##### **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
38	11	9	16	17

File Description	Document
Reports of the events along with the photographs with captions and dates	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

The association is not registered but functional with by laws framed by notary public, provides a platform for interaction between alumni, present students, faculty of the institute and institute administrative. The alumni give support to the students through interaction, guidance and placement. The mission of the alumni association to foster a mutually beneficial relationship between the institute and its alumni.

Contribution of Alumni to the Growth and Development of the college:

- The alumni help in establishing networking with all students.
- It helps the college in updating about the placement of pass out students.
- It furnishes information about job opportunities in schools.

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

### 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:** A. Any 6 or more of the above

<b>File Description</b>	<b>Document</b>
Documentary evidence for the selected claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 5.4.3

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

**Response:** 8

**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
2	1	1	2	2

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

### 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 college has an alumni association. The association has been helping the college in its growth and development process efficiently by providing positive feedback.

1. The students of the college are the president of the Alumni Association other members include faculty and students.

2. The alumni contribution in the growth and development process are-

1. The alumni help in establishing networking with all students.

2. It helps the college in updating about the placement of pass out students.

3. It furnishes information about job opportunities in school.

4. It has given many healthy suggestions for the augmentation of the college.

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### Response:

The college follows its vision and mission to serve better for students, the governance of the college matches vision and the mission of the college.

#### Vision

- To develop academic integrity and accountability with sincerity, dedication and a joy full team work.
- To sustain intellectual excellence and creativity.
- To improve positive attitude among the teaching professionals committed to the future generation.

#### Mission

- To evolve as a model institution for teacher education with global standard to develop social responsibilities with improved performance among the teachers of the new generation.
- To strive for academic excellence and quality assurance in the field of teacher education.
- To enhance the level of confidence among the teachers in the classroom to manage congenial classroom situation for effective teaching.

The component team of the college involves, principal, convener of different committees, teaching staff, IQAC committee, admission and academic committee, non-teaching and supporting staff, student union, student representative, alumni and local management committee called (GAVS). There are many committees to support the vision and mission of the college for e.g. NSS, Sports Committee, Cultural committee, Library, Laboratory etc.

File Description	Document
Vision and Mission statements of the institution	<a href="#">View Document</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>

**6.1.2****Institution practices decentralization and participative management****Response:**

The college promotes participative management believing in decentralization, the management takes policy decisions, finance, infrastructure etc. The college provides the better opportunity to all the participating in the decision making process. The college follows all such norms laid down by government of Jharkhand. Management and Administration is responsible for quality initiative to promote education to all sections. The Institutions enhance the quality at various levels - Management, Governing body, IQAC Committee, NAAC Committee. Regular meetings of these committees are held for the effective and smooth functioning of the institute. Administrative and Non-teaching Staff, all the stakeholders involve in the decentralisation of the institution. Some financial power is given to the principal for the development of the institution on a day to day basis.

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

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

The institution promote decentralization and faculty plays an active role in various academic and administrative roles to deliver quality education to our students. Various committees form to take decisions related to examinations, discipline, teaching-learning process and other issues related to smooth functioning of the institution.

Inputs of faculty members are given at most importance for continuous development of the institution. Institution encourages to organize seminar and workshop.

As the institution runs under Gramvasi Alpasankhayak Vidyavardhani Samiti (GAVS), so members of GAVS plays vital role in financial decision making. Principal as the head of the institution also a part of the GB and plays role in taking decisions related to academic, administrative and other functions of the institution.

As describe early that various committees are formed to maintain efficiency in various fields and activities. These committee include Academic and Examination committee, Disciplinary Committee, Grievance Redressal Committee, Women Committee, Cultural Committee etc.

The institution has a well-defined rules and regulations which are briefed to students at the time of the orientation. The Disciplinary committee works to make campus a ragging free zone. Academic and Examination committee design the framework for effective teaching learning process and activities related to smooth conduction of the examination. All faculty members are encouraged to give suggestions in other fields also and all committees work with close co-ordination.

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

## 6.2 Strategy Development and Deployment

### 6.2.1

#### The institutional Strategic plan is effectively deployed

##### Response:

Being a teachers' training institution, the college always endeavors to provide trainees diverse kinds of learning exposures to become ideal and resourceful teachers in future. Trainees are encouraged to participate in various co-curricular activities besides their academic and curricular activities inside and outside the college campus. The college provides a wide exposure of diverse activities like classroom seminars, workshops, group discussion, participation in lectures delivered by different subject experts, teachers, to enhancing teaching skills etc.

