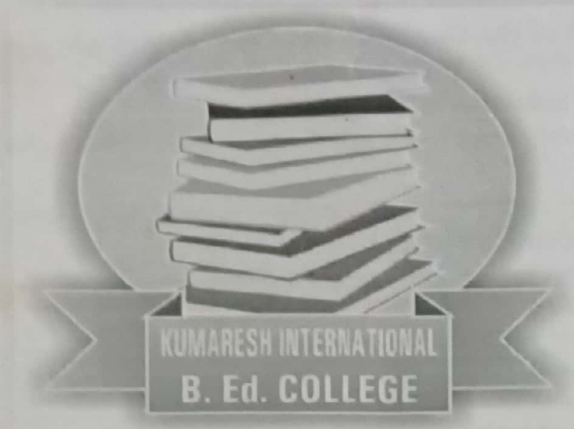


KUMARESH INTERNATIONAL B.ED. COLLEGE

RAJWADIH, MEDININAGAR, PALAMAU, JHARKHAND- 822118
(AFFILIATED TO NILAMBER PITAMBER UNIVERSITY, PALAMAU)



SELF STUDY REPORT (SSR) 2016

SUBMITTED

TO

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
(NAAC)

P.O. Box No. 1075 Nagarbhavi, Bangalore 560072

KUMARESH INTERNATIONAL B.ED.COLLEGE, RAJWADIH, MEDININAGAR,
PALAMAU, JHARKHAND- 822118

Website - www.kibc-edu.co.in E-mail - kibc2011@rediffmail.com



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Preface

KUMARESH INTERNATIONAL B. ED. COLLEGE, RAJWADIH, MEDININAGAR, PALAMAU, JHARKHAND, 822118 is a centre of learning and training. It is situated in the heart of Medininagar, head office of Palamau district of Jharkhand state. It is in the lap of greenery environment, away from humdrum and noisy milieu of the earth. The distance of railway station and bus stand are approx. 6 KM from the college campus. Auto rickshaw makes easy access to the institute which is on the Panki Road .

This centre is fast developing with its learning outcomes. It is owned and managed by "The International Children's Education Welfare Trust". The Trust considers the local educational needs of society and constituted an educational society to devoted to tribals, marginalized, weaker sections of Palamau and nearest district.

In order to make education as part of life, following purposes were set:

- 1) First, to build self esteem in the people both children or adult;
- 2) Second, to build confidence among children;
- 3) Third, to foster global citizenship from Indian perspective;
- 4) Fourth, to create an awareness of their human dignity;
- 5) Fifth, to bring them in the mainstream of our country
- 6) Sixth, to enable to aspire for national achievement, and
- 7) Finally, to spread literacy among people.

Preface

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- 6) Sixth, to enable to aspire for national achievement, and
- 7) Finally, to spread literacy among people.

Executive Summary and SWOC Analysis

Kumaresh International B. Ed. College, Palamau was established in 2009 and owned and managed by **International Children's Education Welfare Trust** with the prime objective of preparing efficient and committed teachers for our country, with special emphasis on their moral growth and development. The college aims to make the students to illumine the world and dispel all sorts of darkness around them. The quest for excellence is highlighted in the vision and mission of the institution.

The vision of the college is "To bring out the best in man by providing value based, need based and career oriented education and create self-reliant Global Citizen." The college strives to develop itself into a world-class centre of Teacher Education with a difference. This institution offers a wide range of programmes, which help to develop intellectually competent, morally upright, psychologically integrated and socially committed teachers for service in the emerging world scenario of education. The teaching, research, extension service and consultancy provided in the college aims to generate a new work culture for improving the practices of education. The institution utilizes all the available resources for experimentation and innovation, which lend a hand in achieving and sustaining excellence in teacher education.

The College is a co-educational institution admitting 100 students to the B. Ed. course through the admission procedure laid down by Nilamber Pitamber University, Palamau. The college is affiliated to Nilamber Pitamber University, Palamau, Jharkhand and follows the curriculum prescribed by the University. The College is recognized by the NCTE. The **International Children's Education Welfare Trust** has been rendering service in the field of education since its inception. The founder trustee's foresight gave birth to **International Children's Education Welfare Trust** which has a CBSE affiliated higher secondary school (+2) namely "**International Public School**" at Kanke, Ranchi and a proposal for establishing an institution for M.Ed. We get the approval of D.El.Ed course from 2017.

The college is located at Rajwadih, Panki Road, Palamau district in the state of Jharkhand in a calm, environment. It is surrounded by lush green fields and the local people are mainly small scale farmers.

“International Public School”, Ranchi- our model school, established in 1998, is a memorable landmark in the history of Ranchi. Over the last 18 years, School has given basic education to thousands of students of Ranchi.

SWOC ANALYSIS

- ❖ Tradition and Reputation of the institution
- ❖ Benevolent Management
- ❖ Professionally and academically oriented and co-operative teachers

Strengths

- Skilled and committed administrative staff
- Clean, Green and Eco-friendly environment
- Good infrastructure facilities with smart class room
- Well Stocked library
- Art-of-the-State Computer Lab
- Language Lab
- Dynamism, Support and encouragement from the Management and the Principal for faculty development programmes
- An IQAC with academic enthusiasm and leadership
- Career guidance and Special Classes for weaker students
- Devoted & qualified faculties

Weaknesses

- Lack of flexibility in curriculum (as an affiliated college)
- Examination and publication of result on time, it also delays our admission. University trying to take examination on time.

Opportunities

- Autonomy for the institution
- Institution with Potential for Excellence
- Starting of M.Ed. Course

- More autonomy in curriculum construction
- Ample scope for academic/professional enrichment
- Promotion of institution-community network
- More placement services
- National and Global networking linkages
- Involvement in social/educational extension services

Challenges

- Competition from other institutions
- Deterioration in the quality of students who opt for the teaching profession
- Uncertainty regarding job opportunities

VISION FOR THE FUTURE

- Attain the status of an autonomous institution
- Elevate the college for imparting M.Ed.
- Elevate the college to the status of an Institution with Potential for Excellence
- Start a Pre – D. El. Ed. Course
- Develop the institution into a world class centre of education – a college of teacher education with a difference.

The College has applied for NAAC accreditation. This institution is committed to uphold the value framework of NAAC and quality dimension of the higher education system. The college always sustains the concern for quality, technological advancement and development of global competencies. The college contributes to national development, by adding to the nation's repertoire smart young teachers who are well equipped to meet the changing needs of the times. The entire teacher education programme has a sound value based edifice and is technologically updated. The college is founded on the sound bases of human values. The entire education programme aims at the practice and propagation of these fundamental values. The environment in the college is conducive to the practice of the values. The college has a potential for enhancing the global competence of its students. The college strives to keep itself abreast with the latest developments in the field of teacher education. We are in the path of development and excellence and we have to travel a lot to reach perfection.

OUR EMBLEM

Palamau is one of the important district of Jharkhand with scenic beauty, historicity and hilly areas. It is situated on 23° 5' and 24° 8' N and 83° 8' E and spread over 5043.8 Sq. Km. Palamau is 165 Km far from the Ranchi (Capital of Jharkhand). Koyal and Amanat are the main rivers of Palamau. "Betla National Park and Tiger Reserve" is an important tourist place. Palamau is well connected through road as well as train to important cities like Ranchi, Kolkata, Varanasi, Patna, Allahabad, Bhopal, Jaipur, New Delhi etc. The headquarter of Palamau is Daltonganj, which newly named as Medininagar in the respect of King of Palamau "Medini Rai" (Chero King, a Tribal King). Palamau Fort was made by him, it is also a tourist place. Medini Rai fought with the Britishers during pre-independence period. The land of Palamau is enrich with natural resources like coal, sand, bauxite, forest etc .

Brief History of Kumaresh International B.Ed. College, Palamau, JH.

Introduction:

The education of young men and women is an enormous responsibility of a nation. The future of the world lies in the advancement of education in every sphere. In order to fulfill this cherished desire to participate in the development of the nation at its foundation level, Kumaresh International B.Ed. College, Palamau was established in 2009 by **International Children's Education Welfare Trust**. In a short time it gained immense popularity thereby generating tremendous confidence in the minds of parents and students. Kumaresh International B.Ed. College is known for its excellent faculty strength, which synergizes brilliantly with the students. We are perfectly aware of what to deliver & believe in dynamic teaching utilizing the latest pedagogic principles. The education at Kumaresh International B.Ed. College does not end with the course curriculum; it extends to practical application of the skills learnt via schooling, seminars & live projects. In addition we expect our students to pass out and go beyond the scope of their defined job roles and work for the purpose of development of society and prove themselves as more responsible and ethical human resources for the organization and society. Students are provided inputs and made ready for the competitive world in a global, heterogeneous and perhaps multi cultural world. Each student is mentored and leadership traits are nurtured to enable students to shoulder increasing responsibilities, and prepare them to face difficult situations objectively.

OUR GOAL

1. To impart continuously updated, advanced knowledge to the students.
2. To introduce need based courses and subjects relevant to the demands of the time.
3. To plan and continuously provide necessary infrastructure and learning resources required for quality education and innovations.
4. To make students devote and dedicate themselves for achieving academic excellence.
5. To deliver effectively the knowledge and skills prescribed for particular programmes through creativity and innovation in teaching, learning and evaluation.
6. To simulate activities to strengthen professional competencies of teaching and non-teaching staff.
7. To provide support to make research a significant activity of the institution involving staff, students and society.
8. To uphold the glorious tradition of our National Heritage in Global Scenario.
9. To prepare them to combat challenges posted by the modern competitive society.
10. To establish systems for communication amongst college, parents, alumni and society at large to create a healthy atmosphere of positive interaction for vision oriented growth.
11. To continually ensure harmonious relationship among faculty, student community, parent and society through effective systems of communications, grievance redress, counseling and guidance.
12. To introduce the students for entrepreneurship.
13. To include the ideals of Humanity, integrity and Harmony.

VISION

“To bring out the best in man by providing value based, need based and career oriented education and create self reliant Global Citizen.”

MISSION

To impart quality education to meet the needs and challenges of global environment. To impart ethics and human values and to develop professional and life skills.