College nurture innovation and creative thoughts and ideas between students and faculty to inculcate better ideas and thinking for betterment of the institution and trainees. Because institution deals with teachers training programme so we believe that strategies planned in order to meet those goals.

The College takes initiatives in these activities by planning and formulating course of action for better utilization of available human resources and infrastructure. Students' academic excellence, their empowerment and welfare are of prime importance. The head of the institution plan the various activities such as awareness programme, blood donation camp, women's day. Some cultural and sports activities were organized such as Rangoli, Mehndi, Rakhi, debate, quiz, Kabaddi, Volley ball, basketball and indoor game for the all-round development of trainees. Other opportunities like field visits, educational tours, institutional visits and internships are organised to facilitate the overall skill development of the trainees.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to the page leading to Strategic Plan and deployment documents	<a href="#">View Document</a>

### 6.2.2

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

#### Response:

The effective and efficient functioning of the institutional bodies is reflected at strategic, functional and operational levels. The college Governing Body (GB) is the appointing authority of all recruitments. As per the NCTE recommendations the substantive posts are filled up. The regular staff are appointed as per the college requirements placed by the Principal and approved by the GB. Without the discussion with and approval of the GB no financial transactions take place. Financial expenditure for the development is placed and approved by GB. Under the direction and guidance of the GB various function under IQAC. The Principal maintains a good and healthy rapport between the administration, staff and trainees. Various committees such as Cultural committee, games and sports committee, Women's committee, Placement committee, NSS committee, magazine and social awareness committees work under the guidance of the GB. The College has a Students council whose members are elected by the trainees for one academic session. The council consists of one President, one Vice- President, Secretary, Joint Secretary, Treasurer, two discipline in-charge and two cultural in-charge. All faculties member has given separately in-charges of each committee. Under the leadership of the Principal, IQAC coordinator and faculty in-charges the committees functions in productive and constructive ways by providing active assistance and support towards the quality assurance and upgradation of the college.

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

### 6.2.3

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

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**

- 4.Student Admission and Support**  
**5.Examination System**  
**6.Biometric / digital attendance for staff**  
**7.Biometric / digital attendance for students**

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

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### **6.2.4**

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

**Response:**

R.T.C. B.Ed. College believes in the academic, social, moral and cultural development of students. The teaching-learning process is facilitated through qualified, trained and experienced faculty. A part from classroom teaching, students are encouraged to use library and ICT lab and other available laboratory facilities. The teaching staff maintain Teacher's diary and record daily activities in above mentioned document. The teaching plan is drawn up month wise and it is monitored by the head of the Institution.

A part from these Institution involves in its Social duties and try to improve in the area of Gender equality and for this Teachers are communicate with parents to prevent to the drop-out of girl students. This effort has been resulted in the increase in overall percentage of girl students in the college. Presently, the female students constitute more than 70% of the total B.Ed. and D. El. Ed. course of the college.

Faculty members maintain attendance record of students. If a student shows poor attendance, then parents are informed about the same by faculty members and principal and subsequently meetings are arranged by the college authority with the parents. In almost all cases, parents provide essential support and care to ensure proper attendance of their ward.

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

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

In our institution staff welfare is given for most importance. In connection with this, existing welfare measure for teaching and non-teaching staff are as follows:-

- Employees PF as per rules
- ESIC for staff of the HEI
- Maternity leave
- Paid leave for teachers to participate in seminars and webinars.
- Salary timely credited to bank account of employee.
- Faculty members are provided proper staffrooms to facilities good ambience.
- Summer vacation 30 days according to the Ranchi University.
- Automation of attendance and leave using biometric system.
- Canteen
- Hygienic food
- Clean campus

In a nutshell, the institution strives hard to keep one staff happy and healthy.