OBJECTIVES

1. To deliver knowledge and skills ^{सिखाना और रोज} envisaged in various programmes through ^{निर्मित करना} innovative teaching, participatory learning, and ^{निश्चय} reliable evaluation.
2. To make education an interesting, joyous, relevant, and meaningful and learner centered activity.
3. To create social, cultural, moral and environmental awareness among students.
4. To develop human values of concern, compassion, tolerance and togetherness among students.
5. To instill among students a sense of discipline, honesty, confidence and self-respect.
6. To facilitate holistic and integrated personality development of students.
7. To help students to adapt and excel by developing in them sensitivity to the changing times.



“The International Children Education Welfare Trust” Organizational Setup

Management Committee

Secretary: Mr. Madhu Sudan Tripathy

Founder Trustee: Smt. Kulwanti Devi

Member: Mr. Bashisth Tiwari

Member: Smt. Nirmala Trivedi

College Governing Body

Secretary: Mr. Madhu Sudan Tripathy

Treasurer: Smt. Kulwanti Devi

Member: Mr. Prashant Tripathy

Member: Mr. Ratan Kumar Pandey

Member: Mr. Umesh Chandra Tripathy

Member: Mr. Vinay Pathak

SELF STUDY REPORT

Part I: Institutional Data

A. Profile of the Institution

1. Name and address of the institution:

Name : KUMARESH INTERNATIONAL B.ED. COLLEGE
 Address : Vill. + Post : Rajwadih
 City : Medininagar (Daltonganj)
 District : Palamau
 State : Jharkhand
 Pin Code : 822118

2. Website URL: www.kibc-edu.co.in, www.kibc-edu.com

3. For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal Dr.S. Sinha	06562- 9430765515		principalkibc@rediffmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal: Dr.Supriya Sinha	06562	9430765515

4. Location of the Institution:

Urban Semi-urban Rural Tribal

Any other (specify and indicate)

5. Campus area in acres:

1.25 Acre

6. Is it a recognized minority institution?

Yes No

7. Date of establishment of the institution:

Month & Year

MM	YYYY
01	2009

8. University/Board to which the institution is affiliated:

Nilamber Pitamber University

9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.

Month & Year

2f

MM	YYYY
N/A	

Month & Year

12B

MM	YYYY
N/A	

10. Type of Institution:

a. By funding

- i. Government
- ii. Grant-in-aid
- iii. Constituent College
- iv. Self-financed

v. Any other (Specify & Indicate)

b. By Gender

- i. For Men
- ii. For Women
- iii. Co-education

c. By Nature

- i. University Dept.
- ii. IASE
- iii. Autonomous College
- iv. Affiliated College

- v. Constituent College
- vi. Dept. of Education of Composite College
- vii. CTE
- viii. Any other (specify)

11. Does the University Act provide for autonomy of Affiliated / Constituent Colleges?
 Yes No

If yes, has the college applied for autonomy?
 Yes No

12. Details of Teacher Education programmes offered by the institution:

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Secondary/ Sr. secondary			Certificate		
				Diploma		
		B.Ed.	Graduation/ Post-Graduation	Degree	2 Years	Hindi/ English

NCTE recognition (for each programme mentioned in Q.12 above)

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Secondary/ Sr. secondary	B.Ed.	ERC/7-136/4 B/NCTE/B.Ed./2012/12774 Dated; 21/07/2012 F.ERC/NCTE/ERCAPP176/B.Ed (Revised Order)/2015/31753 Dated 20-05-2015	Continued	100

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision

Yes	✓	No	
-----	---	----	--

Mission

Yes	✓	No	
-----	---	----	--

Values

Yes	✓	No	
-----	---	----	--

Objectives

Yes	✓	No	
-----	---	----	--

1. a) Does the institution offer self-financed programme(s)?

Yes	✓	No	
-----	---	----	--

If yes,

a) How many programmes?

1

b) Fee charged per programme

65000/- INR

2. Are there programmes with semester system

NO

3. Is the institution representing/participating in the curriculum development/ revision processes of the regulatory bodies?

Yes		No	✓
-----	--	----	---

If yes, how many faculty are on the various curriculum development/vision committees/boards of universities/regulating authority

N/A

4. Number of methods/elective options (programme wise)
B.Ed.

16

5. Are there Programmes offered in modular form

Yes		No	✓
-----	--	----	---

Number	
--------	--

6. Are there Programmes where assessment of teachers by the students has been introduced

Yes	✓	No	
-----	---	----	--

Number	02
--------	----

7. Are there Programmes with faculty exchange/visiting faculty

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Number	02
--------	----

8. Is there any mechanism to obtain feedback on the curricular aspects from the

- Heads of practice teaching schools
- Academic peers
- Alumni
- Students
- Employers

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

9. How long does it take for the institution to introduce a new programme within the existing system?

Within a month

10. Has the institution introduced any new courses in teacher education during the last three years?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

Number	00
--------	----

11. Are there courses in which major syllabus revision was done during the last five years?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Number	01
--------	----

12. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes No

13. Does the institution encourage the faculty to prepare course outlines?

Yes No

Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?
- a) Through an entrance test developed by the institution
 - b) Common entrance test conducted by the University/Government
 - c) Through an interview
 - d) Entrance test and interview
 - e) Merit at the qualifying examination
 - f) Any other (specify and indicate) On the basis of Marks of Matric + Inter + UG + PG + NCC/ Games
- (If more than one method is followed, kindly specify the weightages)*

2. Furnish the following information (for the previous academic year):
- a) Date of start of the academic year
 - b) Date of last admission
 - c) Date of closing of the academic year
 - d) Total teaching days
 - e) Total working days

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.	45	55	100	34	34	68	11	21	32

4. Are there any overseas students?
- If yes, how many?

5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).
- a) Unit cost excluding salary component

b) Unit cost including salary component

58450.31

(Please provide the unit cost for each of the programme offered by the institution as detailed at Question 12 of profile of the institution)

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed.	79.67	50.06	82.80	45.00

7. Is there a provision for assessing students' knowledge and skills for the programme (after admission)?

Yes No

8. Does the institution develop its academic calendar?

Yes No

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
B.Ed.	64	28	08

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

1	6
---	---

b) Minimum number of pre-practice teaching lessons given by each student

0	5
---	---

11. Practice Teaching at School

a) Number of schools identified for practice teaching

1	0
---	---

b) Total number of practice teaching days

1	2	0
---	---	---

c) Minimum number of practice teaching

6	0
---	---

lessons given by each student

12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

No. of Lessons In simulation	No. 10	No. of Lessons Pre-practice teaching	No. 15
------------------------------	--------	--------------------------------------	--------

13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes No

14. Does the institution provide for continuous evaluation?

Yes No

15. Weightage (in percentage) given to internal and external evaluation.

Programmes	Internal	External
B.Ed.	20%	80%

16. Examination

a) Number of sessional tests held for each paper 2

b) Number of assignments for each paper 1

17. Access to ICT (Information and Communication Technology) and technology.

	Yes	No
Computers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Intranet	<input type="checkbox"/>	<input type="checkbox"/>
Internet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Software / courseware (CDs)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Audio resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Video resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching Aids and other related materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Any other (specify and indicate)	LED Projector	<input type="checkbox"/>

18. Are there courses with ICT enabled teaching-learning process?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Number	1
--------	---

19. Does the institution offer computer science as a subject?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

If yes, is it offered as a compulsory or optional paper?

Compulsory Optional

Criterion III: Research, Consultancy and Extension

1. Number of teachers with Ph. D and their percentage to the total faculty strength

Number	1	6.7	%
--------	---	-----	---

2. Does the Institution have ongoing research projects?

Yes		No	✓
-----	--	----	---

If yes, provide the following details on the ongoing research projects

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any

(Additional rows/columns may be inserted as per the requirement)

3. Number of completed research projects during last three years.

NIL

4. How does the institution motivate its teachers to take up research in education? (Mark ✓ for positive response and X for negative response)

- Teachers are given study leave
- Teachers are provided with seed money
- Adjustment in teaching schedule
- Providing secretarial support and other facilities
- Any other specify and indicate

5. Does the institution provide financial support to research scholars?

Yes No

6. Number of research degrees awarded during the last 5 years.

a. Ph.D.

b. M.Phil.

7. Does the institution support student research projects (UG & PG)?

Yes No

8. Details of the Publications by the faculty (Last five years)

	Yes	No	Number
International journals		✓	
National journals – referred papers	✓		2
Non referred papers			
Academic articles in reputed magazines/news papers		✓	
Books		✓	
Any other (specify and indicate)			

9. Are there awards, recognition, patents etc received by the faculty?

Yes		No	✓
-----	--	----	---

Number	
--------	--

10. Number of papers presented by the faculty and students (during last five years):

	Faculty	Students
National seminars	7	10
International seminars		
Any other academic forum		32

11. What types of instructional materials have been developed by the institution?
(Mark '✓' for yes and 'X' for No.)

Self-instructional materials

Print materials

Non-print materials (e.g. TeachingAids/audio-visual, multimedia, etc.)

Digitalized (Computer aided instructional materials)

Question bank

Any other (specify and indicate)

12. Does the institution have a designated person for extension activities?

Yes No

If yes, indicate the nature of the post.

Full-time Part-time Additional charge

13. Are there NSS and NCC programmes in the institution?

Yes No

14. Are there any other outreach programmes provided by the institution?

Yes No

15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus

16. Does the institution provide consultancy services?

Yes No

In case of paid consultancy what is the net amount generated during last three years.

17. Does the institution have networking/linkage with other institutions/ organizations?

Local level	<input checked="" type="checkbox"/>
State level	<input checked="" type="checkbox"/>
National level	<input checked="" type="checkbox"/>
International level	<input type="checkbox"/>

Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.)

4006

2. Are the following laboratories been established as per NCTE Norms?

- | | | | | |
|---|-----|-------------------------------------|----|--------------------------|
| a) Methods lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| b) Psychology lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| c) Science Lab(s) | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| d) Education Technology lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| e) Computer lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| f) Workshop for preparing teaching aids | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

3. How many Computer terminals are available with the institution?

50

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?

10000.00

5. What is the Amount spent on maintenance of computer facilities during the previous academic year?

2950.00

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year?

1000000.00

8. Has the institution developed computer-aided learning packages?

Yes No

9. Total number of posts sanctioned

Open Reserved

	Open		Reserved	
	M	F	M	F
Teaching	8		7	
Non-teaching				

10. Total number of posts vacant

Open Reserved

	Open		Reserved	
	M	F	M	F
Teaching	0	0	0	0
Non-teaching	0	0	0	0

11. a. Number of regular and permanent teachers Open Reserved (Gender-wise)

Lecturers	M	F	M	F
	6	2	5	2
Readers	M	F	M	F
Professors	M	F	M	F

b. Number of temporary/ad-hoc/part-time teachers (Gender-wise)

Lecturers	Open		Reserved	
	M	F	M	F
Readers	M	F	M	F
Professors	M	F	M	F

c. Number of teachers from Same state

12

Other states

03

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
B.Ed.	1:6

13. a. Non-teaching staff

Permanent	M	F	M	F
	3	0	2	2
Temporary	M	F	M	F
	3	0	0	3

b. Technical Assistants	Permanent	M	F	M	F
			1		
	Temporary	M	F	M	F

14. Ratio of Teaching – non-teaching staff

1:1

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)

27.42

16. Is there an advisory committee for the library?

Yes No

17. Working hours of the Library

On working days	8
On holidays	5
During examinations	12

18. Does the library have an Open access facility

Yes No

19. Total collection of the following in the library

a. Books	5191
- Textbooks	3935
- Reference books	1256
b. Magazines	82
e. Journals subscribed	10
- Indian journals	01
- Foreign journals	09
f. Peer reviewed journals	From 2012
g. Back volumes of journals	
h. E-information resources	
- Online journals/e-journals	
- CDs/ DVDs	14
- Databases	

- Video Cassettes

- Audio Cassettes

20. Mention the

Total carpet area of the Library (in sq. mts.)

Seating capacity of the Reading room

21. Status of automation of Library

Yet to automate

Partially automated

• Fully automated

22. Which of the following services/facilities are provided in the library?

Circulation

Clipping

Bibliographic compilation

Reference

Information display and notification

Book Bank

Photocopying

Computer and Printer

Internet

• Online access facility

Inter-library borrowing

Power back up

User orientation /information literacy

Any other (please specify and indicate)

23. Are students allowed to retain books for examinations?

Yes	✓	No	
-----	---	----	--

24. Furnish information on the following

Average number of books issued/returned per day

Maximum number of days books are permitted to be retained

by students

by faculty

Maximum number of books permitted for issue

for students

for faculty

Average number of users who visited/consulted per month

Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled

25. What is the percentage of library budget in relation to total budget of the institution

26. Provide the number of books/ journals/ periodicals that have been added to the library during the last three years and their cost.

	I (2015-16)		II (2014-15)		III (2013-14)	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	429	111425.00	89	19155.00	112	26185.00
Other books	02	4500.00	02	4495.00		
Journals/ Periodicals	10	6883.00	10	6883.00	10	6883.00
Magazine	8	2500.00				
Newspaper	4	6000.00	4	6000.00	4	6000.00
<i>(Additional rows/columns may be inserted as per requirement)</i>						

Criterion V: Student Support and Progression

1. Programme wise "dropout rate" for the last three batches

Programmes	Year 1	Year 2	Year 3
B.Ed.	00	00	00

2. Does the Institution have the tutor-ward/or any similar mentoring system?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

If yes, how many students are under the care of a mentor/tutor?

13

3. Does the institution offer Remedial instruction?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

4. Does the institution offer Bridge courses?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

5. Examination Results during past three years (provide year wise data)

	UG		
	I (2014-15)	II (2013-14)	III (2012-13)
Pass percentage	99.05	93.33	100
Number of first classes	104	70	55
Number of distinctions	99	45	31
Exemplary performances (Gold Medal and university ranks)			

6. Number of students who have passed competitive examinations during the last three years (provide year wise data)

	I	II	III
NET	0	0	0
SLET/SET	0	0	0
Any other (specify and indicate)			

7. Mention the number of students who have received financial aid during the past three years.

Financial Aid	I 2014-15	II 2013-14	III 2012-13
Merit Scholarship			
Merit-cum-means scholarship			
Fee concession	21	16	14
Loan facilities			
Post- Matric Scholarship	40	14	0

(Additional rows may be inserted as per requirement)

8. Is there a Health Centre available in the campus of the institution?

Yes		No	✓
-----	--	----	---

9. Does the institution provide Residential accommodation for:

Faculty

Yes	✓	No	
Yes	✓	No	

Non-teaching staff

10. Does the institution provide Hostel facility for its students?

Yes		No	
-----	--	----	--

If yes, number of students residing in hostels

Men

10

Women

--

11. Does the institution provide indoor and outdoor sports facilities?

Sports fields

Yes	✓	No	
-----	---	----	--

Indoor sports facilities

Yes	✓	No	
-----	---	----	--

Gymnasium

Yes		No	✓
-----	--	----	---

12. Availability of rest rooms for Women

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

13. Availability of rest rooms for men

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

14. Is there transport facility available?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

15. Does the Institution obtain feedback from students on their campus experience?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

16. Give information on the Cultural Events (Last year data) in which the institution participated/organised.

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate						
Inter-university						
National						
Any other At college level	Yes		07	Yes		05

(Excluding college day celebration)

17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

	Participation of students (Numbers)	Outcome (Medal achievers)
State		
Regional		
National		
International		

18. Does the institution have an active Alumni Association?

Yes No

If yes, give the year of establishment

2015

19. Does the institution have a Student Association/Council?

Yes No

20. Does the institution regularly publish a college magazine?

Yes No

21. Does the institution publish its updated prospectus annually?

Yes No

21. Give the details on the progression of the students to employment/further study (Give percentage) for last three years

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies			
Employment (Total)			
Teaching			
Non teaching			

23. Is there a placement cell in the institution?

Yes No

If yes, how many students were employed through placement cell during the past three years.

	1	2	3
	15	18	19

24. Does the institution provide the following guidance and counseling services to students?

- | | | |
|------------------------------------|-------------------------------------|--------------------------|
| | Yes | No |
| • Academic guidance and Counseling | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • Personal Counseling | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

- Career Counseling

Criterion VI: Governance and Leadership

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee

Yes No

2. Frequency of meetings of Academic and Administrative Bodies: (last year)

Governing Body/management	04
Staff council	05
IQAC/or any other similar body/committee	01
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	04

3. What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?

Loan facility	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Medical assistance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Insurance	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Other (specify and indicate)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

4. Number of career development programmes made available for non-teaching staff during the last three years

2	2	2
---	---	---

5. Furnish the following details for the past three years

a. Number of teachers who have availed the Faculty Improvement

Program of the UGC/NCTE or any other recognized

organisation

b. Number of teachers who were sponsored for professional development programmes by the institution

National	<input type="text"/>	<input type="text"/>	<input type="text"/>
International	<input type="text"/>	<input type="text"/>	<input type="text"/>

c. Number of faculty development programmes organized by the Institution:

	0	5
--	---	---

d. Number of Seminars/ workshops/symposia on Curricular development, Teaching- learning, Assessment, etc. organised by the institution

	0	4
--	---	---

e. Research development programmes attended by the faculty

--	--	--

f. Invited/endowment lectures at the institution

--	--	--

Any other area (specify the programme and indicate)

--	--	--

6. How does the institution monitor the performance of the teaching and non-teaching staff?

a. Self-appraisal	Yes	✓	No	
b. Student assessment of faculty performance	Yes	✓	No	
c. Expert assessment of faculty performance	Yes	✓	No	
d. Combination of one or more of the above	Yes		No	
e. Any other (specify and indicate)	Yes		No	

7. Are the faculty assigned additional administrative work?

Yes	✓	No	
-----	---	----	--

If yes, give the number of hours spent by the faculty per week

12

8. Provide the income received under various heads of the account by the institution for previous academic session

Grant-in-aid	<table border="1" style="width: 100%; height: 20px;"><tr><td></td></tr></table>	
Fees	<table border="1" style="width: 100%; height: 20px;"><tr><td style="text-align: center;">✓</td></tr></table>	✓
✓		
Donation	<table border="1" style="width: 100%; height: 20px;"><tr><td></td></tr></table>	

Self-funded courses

Any other (specify and indicate)

9. Expenditure statement (for last two years)

	Year 1 2014-15	Year2 2013-14
Total sanctioned Budget	3700000	4200000
% spent on the salary of faculty	31.21	32.81
% spent on the salary of non-teaching employees	14.20	13.85
% spent on books and journals	0.75	0.82
% spent on developmental activities (expansion of building)	25.67	23.58
% spent on telephone, electricity and water	4.41	2.51
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	0.061	0.90
% spent on maintenance of equipment, teaching aids, contingency etc.		5.39
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)		
% spent on travel	0.019	
Any other (specify and indicate) Printing & Stationary, Advertisement, Affiliation, Cleaning, Festival Exp., Registration, Miscellaneous	23.68	20.14
Total expenditure incurred	3632807	4107944

10. Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)

	Surplus in Rs.	Deficit in Rs.
2013-14	506769.00	
2014-15	3478351.00	
2015-16	not available	

11. Is there an internal financial audit mechanism?

Yes No

12. Is there an external financial audit mechanism?

Yes No

13. ICT/Technology supported activities/units of the institution:

Administration	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Finance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Student Records	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Career Counselling	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Aptitude Testing	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Examinations/Evaluation/ Assessment	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Any other (specify and indicate)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

14. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes No

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes No

16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes No

17. Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?