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

### 6.3.2

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

**Response:** 24

**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
14	4	0	0	0

File Description	Document
Institutional Policy document on providing financial support to teachers	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of participation for the claim	<a href="#">View Document</a>

### 6.3.3

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

**Response:** 4

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

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

File Description	Document
List of participants of each programme	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:** 10.67

**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
7	0	0	0	1

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

**6.3.5**

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

**Response:**

The performance of each employee is assessed annually after completion of one year of service. The objective is not only to objectively evaluate the performance as per established norms. The success of any institution depends on the quality of its teaching and non-teaching staff. Both the staff is the backbone of the institution. Institution cannot achieve its goals without their support. Performance appraisal is one of the tools through which management measures the efficiency and performance of their staff. At entry level Institution follow minimum qualification procedure. During service performance of every faculty is measured and a consolidated report is being prepared annually. Besides academic activities various duties assigned to the teachers in different activities conducted in the institution. Institution accords appropriate weightage for these contributions in their overall assessment and performance review.

Through performance appraisal our institution assesses the potential of their faculty and assists them to carry out their duties more effectively. Appraisal reports are also a feedback for faculty and provide insight for their further development and help them to identify ways to improve their knowledge and skills. For annual performance appraisal institution is having a format and after analysis of this data final appraisal report is being prepared.

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

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

#### **Response:**

The College conducts both internal and external financial audits regularly.

External audits: It is conducted by agencies:- i) Team of auditors of Ranchi University. ii) Chartered Accountant

Internal audit is done by checking each bill and vouchers by a team of internal auditors of the institutions. Every year the Principal constitutes this team, with the members of the institutions. The administrator (finance) maintains the cashbook, receipt, bills and vouchers. It is checked by the internal team of auditors.

The external audit is conducted by CA assigned to the institutions which provides the final audited report at the end of the financial year.

<b>File Description</b>	<b>Document</b>
Report of Auditors of last five years signed by the Principal	<a href="#">View Document</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View Document</a>

### 6.4.2

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

**Response:** 0**6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

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 college is affiliated to Ranchi University, Ranchi and follow the rules and regulations laid down by the UGC. The college receives major funds from students tuition fee and it is the major source of income for the institution.

Institute maintains and follows a well-planned process for the mobilization of funds and resource. The process involves various committees of the institute as well as the department heads and accounts office. Institute has designed some specific funds for the proper utilization of resource. Mobilization of funds the optimal utilization of resources:

- Mobilization of funds, the student tuition fee is the major source of income for the institute.
- Before the financial year begins, Principal and Head of department prepare the college budget.
- The College aims at development of material and human resources.

**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 college follow the UGC, NAAC guidelines. The college IQAC was established on 05.11.2015. Since then IQAC has been committed to ensure a quality environment in the college. IQAC is renewed and

following the IQAC NAAC guidelines at the beginning of every year. IQAC coordinator is usually selected consentaneously. Every year IQAC, with the help of the Academic and Examination committee prepares the academic calendar. It monitors the quality improvement of the teaching learning process, infrastructural development, student's involvement and progression etc. IQAC takes special care for career Advancement of teachers for professional and research-oriented upgradation. Suggestions of the teachers and students are taken into consideration for the overall development and upgradation of the quality of the institution. Analysis of students and teachers feedback helps IQAC to make constructive future plans.

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

## 6.5.2

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

#### **Response:**

The IQAC continuously reviews and takes steps to improve the quality of the teaching learning process. The academic calendar is prepared in advance, displayed and circulated in the institute and strictly followed. Admission to B.Ed. programme, summer, winter and vacations, examination scheduled & co-curricular activities and all the institutional activities are notified in the academic calendar.

All newly admitted students have to compulsorily attend the orientation programme in which they are made aware of the philosophy, the uniqueness of the education system, the teaching-learning process the system of continuous evaluation, compulsory core courses, various co-curricular activities, discipline and culture of the institute. All students are also given a guided tour of the campus and the various facilities.

Important announcements are made in morning assembly and attendance and conduct of classes are monitored by the all faculties. The discipline committee members make random visits to ensure smooth functioning of classes and all areas discipline.

Feedback from students is also taken individually by teachers for their respective courses and suggestive feedback given by the director of the institution for both faculties and students.

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

Some of the initiatives are included in the following:

- Introduction of daily assignments.
- Provision for daily assignments.
- Implementation of value-added courses beyond curriculum.
- Green initiatives in campus-tree plantation.
- Awareness program.
- ICT enabled classroom.
- Initiatives taken for laboratory experiment.