Yes No

18. Is a grievance redressal mechanism in vogue in the institution?

a) for teachers
 b) for students
 c) for non - teaching staff

19. Are there any ongoing legal disputes pertaining to the institution?

Yes No

20. Has the institution adopted any mechanism/process for internal academic audit/quality check?

Yes No

21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

Yes No

Criterion VII: Innovative Practices

1. Does the institution has an established Internal Quality Assurance Mechanisms ?

Yes No

2. Do students participate in the Quality Enhancement of the Institution?

Yes No

3. What is the percentage of the following student categories in the institution?

	Category	Men	%	Women	%
a	SC	11	11	5	5
b	ST	5	5	2	2
c	OBC	18	18	27	27

d	Physically challenged				
e	General Category	11	11	21	21
f	Rural	24	24	32	32
g	Urban	21	21	23	23
h	Any other (specify)				

4. What is the percentage of the staff in the following category ?

	Category	Teaching staff	%	Non-teaching staff	%
a	SC			02	11.76
b	ST				
c	OBC	07	46.66	08	47.05
d	Women	04	26.66	07	41.18
e	Physically challenged				
f	General Category	08	53.33	07	41.18
g	Any other (specify)				

5. What is the percentage incremental academic growth of the students for the last two batches?

Category	At Admission		On completion of the course	
	Batch I (2013-14)	Batch II (2014-15)	Batch I (2013-14)	Batch II (2014-15)

SC	05	20	04	20
ST	09	03	08	03
OBC	28	45	26	45
Physically challenged	01	01	01	01
General Category	33	32	32	32
Rural	43	54	39	54
Urban	32	46	31	46
Any other (specify)				

CRITERION I: CURRICULAR ASPECTS

1.1 CURRICULAR DESIGN AND DEVELOPMENT

1.1.1 State the objectives of the institution and major considerations addressed by them. (Intellectual, Academic, Training Access to the Disadvantaged, Equity, Self Development, Community and National Development Issue of ecology and environment, Value Orientation, Employment, Global trends and demands etc)

Objectives:

- ❖ To accompany and guide our student teachers in their search for sound knowledge,
- ❖ To form our student teachers as persons of competence, conscience, compassion and commitment,
- ❖ To emphasize excellence in all spheres of life our student teachers and educators,
- ❖ To develop leadership qualities in our student teachers so that they become committed leaders,
- ❖ To foster in our student teachers an intellectual curiosity, a culture of hard work, a growing sense of personal responsibility for one's training and openness to lifelong growth in other areas of life,
- ❖ To cultivate more self-confidence,
- ❖ To strengthen their ability in communication of their views effectively,
- ❖ To equip the student teachers with thorough theoretical input and provide them practical training so that teaching –learning process becomes effective.
- ❖ To develop caring nature towards our natural world.

1.1.2 Specify the various steps in the curricular development process. (need, assessment, development of information data based, pertaining to the feedback from faculty, students, alumni, employers and academic experts and formalizing the decisions in the statutory academic bodies.)

-There is no role of institution in curriculum development process. Yes, time to time we are taking feedback from students, faculties, educationist and conclusion are submitted to university. While from 2015-17 new curriculum is made by university as per NCTE Guideline.

1.1.3 How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs? Reflection of global trends in curriculum.

- Common thrusts of nation are included in the teacher education for understanding and analysis. Our latest curriculum promotes the multi-skill in teacher trainees through computer assisted instruction, use of multimedia, e-learning etc. The enhancing Professional capacities (EPC) courses that would focus in developing professional & personal self of a teacher with specific inputs on art, drama etc.

To give the idea of world citizenship, value of international understanding inculcated through various activities. Various international day like "Human Right Day", World Environment Day", "AIDS Day", "World Labour Day", "AIDS Day" etc. are celebrated to make the students aware on global issues.

1.1.4 How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?

- Through orientation and practice students are led to focus on common issues.
- Caring the earth is every individual's response.
- Values enshrined in the constitution of India : equality, liberty, justice and truth are emphasized in day to day programmes (academic and non-academic programmes).
- Technical skill development (Computer skill like PPT presentation, Internet browsing, working knowledge of MS Office etc.)

ICT is one of the EPC paper of B.Ed. Ist year curriculum. The institution provide state of the art infrastructure, smart classroom, computer & language Laboratory.

1.1.5 Does the institution make use of ICT for curriculum planning? If yes, give details.

No, Institution is an affiliated body of Nilamber Pitamber University and have to follow the curriculum made by them.

Yes, time to time our faculties, principal, managing committee give feedback to University regarding Curriculum. Yes we make maximum use of ICT in our day to day programmes including the courses specified in curriculum.

1.2 ACADEMIC FLEXIBILITY

1.2.1 How does the institution attempt to provide experiences to students so that teaching becomes a reflective practice?

Experiential knowledge, learning, teaching and living is reflected through following activities -

- Well prepared classes are put across the student teachers,
- Simulation is used to inspire the student teachers,
- A few topics are dealt with team teaching,
- Discussion and library inventory is practiced,
- A half an hour is allocated to write a journal daily.

1.2.2 How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field?

Keeping in mind the objectives set, institution promotes participatory approach in achieving the goals. A prepared Morning Assembly is conducted every day by ten student teachers for six days. Proficiency in expression (verbal-non verbal) is

demonstrated. Immediate evaluation is done by the educator. Every weekend has fixed co-curricular activity .e.g. Presentation of writing style, ample opportunities to lead variety of programs in the stage and classrooms, participating in framing a grounds (Kabbadi, Kho-kho, Volleyball for boys and girls) with the help of physical director, opportunities are provided to experience of work culture through gardening, chalk making, drawing & painting, flower plantation etc.

1.2.3 What value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills (verbal & written), ICT skills, Life skills, community orientation, Social responsibility etc.

Social responsibility: Visit to tribal areas and try to know their customs and promote education among them, Participation in the rally e.g. Nirbhaya case, Aids Day, Procession on Vivekanand Jayanti, Career guidance, community orientation: Three-Four days social camp, Develop communication skills (verbal & written): Spoken English, Speech Contest (Hindi and English), Writing Assignments, Using display board for articles, thought, carton. Pictures; ICT skills: Using LCD projector, OHP, Power point presentation etc.

1.2.4 How does the institution ensure the inclusion of the following aspects in the curriculum?

- i. Interdisciplinary/Multidisciplinary
 - ii. Multi-skill development
 - iii. Inclusive education
 - iv. Practice teaching
 - v. School experience/internship
 - vi. Work experience/SUPW
 - vii. Any other(specify and give details)
- (Also list out the programmes/courses where the above aspects have been incorporated).

Childhood & Growing Up: This course builds an interdisciplinary/ multidisciplinary framework to interpret and analyze observations and interactions. The student would read about the child developments, childhoods and adolescence as constructed in different social-economic and cultural setting.

Contemporary India & Education: This course will focus on on 2 broad themes:

- a) Diversity, inequality and marginalization in society and the implication for Education .
- b) Policy frameworks for public education in India.

Learning & Teaching: This course is also multidisciplinary draws upon theoretical frames from psychology, philosophy, sociology and language learning.

Language Across the Curriculum: This course enable of listening, reading, writing and speaking

Understanding Disciplines and Subject: This course enable student-teachers to reflect on the nature and role of disciplinary knowledge in the school curriculum, the paradigm shifts in the nature of disciplines, with the some discussion on the history of subject areas in schools.

Gender, School & Society: This course examine hoe we learn and challenge there gendered roles in society, through variety of institutions such as family, caste, religion, culture etc

Creating an Inclusive School: The course significantly highlight that inclusion involves –

- A) The conviction that all children can learn and grow;
- B) A firm belief in positive & varied outcomes;
- C) A pedagogy that is ever evolving and constantly responding to the changing needs of learners.

Enhancing Professional Capacities: EPC courses that would focus on developing the professional and personal self of a teacher will be designed to integrate the theoretical and practical components, transacted through focused workshops with specific inputs on Art, Music, Drama, and Yoga.

Work experience/ SUPW: Optional courses will be offered in areas such as Vocational/Work Education, Guidance & Counseling, Gardening, Computer Education etc to develop extra skill.

School Internship: Having gained some experience with the child, the community and schools in year 1, the second year would offer intensive engagement with the school internship.

All these multidiscipline are interconnected. Process of teaching-learning is certainly interdisciplinary. Practical disciplines are comprised of school subject I and school subject II.-**Science, Social Science, English, Hindi and Mathematics. These subjects are dealt in secondary and higher secondary classes. Beside above disciplines, Environmental Science, Mental Measurement and Educational Administration and Management are applied in the programs. All these disciplines necessarily need for practical expressions.** For example, Practice Teaching, Work Experience SUPW, School experience/Internship develop many skills for imparting education.

1.3 Feedback on curriculum

1.3.1 How does the institution encourage feedback and communication from the students, Alumni, Employers, Community, Academic peers and other stakeholders with reference to the curriculum?

- ❖ Face to face feedback: While meeting individual feedback is asked from the above group.
- ❖ Interaction in different forums: On different occasion feedback is sought from stakeholders and parents.

- ❖ Students give feedback through evaluation sheet.
- ❖ Daily journal is comprehensive feedback of the students.

1.3.2 Is there a mechanism for analysis and use the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes give details on the same.

- ❖ Impact of the curriculum is reviewed. Student's council collects data and presents to the staff and management.
- ❖ At times student's representatives are invited to the university together with Principal.
- ❖ Note: Where ever it is possible to improve it is done at the local level(e.g. co-curricular programs).

1.3.3 What are contributions of institution to curriculum development? (Member of Bos/sending timely suggestion, feedback, etc.)

We convey our inference (of meetings with student's council with management) and suggestion to university regarding curriculum.

1.4 Curriculum Update

1.4.1 Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made)

After the induction of Two Years B.Ed. Course, new curriculum is also inducted from 2015. Curriculum which was framed by Ranchi University is at work in the Nilamber Pitamber University also.

1.4.2 What are the strategies adopted by the institution for curriculum revision and update? (Need assessment, student input, feedback from practicing schools etc.)

- Institution follows the curriculum which framed by the university experts.
- At the institution level we make it relevant and appealing for the students.
- Institution contextualizes the curriculum.
- Take feedback from stakeholders and parents and the conclusion are shared with university officials for revision in curriculum.

1.5 Best Practices in curricular Aspects

1.5.1 What is the quality sustenance and quality enhancement measure undertaken by the institution during the last five years in curricular aspects?

- ❖ Ongoing orientation and motivation

- ❖ Guest lectures
- ❖ Seminars and workshop
- ❖ Career guidance and career conference

1.5.2 What innovations/best practices in ‘Curricular Aspects’ have been planned/implemented by the institution?

- ❖ Maximum use of library
- ❖ Computer assisted teaching
- ❖ Unit wise test and assignment
- ❖ Feedback on activities by students
- ❖ Faculty feedback on students attendance
- ❖ Arranging community experience in the villages
- ❖ Arranging educational study tour (excursion)
- ❖ Simulation for model teaching presentation
- ❖ Organizing year mark competition among students
- ❖ Promoting communication skills

Criterion II: Teaching-Learning and Evaluation

2.1 Admission Process and student Profile

2.1.1. Give details of the admission process and admission policy of the institution?

Admission Process and Admission Policy of the Institute: Eligibility conditions for taking admission in B.Ed. are :

50% marks for General candidates in graduation and 45% marks for ST, SC candidates and women in Graduation. The students are admitted in B.Ed. course on the merit basis, taking consideration of reservation policy and other rules of State Govt. of Jharkhand. As per the policy of the State Government, the College admits students based on the merit (merit is made on the basis of Xth, XII th, Graduation and Post-Graduation marks). The students have a choice to opt for any B.Ed. Colleges, depending upon their merit score. The eligibility as prescribed by NCTE for B.Ed. Programmes is followed strictly. The reservation policy of the State Government is being followed.

Role of College admission committees: The Institution has the separate and specific admission committees for B. Ed. Committee has one convener, three teacher members. The committees go through all the relevant updates of instructions, norms and rules published, issued and circulated by the NCTE, University and State Govt..

2.1.2. How are the programmes advertised? What information is provided to prospective students about the programme through the advertisement and prospectus or other similar material of the institution?

The program i.e. B.Ed. offered by the institution advertised through the newspapers, electronic media, Prospectus, hoardings, website, notice board of the College.

All advertisements through print & Electronic media as well as through website by the institution make clear the location of the college, transport facility/connectivity, seats available, salient features of the institute, facility available in the campus and faculty status and results of the previous years.

The prospective students have all essential information in the prospectus. In information brochure, institution has made a clear message about its vision, ambition of the management and administration towards selfless service to the society through teacher education. The course structure, faculty with their excellent academic record, methodology adopted, cultural and social perspectives of activities undertaken, hallmark achievers of the institution in academic and co-curricular activities, remarkable winner student teachers of the institution in inter college competitions, all important festivals i.e. Diwali, Holi and events like talent search competition, Birthday of Swami Vivekananda and Dr. Radhakrishnan, international women's day, world environment day are celebrated in the campus. Training in skills, schedule of all academic and curricular parts of the institution are shared with prospective students in the prospectus. It helps them to comprehend the vision, methodology, all teaching-learning activities and academic environment of the institution and facilitate them to make their decision.

2.1.3. How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?

The Institution has specific admission committees to monitor admission decisions for B. Ed. courses. The admission committee members and convener remain vigilant on handbook of information, circulars of the NCTE, State Govt. and University.

All the information and decisions regarding admission procedure and fees are displayed on the college notice board and counseling hall for admission in B.Ed. has been in practice since its first session to facilitate the students. Counselling Hall remains active from 9:00 am to 4:00 pm. during the admission process.

2.1.4. Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution?

The institution has a privilege of its location, that's why its student fauna has diverse backgrounds. The student-teachers from different economic, cultural, religious, linguistic backgrounds and physical challenges enjoy their individuality in harmony of great diversity in institution's academic environment. The following strategies are in vogue for the great cause:

1. Cultural and religious diversified group : The institution has adopted secular approach in all the practices. All the main festivals of different cultures and religions are celebrated in the institution. The college believes in secularism and celebrates these festivals. The institution mainly celebrates Christmas, Deepawali, Holi, Id, etc. at the college level. The College keeps cultural programmes such as Karma, (Tribal cultural dance), Bhangra, Bharat Natyam etc. Teacher trainees sing a secular prayer daily. All the teacher trainees are equally treated irrespective of their caste, creed, culture, religion, language, economy, abilities, and gender in the institution. Conducive climate is maintained in the campus.

2. Gender diversified group: The institution is a co-educational. There is an increase in female teacher trainees taking admission for B.Ed. course. Last years Gender wise record of Male –Female students is as follows:

Year	Male	Female	Total
2015-17	45	55	100

3. Women Cell: The college has a women education encouraging and endorsing environment. There is a cell for Women Welfare. One of the faculty members is the person in-charge of the cell The female student teachers are being ensured that they have their voice to share and raise the issues regarding campus experience with women cell in-charge and their concerned tutors.

3. Linguistic diversified group: Here the medium of instruction is bilingual. English and Hindi Languages are used as a medium of instruction for the teacher trainees

6. Assistance to SC, ST & OBC Students: The Institute assists the SC, ST & OBC student teacher by facilitating them to avail state scholarships. The additional numbers of library books are issued especially to them through book bank. Discount in fee of Rs. 5000/- given to SC & ST students.

2.1.5. Is there a provision for assessing student’s knowledge/need and skill before the commencement of teaching programmes? If yes give details on the same.

Yes, the institution has following provisions for assessing student’s knowledge / needs and skills before the commencement of teaching programmes:

1. Orientation Programme:

Every academic session begins with the orientation programme. The teacher educators introduce the nature and structure of teaching subject options to the students. The students-teachers have an opportunity in the programme to share their views, to make queries and

discuss their point of view regarding the course structure and schedule. In this programme, an intimate and cordial relationship develops between student teachers and teacher educator. It facilitates the institution to judge the knowledge, needs and skills of student-teachers. Exposure to school environment and school-teacher student interaction meet helps for accessing student's knowledge. If need arises students are provided with an opportunity to interact with subject teacher from the school. Remedial material is also provided to bridge the gap, if required at this stage.

2. Talent Hunt:

Every year institution organizes the talent search competition just after the admission process completion. It has various segment like-dance, poetry, speech, singing, painting, Rangoli, best out of waste, mono-acting and mimicry. The performance of the student teachers provides a realistic picture of their persona, knowledge, specific skills and needs.

2.2 Catering to diverse Needs

2.2.1. Describe how the institution works towards creating an overall environment conducive to learning and development of the students?

Orientation Programme: The institution starts the session with the orientation programme. This is organized for three days. The dynamics of orientation programme leads each individual to know each other; to come closer to one another more over it discloses the ethos of the institution. Through various games and discussions the whole group is led to focus their minds and hearts to become aware of their vocation. Orientation of this sort enables the group to be sociable and to discover the needs of their training. The teacher trainees are made aware of their objectives of being teacher trainees. It is a fitting period to make aware of collective responsibilities to know the syllabus and whole B.Ed. curriculum. All these programmes are field based which are experiential of various fields. On the other hand orientation programme helps the teacher trainees to modify and rectify their adjustment problems towards curriculum and their teaching-learning environment.

Morning Assembly: The morning assembly is organized for all days in a week. Through morning assembly the institution tries its best to inculcate the moral & spiritual values among the student teachers. It is compulsory for every student teacher to participate in the morning assembly and to perform any activity according to her interest. All these activities are included to foster some moral, social, spiritual & national values among the student teachers.

Teacher educator's role is to assess their individual as well as group

performance. He/She encourages to do better by way of correcting and suggesting some additions to their performance that builds up their self esteem.

Campus of College: - The college has developed an adequate campus set up. It ensures all the inmates faculty, non-faculty and student teachers to become eco friendly. Surrounding and greenery create an atmosphere of physical fitness. Its set up is away from noisy and disturbing situations that make all the inmates willing to do good studies and training. It gives ample place to move around and enjoy nature. It has multi-faceted dimension of landscape to play and dance on the ground.

The institution building is conducive for teachers' training programme. It is four storied building. It has properly ventilated structure which keeps the learning atmosphere healthy and live. There are sufficient rooms for various needs. The building is well maintained by the institute.

Classrooms: - There are mainly two classrooms i.e. section one and section two and in each room there are 50 students teachers. These classrooms are spacious with a seating capacity of fifty teacher trainees. Besides these classrooms there is a big classroom in which 100 student teachers sit together when there is combined class of both the sections. Each classroom is well ventilated with sufficient natural light. Sufficient number of tube lights and fans are provided in those classrooms. Benches in the classrooms are adult sized and made up of iron, are comfortable to sit. All the facilities in the classroom help to keep the environment conducive for learning.

Library: - It is well equipped with many text-books, good reference books, periodicals, research journals, and dictionaries. Books are available in both English and Hindi. It is also equipped with a photocopy machine. The library is spacious and 50 teacher trainees are accommodated when there is library period of one section. There are sufficient tables and chairs in the library. This library provides an inspiring learning environment for the teacher trainees.

Educational Technology Room: - The institution has a well equipped Educational Technology (ET) room. It consists of television, overhead projector, LCD Projector, laptop. The teacher educators use these technologies while teaching. It helps the teacher trainees to develop their skills regarding the use of electronic gadgets, so that they can easily handle these equipments during their practice teaching sessions. Teacher trainees also prepare and use various models, PPT and teaching aids required for the teaching sessions throughout the academic year.

Multipurpose Hall: - There is a multipurpose hall available for the teacher trainees to carry various co-curricular activities, cultural programs, annual function and prize

distribution. It is also useful to conduct various lectures, workshops, seminars, symposium and conferences. Orientation programme for the teacher trainees takes place in the multipurpose hall.

Psychology laboratory: - Psychological instruments, equipment and tests are available in the laboratory. There are psychology practical prescribed in the syllabus and for all these practical necessary equipments and instruments are available.

Educational Tour: Every year educational tour is arranged by the institution. The educational tour widens the perspective of the teacher trainees. This year we will go to Puri & Bhubaneswar for tour.

Micro-teaching and Teaching Practice: Microteaching programme is arranged for the teacher trainees. The student teachers practice skills. After microteaching they go for practice teaching in different neighboring schools. The teacher trainees do their internship in these schools.

Community work: The institution conducts Chalk Making, Gardening, Drawing & Painting, Tailoring, Games and sports. So, there are curricular as well as co-curricular activities for the students for creating over all environment conducive to learning and development of the students.

Various Competitions: Teacher students are also involved in variety of school based activities like organizing Quiz, Essay Competition, Handwriting Competition, Speech Completion, Best out of Waste Competition, Singing Competition, Dance Competition, Debate, Extempore, etc.

All the above mentioned points are helpful in creating over all environment conducive to learning and development of the students. Also the teacher educators and teacher trainees make the environment rich and conducive to all kind of learning and development.