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

### 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:** 10.6

**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
44	4	2	2	1

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

### 6.5.4

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

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

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

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

**4. Collaborative quality initiatives with other institution(s)**

**5. Participation in NIRF**

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

<b>File Description</b>	<b>Document</b>
Feedback analysis report	<a href="#">View Document</a>
e-Copies of the accreditations and certifications	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link to the minutes of the meeting of IQAC	<a href="#">View Document</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="#">View Document</a>

### 6.5.5

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

**Response:**

Keeping in mind the recommendation for quality enhancement of the institution by the Peer team visit for first cycle SSR. A number of initiatives have been taken by the institution.

The recommendation given by the Peer team visit has helped us a lot in identifying our weakness and due to the IQAC prerogative the following quality enhancement has been done.

1. The salary of the staff has been revised by approximately 25%.
2. Two buses for transport facility for students and staff has been arranged.
3. Day care center for staff and parents has been made available.
4. Policy for scholarship to the students by the institutions has been framed and will come in operation for the session 2022-2024 onwards.
5. The canteen has been upgraded to provide to the needs of the students and teachers.
6. The By-laws for alumni association has been framed and the office bearers for the first time have been nominated. The alumni association is functional and accounts are managed separately by the office bearers of the association. The registration of the association by the societies act is a long drawn process for which we have made the necessary application.

7. There is system of PTM which has been strengthened.

<b>File Description</b>	<b>Document</b>
Relevant documentary evidence in support of the claim	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

**Response:**

R.T.C. B. Ed. College has stated energy policy its purpose is to establish guidelines and practices that will lower the energy consumption of institute and reduce expenditures on energy and support the use of alternate sources of energy.

The policy is applicable to all teaching and non-teaching staff and students.

**For Employees and Students**

- 1.All electric appliances shall be turned off when not in use.
- 2.Use natural lightings and ventilation to avoid daytime lights.

**For Office equipment**

- 1.All powered office equipment's shall be turned off or placed in standby when not in use.
- 2.Office equipment's quantities shall be reduced through consolidation to central locations for shared use whenever possible.
- 3.Office equipment's purchased with institutional funds is required to be Energy Star labelled.
- 4.To conserve the electric energy solar panels are equipped in the institution.

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

#### 7.1.2

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

**Response:**

The Institution has segregated waste into two parts solid waste and liquid waste. The waste is generated by all sorts of routine activities carried out in the college that includes papers, plastics, glass, metal, foods etc. The waste is segregated at each level and source. The administrative supervisor in each block ensures that the waste in each floor is collected at designated time intervals. The workers in each floor collect, clean, segregate and compile the waste in the dustbins provided to each floor. The floor dustbins are

emptied in movable containers/dustbins provided for each block and is taken to the dumping yard provided by the college. The college has contacted an authorized vendor who collects the waste from the designated place, segregates them and disposes them at the landfills authorized by the government.

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

### 7.1.3

**Institution waste management practices include**

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

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

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

### 7.1.4

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

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

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

<b>File Description</b>	<b>Document</b>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geotagged photographs	<a href="#">View Document</a>

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

Within the campus the institution maintains a clean and green environment. The Institution ensures the preservation of the environment. It maintains the lawn and plantation by employing gardeners and sweepers. Our Institution focuses on maintaining a green campus, being environmentally friendly and making pure oxygen available throughout our building.

The Institution maintains sweeping and mopping all hard surface flooring and vacuuming floors and carpets in administrative, classrooms and dormitory buildings. Cleaning the walls, windows and other surfaces of rooms and building throughout campus. One key goal of sanitation is to safely reduces human exposure to pathogens. That's why the toilet used by student and faculties in our institution always kept clean by proving hand sanitizer after toilet use.

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

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

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

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

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

### 7.1.7

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

**Response:** 0.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.11	0.03	0	0.05	0

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

### 7.1.8

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

**Response:**

Police station is located in a range of 2 km for safety and security purpose.

24/7 CCTV surveillance in the college assists the community to control any anti-social activity in the nearby area.

Utmost care is taken to maintain cleanliness and greenery in and around the college.

Easy accessibility to college with connectivity via public transport.

Parking facility in the premises.

Sufficient green area in the vicinity of college.

The college annually takes students to Old Age Home, Bariyatu.

Organization of cleanliness drives to encourage students to clean their surroundings.

The Institution conducts outdoor programs related to curriculum, exposing students to first-hand experiences. For example Museum visits, ICAR RCER Palandu visits, etc.