2.2.2. How does the institution cater to the diverse learning needs of the students?

Special emphasis is placed on Remedial Teaching. This is attempted through formal & informal counseling. Not only weak but advance learners are also given attention properly. Some such measures taken are:

- ❖ Remedial classes for weak and needy student-teachers.
- ❖ Issuing books to student-teachers during annual examinations.
- ❖ Organizing the Extension Lectures by prominent educationist.
- ❖ Individual based learning assignment and projects are assigned to the student-teachers.

- ❖ Student-teachers need for academic areas are discussed through the tutorial and are also provided with remedies
- ❖ Feedback & remedial measures are taken after every class / unit test and house examination.
- ❖ Proper orientation about examination and evaluation system.
- ❖ Appropriate demonstration is given to the student teachers for model lessons in different skills & teaching practices etc.
- ❖ Pre-examination counseling is given to SC/ST and OBC students.
- ❖ Extra classes, Spoken English classes, issuing books during annual examination, arrangement of seminar, Organizing Extension Lectures etc., are offered to the needy students. Special attentions are paid to advance learner and they are being guided properly.

2.2.3. What are the activities envisioned in the curriculum for the student teachers to understand the role of diversity and equity in teaching learning process?

The Curriculum envisioned remedial teaching for slow learners and socially less privileged students and tutorial system for all the students. Provision of selecting of special papers such as gardening, computer etc.

There is a wide scope of diversity in the teaching – learning process along with its equity in the B. Ed. curriculum. There is a lot of diversity of the subjects in the curriculum such as education philosophy Education Psychology, Education Technology & various teaching subjects and all these subjects equally work for effective teacher training. The curriculum has various activities through which diversity and equality in teaching-learning process is reflected. Student teacher are also provided a training how to understand the equity and diversity of student teachers in their Micro Teaching group in which they have to play the role of student, teacher and observer. Other curriculum oriented activities are:-

- ❖ Preparation for practice teaching.
- ❖ Provision of selecting special papers.
- ❖ Education of Children with special needs.
- ❖ Developmental stages of children.
- ❖ Practice on Personality Profile of student.
- ❖ Need for selection of different method and media.
- ❖ Lesson Planning.
- ❖ Developing core teaching skill through simulation.
- ❖ Observation & discussion of demonstration lesson.
- ❖ Pedagogical content analysis.
- ❖ Observation & supervision at practice teaching.

- ❖ Interaction & Participation within community.
- ❖ Educational Tours.
- ❖ Extension Lectures.
- ❖ Provision for work experience.
- ❖ Creating learning situation through tutorials.
- ❖ Houses are formulated to cater every need of the lesson.
- ❖ Organizing various class test, class seminar & demonstrations Etc.

2.2.4. How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse students needs?

Under the tutorial system, the total students have been divided into the groups and placed under the teacher educator to get guidance and counselling. The institution has well qualified and experienced faculty. All teachers are appointed by selection committee. Staff has Ph.D., M. Phil degree in education. Student feedback is also taken on prescribed Performa regarding teaching of all faculty members. All the faculty members are encouraged to attend seminar, workshop, conference etc.

Teacher educator are prepared to manage diverse learning needs of students through visit to schools of different kinds, orientation to different teaching methods, and demonstrations by experienced teachers. Teaching Practice plans are developed in collaboration with schools. During meetings with school Heads, the educational needs of the schools and the policy directions are communicated. School teachers are oriented about guiding and assessing student performance.

The methodology teachers interact with guide teachers, observe and guide student performance in teaching and other areas. Feedback covers - lesson plan, teaching, questioning, evaluation, blackboard work, use of aids, class management, pupil participation and teacher behavior. The scheme of evaluation is made known to students at the beginning of the session. Students' performances in tests are followed-up by teachers; doubts are clarified and necessary feedback is given.

2.2.5. What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?

The college provides a wide variety of such practices which enables student-teachers to be innovative & skillful and adopt human values. Some activities are:

1. Organizing daily morning assembly where all the faculty members and student teachers assemble for prayer and other assembly activities. The morning assembly includes following activities:

- ❖ Prayer

- ❖ Thought of the day
- ❖ View of prominent/ eminent personality on values, education or any national concerns.
- ❖ Preparation of self composed of inspired poetry
- ❖ Daily news
- ❖ Bhajans/ Devotional Song/ Patriotic Song
- ❖ National Anthem

2. Organizing various social and cultural programme
3. Celebrating days of national, international and social importance Such as republic Day, Independence Day, Women's day, Diwali, Holi, Teachers Day, Science day etc.
4. Organizing Extension Lectures
5. Daily display of thought of eminent thinkers & Educationist on display board.
6. While organizing any activities / function at college level student teachers are assigned duties / responsibilities to provide them opportunity to organize various activities under the supervision of the concern tutor.
7. While organizing various competitions at college level student teachers are assigned different responsibilities.
8. In maintaining the greenery at the campus student teachers are motivated to plant tree and flowering plants and also they are assigned duties to protect them.
9. Student teachers are also motivated by organizing Extension Lectures
10. Student teachers are provided guidance & counseling service by faculty members.
11. The student teachers are given orientation in different types of disabilities, identification, causes and prevention. The student teachers are also given lesson on how to help disabled children in the classroom and at home.
12. Organizing Yoga Camp/Reiki/Art of living /Orientation programme Thus all the above mentioned practices help the student teachers to develop knowledge & skills related to diversity and inclusion & apply them effectively in the classroom situation.
13. Provided to help slow learners and advance learners.
14. Remedial/Bridge Classes and appropriate counselling.

2.3 Teaching -Learning process

2.3.1 How does the institution engage students in “active learning”? (Use of learning resources such as library, web site, focus group, individual projects, simulation peer teaching, role playing, internships, practicum, etc.)

The institution engages student teachers, in active learning by giving assignments, journals writing, reading books in library, giving them projects works in group as well as individual, doing peer group teaching in which some talented teacher students teach their peer group, performing some cultural activities etc. Thus it brings interest in them to learn. Role playing, acting and presenting skits etc., make the students active in learning.

Library – There is a college library. The student teachers as well as the staff members make full use of the library. At a time four books are issued to each teacher student. There are enough tables and chairs where more than 50 students can study together. There are library periods for the teacher students and during library period one section of students goes for library study. They observe silence in the library. More than 5000 books are available in the college library. Different types of journals and Magazines are available in library. Photocopy facility is also made available in the library for students and staff. Thus library helps active learning.

Website – Usually the staff members browse website and get the additional and latest information and references time to time. Additional reading material is obtained from the website. The Curriculum of B.Ed. Programme is designed in such a way that the teacher trainees should remain engaged in active learning. The institute makes good use of transacting the curriculum effectively.

Micro-teaching, Simulated lessons and peer teaching – Microteaching is given much importance in the institute. It is the essence of teacher training programme, where the teacher trainees have to remain focused in acquiring mastery over various teaching skills which draws the attention of the learner and all body and mind involved in the learning situation. Therefore, the teacher trainees remain active in this learning process. Simulation – The core teaching skills are developed in simulated settings. The following core teaching skills are practised in this college by the students in simulated setting.

1. Introducing a Lesson Skill
2. Skill of Reinforcement
2. Skill of Probing Questioning
3. Skill of Explaining
4. Skill of Illustration with Examples

5. Skill of Stimulus Variation
6. Skill of Blackboard Writing
7. Stimulus Variation Skill

Integrated Skill Practice Teaching – Before the practice, the teacher trainees have to write lesson plans and for that purpose they have to do a lot of preparation. The lesson plans are first finalized by the subject teacher and then they go for practice teaching which is real teaching in classroom situation. The teacher trainees use teaching aids and for the preparation of the teaching aids they make much efforts. For all these activities the teacher trainee- teachers become active and get involved bodily and mentally.

Work Experience: The teacher trainees are engaged in some of the work experiences like gardening, chalk making, drawing & painting, tailoring & embroidery etc. which make the teacher trainees active in learning. Thus, the teacher trainees are engaged in active learning and develop their competencies and commitments required for would be teachers.

Co-curricular activities – The institution has many co-curricular activities which keep the teacher trainees active throughout the year. All these activities mould the personality of the teacher trainees. The co- curricular activities include orientations, essay writing, handwriting, skit presentation, morning assembly conduct, exhibitions, elocution, celebration of festivals of different religion and culture, best out of waist, cooking, workshop and seminar, gardening, chalk making, celebration of various important days, parents day, teacher's day, annual functions etc., all these activities engage the teacher trainees in active learning and develop their competencies and also shape their personality.

Seminar : This Year Seminar on topic "Skill India", "Women Empowerment", "Right to Education" & "Equality of Educational Opportunities" are organized by the institution. The faculty members give this seminar to the teacher trainees. This seminar helps the teacher trainees to learn actively.

2.3.2. How is 'learning' made student - centered? Give a list of the participatory learning activities adopted by the institution and those, which contributed to self management of knowledge, and skill development by the students?

Learning is made teacher trainee centered by the following ways:

1. Learning is made 'student centered' by utilizing Participatory teaching learning Strategies
2. It is made teacher trainee centered by lectures, practical and field activities.
3. Technological approach makes the learning student-centered.

4. Various participatory activities like group discussion, seminar, workshop, microteaching, practice teaching, assignment etc. make the learning trainees centred.

5. Students are provided with the experience of active learning i.e. they are exposed to learning resources like library of the Institute, individual projects as the part of assignments, and practical in the form of psychological tests.

6. Learning is made student-centered by performing non-curricular activities such as involving them in chalk making, gardening, playing different games, having different competitions, conducting assembly in which different group perform different activities such as news, thought for the day, skit etc.

7. Student-teachers are motivated to visit library regularly to keep them updated by reading newspaper, magazine, journals, reference books & periodicals etc.

8. Tutorial groups and guidance & counseling cells are established to solve the student teachers academic, personal, career and social problems.

10. Teachers educators precisely diagnose the problems of the student teacher by oral testing, written test and class test and then provide them necessary remedies accordingly.

11. Regularity, punctuality and discipline in the college are maintained by a body of student teachers and discipline committee as well.

12. Seminars, projects and case studies are conducted by the student teachers themselves under the guidance of the respective teacher educators.

12. Extension lectures & competitions are organized to cater the student teacher need.

2.3.3. What are the instructional approaches and experiences provided for ensuring effective learning? Detail any innovative approach / method developed / used.

At this college integration of traditional as well as modernize methodology of instructions are used to impart the instruction & providing various learning experience to the student teachers. Instructional approaches like heuristic method, use of modern technologies, interaction, models, project method, problem solving method, experimentations, e-learning method etc. are used in the Institute to provide sufficient scope for effective learning. Besides, special practice sessions are engaged to:

- ❖ Provide practice in writing specific objectives.
- ❖ Reflect upon how assessment can best use for ensuring effective learning.
- ❖ Understanding finer details of video presentation during post viewing session.

- ❖ Critically analyse good & bad practices of teaching after viewing video lectures on the topic.
- ❖ Providing strategy for better integration of different teaching skills after microteaching session.

The practical work is carried out with the active participation of student teachers. Student teachers are engaged in work experience, preparing charts, models, usage of waste material and community services, actual sitting, various cultural & social programme for providing various learning experience to ensure better & effective learning.

2.3.4. Does the institution have a provision for additional training in models of teaching? If yes, provide detail on the models of teaching and number of lesson given by each student.

Though, there is no content on teaching models in B.Ed. curriculum but teaching experiences from different models of teaching provides effective learning experiences to the student teachers.

The Institute uses and adopt following methodologies and approach.

1. Pedagogical analysis of the content: In every teaching subject of B. Ed. a provision is made to do pedagogical analysis of the given topics in terms of content/subject matter, behavioral outcome, methods and activities and evaluation devices.
2. Preparation of Lesson plan: Students are supposed to prepare lesson plan based on models of teaching. Various instructions are taken care while preparing lesson plan before teaching. Special sessions are being devoted for the preparation of lesson plans and related requirements. Various aspects of lesson planning such as stating objectives in behavioral terms, division of content matter, using appropriate methodology, use of various A.V. aids, how to present the content matter, dealing with the students, controlling classroom activities, using chalkboard etc. are discussed in detail.
3. Student-teachers are provided with adequate training in delivery of model lesson presentation before starting their micro-teaching and teaching practice in the schools. Before the commencement of micro teaching lessons student-teachers are well known about the micro teaching, its concept, requirement & various teaching skill. Demonstration lesson in each skill and in each teaching subject is presented before the student- teachers by the teacher educators. During this micro teaching session, every student-teacher prepares and delivers eight micro lessons each teaching subject and then four Comprehensive lessons and two discussion lessons in simulation. 4. Besides all the student-teachers have been well oriented about various kinds of methods and strategies in the theory of their relevant teaching subjects. efforts are on to train the students to teach through e-learning material.

2.3.5. Does the student teacher use micro teaching technique for developing teaching skills? If yes, list the skill practiced and number of lesson given by each student per skill.

For making effective and competent teacher we have to foster various teaching skills among the prospective teachers. To inculcate various teaching skills among the student-teachers, our Teacher-Educators uses micro-teaching technique. Through the effective use of micro-teaching techniques, all the student-teachers are well trained in the various teaching skills and then with the appropriate integration of these skills, they become good and effective teachers.

The College conducts the workshop for Micro Teaching. The workshop is organized by conducting the following steps.

1. Conceptual orientation of micro teaching
2. Conceptual Orientation of Micro skills.
3. Lesson Demonstration by the faculty
4. Preparation of lesson plan
5. Practice teaching of lesson plan
6. Feedback Mechanism by peer group and supervisor.
7. Preplanning of lesson plan.
8. Re teaching of lesson plan.

After orienting the teacher trainees on microteaching skill techniques, every trainee is required to conduct lessons for the development of teaching skills. The following eight skills are practiced by teacher trainees. They are:

1. Skill of Introducing a Lesson
2. Skill of Reinforcement
3. Skill of Probing Questioning
4. Skill of Explaining
5. Skill of Illustration with Examples
6. Skill of Stimulus Variation
7. Skill of Blackboard Writing
8. Stimulus Variation Skill
9. Integrated Skill

Student-teachers practices a particular skill till she achieves mastery over the skill. Regular feedback is given to her by her peers and teacher in- charge for the improvement. They are trained so well that they gain mastery over the skill.

After getting mastery over various skills student-teachers integrate various skills and deliver two mega lessons in each teaching subject in simulation conditions. These mega lessons have the time duration of 35-40 minutes. Every time, when a student-teacher delivers her mega lesson she gets feedback from her peers & supervisor or teacher in-charge and necessary suggestions are provided to her for the improvement.

Every student-teacher delivers one discussion lesson in each teaching subject in simulation. The duration for discussion lesson is 35-40 minutes. At the end of the discussion lesson, all the strength & weakness of the lesson are discussed by the peer and a group of teacher educators. Every effort has been made to make this lesson a model lesson.

When the micro & mega lessons are completed then student-teachers are sent to the schools for practice teaching, where they present 20 lessons in each teaching subject and one in each teaching subject that means total 40 lessons are presented by each student-teacher during teaching practice.

Above all each student-teacher observes 8 micro lessons and 20 teaching practice lessons delivered by their peers.

2.3.6. Detail the process of practice teaching in schools (Lessons a teacher trainee gives per day, lessons observed by the teacher educators, peer/school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)

The practice teaching is conducted in ten secondary schools in and around the city Daltonganj. Available schools for practice are approached by the Principal. Duration of the teaching practice is 4 Weeks. Supervision of the teaching practice is done by staff members daily there is good rapport with the staff and students of those practice teaching schools. The following schools are given to the teacher trainees for practice teaching:

1. Govt. Ramdhari High School, Rajwadih, Palamau
2. Govt. Upgraded High School, Chianki, Palamau
3. Sri Sadguru Hari Prasad 10+2 Vidyalaya, Chainpur
4. Govt. Sarvodaya Girls High School, Medininagar
5. Govt. High School, Lesliganj
6. Pariyojana Govt. Girls High School, Lesliganj
7. Upgraded High School, Lesliganj
8. Govt. High School, Tarahasi, Palamau
9. Pariyojana Indira Gandhi Girls High School, Trahasi, Palamau
10. Govt. High School, Panki, Palamau

Schools are informed regarding the practice teaching programme in advance.

After the microteaching, the teacher trainees are sent for practice teaching. Practice teaching is the core element of B. Ed. Curriculum to make the student well versed with the core elements of the teaching, each student has to pre plan the lesson under the guidance of his/ her Method teacher, get it checked and signed by Method teacher and present it in the allotted class. Teaching practice session at the schools lasts for 4 weeks in 1st year and for 16 weeks in 2nd year as per guidelines from NCTE. The Teacher Educator supervises the lesson for about ten minutes and writes his/her observations in the Lesson notebook of the student teacher. After each lesson, immediate feedback is given by the teacher educator, school teachers who observed the lesson, and peer supervisor. While supervising the lesson presentations, teacher educator has to give remarks in the lesson plan copies by keeping in view the positive feedback first followed by negative feedback and points of improvement. Observation of the practice teaching by the peer group: Each student is expected to observe 20 practice teaching lessons given in the schools. A fixed format is prescribed by the college to enable the student to observe the peer lessons. These arrangements enable the pupil teachers to appreciate and imbibe good teaching skills of their classmates and in overcoming their own inadequate aspects. Observation of the Practice teaching by the teacher-educators: The practice teaching is supervised by the trained staff members of the college. The observers are expected to write their observation analytically and suggestions descriptively. The lesson observing teacher educator evaluates each components of the practice teaching lesson given by the students. Observation of practice teaching by the school teachers: The subject teacher whose period is taken by the pupil teacher is requested to attend the lesson given by other pupil teachers. The school teachers are requested to observe the teaching of the pupil teacher minutely especially the content part of the teaching. The school teachers are also requested to participate in the feedback session and requested to give their valuable suggestions for the improvement of the lessons given by the pupil teachers. The students are expected to make a note of the feedback given by the supervising lecturer and peer observer. They are required to incorporate the suggestions given by the observers while preparing further lesson plans. The students should reflect on the strength and weakness of their lessons based on the discussion held in the feedback session. The feedback has to be reflected in the future lessons in terms of magnifying their strength and minimizing their weakness.

Feedback mechanism: At the end of the day of practice teaching the teacher educator conducts the feedback session. In this feedback session, the pupil teacher who has given the lesson, the teacher educator who has observed the lesson, the school teacher who observed the lesson the peer group who observed the lesson participate. The pupil teachers are told about the strength and weakness of the lesson given by him. The suggestions, modifications suggested by the observers are discussed in the session. The pupil teacher is asked to note down the suggestion after thoroughly understanding it. The pupil teacher is expected to modify the lessons accordingly.

Monitoring mechanism: The lesson plans are written by the pupil teachers on the basis of the guidance given in the lesson plan workshop. These rough lesson plans are to be shown to the teacher educator who teaches the subject. The teacher educator goes through the lesson plan and gives suggestions. Based on these suggestions the pupil

teacher writes the final lesson plan and once again shows it to the particular teacher educator of the respective subject. The principal gives surprise visit to the practice teaching schools to monitor the practice teaching. In between and after the practice teaching is over, the college conducts mid-term monitoring of the practice teaching. The feedback forms received by the school teachers and head masters are analyzed in the meeting. The pupil teachers and the teacher educators share their experiences on practice teaching. The practical difficulties of the students are also solved in this meeting.

2.3.7. Describe the process of Block Teaching / Internship of students in vogue.

A group of students are attached with the particular school which is selected by the institution. In that school students acquire knowledge about the system of school. They acquire knowledge about admission procedure, accounts, and preparation of time table, debits, and competitions.

During Block Teaching period student-teachers participate in daily morning assembly of the school, organize various activities in morning assembly, keep the record of students' attendance, learn how to manage funds other material of the school and also actively participate in the cultural event of the school. They participate in co-curricular activities also. In this block teaching student teachers organize morning assembly, sports activities, celebration of important days, various competitions etc.

On the other hand they also watch the teaching procedure with school teacher and each day of block teaching they teach two lessons per day in different classes in the presence of school teacher. Total time for block teaching is 10 days.

2.3.8. Are the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teacher? If yes give details on the same

Yes, in the beginning of the practice teaching at the school, a discussion session is arranged in which all the student-teachers, staff members of the schools and head of the School share their views. School teachers are consulted regarding distribution of the sections & classes, syllabus to be covered, maintaining discipline during practice teaching etc.