The N.S.S. unit of our college organizes a seven-day special camp and community services to familiarize students with community practices and challenges. The students, along with faculty, engage in community programs on local issues and challenges through role play, Nukkad Natak, Swachh Bharat Abhiyan, cleanliness drives, blood donation camps, plantation drives, Prabhat Pheri, etc.

The teachers guide students in interacting with the community and engaging in meaningful community services.

The different community practices which the students learn from the different exposures are transmitted to the local community by the outreach programmes organized by NSS.

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

### 7.1.9

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

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

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

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

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### **BEST PRACTICE – 1**

##### **1. The Title:**

Wellness and Hygiene

##### **1. Objectives of the Practice:**

- To enhance health awareness and skill building among students through healthy environment.
- To create awareness about the health status of the staff and students in the campus.
- To provide counselling for the various health problems of the respondent by doctor.
- To promote awareness about food safety.

##### **1. The Context:**

In the present age, there has been a threat to the physical and mental health of people due to different life styles of people. We have felt it necessary to empower students by holding programmes of health and hygiene awareness. The college has NSS unit which look after such activities all through the year.

##### **1. The Practice:**

There is a need to train them to take at most care of their health and hygiene. The health center and to NSS unit organize lectures, workshops, health camp for the students of the college. They are also learning lessons of cleanliness during various programmes held by the college.

**Evidence of Success:**

- Programmes conducted by NSS unit.
- Programmes conducted by health center.
- The Rally for cleanliness awareness was organized by B.Ed. students.

**1. Problems encountered and resource required:**

- Additional resources can strengthen the activity.
- Need of active participation of student.

**BEST PRACTICE – 2**

**1. The Title:**

Plantation Programme

**1. Objectives of the practice:**

1. To enhance the values of plants and environment among the student's tree plantation drive for different fruits and other medical plants and rare trees.
2. To provide much needed shades on campus during summer.
3. To generate awareness among students about benefits of planting trees.

**1. The context:**

The very noble objective of "Tree Plantation Program is to save our planet and mother earth by plantation work" by following points:

1. To include the program of plantation can the climate and during fresher's day each and every 1st year students are given free saplings to grow more plants.

**1. The Practice:**

It is the important duty of students to plant more and more trees, herbs and climates because there are the carries of rain and cloud. This types of programme is only possible when one new generation become more and more sincere and active towards Tree plantation program. **Evidence of Success:**

Currently we are having sufficient trees planted and it is well grown. This is the evidence of success and we have made very sincere tree plantation and this plantation work provoke the students and inspired them to go quickly on the path of plantation for the balance of the nature and up-gradation of environment.

**1. Problem encountered and resource required:**

Due to some heavy rainfall trees branches are broken and few students avoid the programme and deny such activities, but our experienced faculties convinced them and ultimately, they agreed for plantation work for the next year. The senior students convince the junior students to participate in this programme

which has been a success.

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

### 7.3 Institutional Distinctiveness

#### 7.3.1

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

#### **Response:**

The institute implements university curriculum through well planned and effective teaching learning activities blended with latest pedagogy approaches. Various approaches have been taken to enable students throughout their individual needs. The vision, mission and objectives of the institution is clearly points towards a value-based education based on the curriculum of the affiliating university. Vision of the institution is to mould and empower students to pursuit the knowledge values and social responsibilities and help them to achieve excellence in various fields. The institution has established distinctive approaches towards this comprehensive vision by modelling it in the form of service to the society by means of multi-disciplinary projects, entrepreneurship development, ethical and human values development. The institution arranges skill development for the students like personality enrichment, language skill development, employability through value added course.

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

## **5. CONCLUSION**

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### **Additional Information :**

We have a strategy to start four year B.Ed. Course after accreditation by N.A.A.C.

Full time M.Ed. Course is also our development plan. We will try to cope up with N.E.P. 2020 in totality.

### **Concluding Remarks :**

The HEI is highly concerned with the accreditation process. The first cycle of NAAC was concluded on 30/09/2017 where we were accredited with “B” grade and CGPA of 2.33. All the required AQARs have been successfully submitted and we are proceeding with assessment under Cycle-2. Necessary correction in the HEI as suggested in Cycle-1 has been done and gradually we are proceeding for higher grades and CGPA.