Student-teachers are also asked to plan their lessons as per the requirement & syllabi given by the concerned school teacher. Mentor teacher plays the role of epicenter. If any problem arises during practice teaching mentor teacher provide help to school staff and student-teachers as well. If the need arises meetings with the Head and other teaching staff of the schools is also arranged in between the practice teaching period. On behalf of student-teachers it is the responsibility of the mentor teacher to maintain the discipline at the practice teaching. Student-teachers are motivated to work within conducive, co-operative & self-disciplined environment. The student teachers also write a report of the school plant in which they discuss almost all the aspects of the school.

2.3.9. How do you prepare the student teacher for managing the diverse learning needs of students of school?

The institution prepares the student-teachers for managing diverse learning needs of the students in the school by executing following activities:

- ❖ Identifying learning styles of the students.
- ❖ Enabling them to apply different methods of teaching.
- ❖ Provide knowledge about Child Psychology and individual differences.
- ❖ Enabling them to be 'familiar and well oriented with the process of conducting action research, case study, psychological testing etc. By conducting these activities the student-teachers become able to know the diverse needs of the students in the schools.

2.3.10. What are the major initiatives- for encouraging student teacher to use/adopt technology in practice teaching?

Student-teachers are well trained to use modern technological equipments like computers, OHP, slide projectors, T.V., LCD projector etc. for making teaching-learning process more effective. In this training, they are taught about how to prepare, handle and use various kinds of teaching aids & modern technological equipment.

Student-teachers are encouraged to use various ICT devices in their practice teaching lesson and in annual skill in teaching examinations.

Before asking student-teachers to use various technological devices in their teaching, teacher-educator demonstrates and use of these devices in his/her lesson and in classroom teaching also. Student-teachers are provided help in selecting topic, content matter and relevant teaching aids where they use technological equipment and make their lesson an effective one.

2.4 Teacher Quality

2.4.1 Are the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teacher? If yes give details on the same.

Yes, the practice teaching plans are developed in partnership, cooperatively involving the school staff and mentor teachers.

In the beginning of the practice teaching at the school, a discussion session is arranged in which all the student-teachers, staff members of the schools and head of the School share their views. School teachers are consulted regarding distribution of the sections & classes, syllabus to be covered, maintaining discipline during practice teaching etc. Student-teachers are also asked to plan their lessons as per the requirement & syllabi given by the concerned school

teacher. Mentor teacher plays the role of epicenter. If any problem arise during practice teaching mentor teacher provide help to school staff and student-teachers as well. If the need arises meetings with the Head and other teaching staff of the schools is also arranged in between the practice teaching period, On behalf of student-teachers it is the responsibility of the mentor teacher to maintain the discipline at the practice teaching. Student-teachers are motivated to work within conducive, co-operative & self disciplined environment. The student-teachers also write a report of the school plant in which they discuss almost all the aspects of the school.

The student-teachers of the institution acquire all the essential teaching skills in classes before they go for practice teaching. Model lessons are demonstrated by the concerned teaching subject in-charge, who have an exclusive comprehension and experience in the subject. Mentor teachers integrate the ICT by using OHP, LCD Projector, power point presentations in orientation classes and demo lessons.

Orientation classes for microteaching and practice teaching have been an integral part of our institution's training process. The student teachers observe, learn and practice through various practice sessions in the institution. They are trained in various skills including preparing lesson plans,-, formulating behavioral objectives, selection, preparation and handling of appropriate instructional Aids and evaluation techniques, reinforcement skills, chalkboard writing, set-induction, questioning, explaining, illustration with examples and stimulus variation. The mentor teachers also impart the knowledge and skill of observation and feedback mechanism.

On the basis of interaction, between school teacher and student teachers, the course of action means practice teaching plans are developed. The head of the school, staff & mentor teacher discuss, direct and guide the student teachers. Considering the needs, problems and nature of school classes, the student teachers prepare their lesson plan and decide behavioral objectives, do pedagogical analysis, prepare teaching aids, decide teaching learning activities and evaluation techniques in partnership with school staff and mentor teacher.

2.4.2. What is the ratio of student teacher to identified practice teaching schools? Give details on what basis the decision has been taken?

The ratio of student teacher to the identified practice teaching school is 20:1 in general. The ratio of student teachers is a reliable to the practice teaching in school. The decision has been taken on different basis like; in how many sections the class is divided, according to the size of the school, according to the subject, and what the school desires how many student teachers they need.

2.4.3. Describe the mechanism of giving feedback to the student and how it is used for performance improvement?

The mechanism of giving feedback to the students is manual. During micro teaching sessions conducted in simulations, the teacher-educator and the peers provide feedback about the lesson presented by the student-teacher. And also during the practice teaching session, mentor teacher involves head and teachers of practice teaching schools, peer group of student teachers with him for manual observation and to give feedback. Institution will also plans for adopting mechanical mechanism for providing feedback to student-teachers. In this mechanism audio and video recording of the practice teaching lessons will done.

The mechanism adopted by the mentor teacher depends on the subject and nature of the practice lesson. All practice lessons are supplemented with immediate feedback to make the student-teachers aware of the mistakes. The student teachers also make observations of their peer group members. In discussion session, mentor teacher encourages the student teachers to discuss their observations of practice lessons one by one. He creates a positive and motivating environment for feedback and all strength, drawbacks, limitations are discussed and remedial measures are suggested for improvement.

Principal of the institution and head of the school also provide their dynamic feedback during practice teaching to student teachers. The mentor teacher educates and guides the student teachers about what to observe, how to observe and how to give feedback to their peer. The desired classroom interaction and teacher behavior and teaching-learning activities to be organized are enlisted and distributed to all the student teachers to help them in observation and give feedback.

2.4.4. How does the institution ensure that the student teacher are updated on the policy directions and educational needs of the Schools?

The institution's Head involves mentor teachers, school heads and teachers of practice teaching schools, school students and student teachers to ensure that the student teachers are updated on the policy directions and educational needs of the schools. The Principal of the college facilitates the mentor teachers by arranging a prior meeting of head and staff of the practice teaching school with student teacher. He also seeks for permission of D.E.O. for the practice teaching. In the meeting, mentor teacher establish the interaction between both sides. He ensure that all practice teaching head and staff introduced with all student teachers and all the student teachers develop prospective about the vision, methodology, schedule and functioning of the practice teaching school. Mentor teacher come across all the important policies of practice teaching school through discussion with the head and staff of the practice teaching school and make clear to all the student teachers. The teacher educator supervises their daily lesson plan. The feedback received from the head of the school is communicated to all student teacher. The HOD would ensure that proper action is taken on all feedback received from teacher educator, school teacher and head of the school.

2.4.5. How do the student and faculty keep pace with the recent development in the school subjects and teaching methodologies?

The faculty members study the educational journals and reference books in school subjects for the knowledge of updates in content and methodologies. The recent development in school education like 'grading system, concept of smart class and common entrance test for engineering, medical etc. have been discussed with student through wall magazine, morning assembly and discussion.

The members of the faculty are in direct contact with the teachers of different practice teaching school to get acquainted with the change in school education system through meetings and personal interaction. The faculty members are given opportunities to attend and participate in seminar, conferences, workshop and extension lecturer in colleges and Department of Education. To keep pace with the recent developments in the school subjects and teaching methodology. They develop their own teaching methods module for teaching, teaching aids and make use relevant tools and techniques. Before starting actual practice teaching curriculum of concerned education board is provided to the entire student teacher as well as teacher educator. The Institution subscribed various journals, magazines, paper of education fields. All these materials are provided all of them so that they keep pace with recent development in the school subjects and teaching methodologies.

2.4.6. What are the major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institution?

The institution believes in quality teacher education, for which quality teachers are fundamental requirement and the following major initiatives have been taken by the institution to ensure the personal and professional development of the teaching staff

1. Institution encourages and facilitates the teachers to undertake and successfully complete their research programs like M.Phil. & Ph.D. in Education and other school subjects.
2. Teachers are provided with computer, internet access facility, library facility. The faculty can avail optimum academic leaves for their research work.
3. Teachers are sponsored to attend the various seminars, workshops, conferences and registration fees, T.A. & D.A. are paid by the institution. The institution has a firm faith, that a quality faculty with job satisfaction only can accelerate & enrich the institutional academic excellence.

2.4.7. Does the institution have any mechanism to reward and motivate staff member for good performance? If yes give detail.

The Institution thrives for excellence in teacher education. It has a strong and spontaneous conviction that we are a family with a single vision-to get acknowledged as a premier institution for teacher education with a difference. This difference can be created by motivating and rewarding the staff members for their endless efforts and appreciable performances in this direction. The HOD and Managing Committee recognize and reward the staff members by following mechanisms:-

1. Increments and incentives for better results in annual university examinations in concerned subjects are given to the staff members.
2. Institution provides recognition by conferring upon the certificates of merit to the teachers for their academic and co-curricular excellence.
3. The faculty members are involved in decision making and they have liberty to share, suggest and introduce novel innovative, constructive, creative ideas in teaching learning process and other co-curricular activities.
4. The institution provides desirable facilities to its good performing staff members i.e. PC for personal uses, internet and fax for their teaching, training, academic and research work.
5. The institution has a transport facility for convenient and comfort travel of its staff members. Almost all staff members use to committee for their duties.
6. The HOD and managing committee have personal equations with its faculty members. This cordial bond ensures the intrinsic motivation among staff members for better results.
7. Incentives, facilities, recognition and personal care and concern of faculty members restore their faith and devotion to the institution.

2.5 Evaluation Process and reforms

2.5.1. How are the barriers to student learning identified, communicated and addressed?

The institution has a strong commitment for quality teacher education and every challenging situation encountered on this path is properly defined and all the necessary measure is taken. The barriers to student learning are checked immediately. The environment of the institution is conducive to the student teachers potential actualization. All faculty members are motivated and devoted for the welfare of student teacher. The student advisor in charges have a keen watch to make them feel comfortable and contended in term of learning outcome. Student teachers class room problem and campus experience are invited to share by the tutor and all the student teacher in charge. Their requirement, suggestion, needs and problems related to sitting arrangements, books, transport, and canteen facility, medical facility, learning barriers, peer group disturbance or any other personal problem are properly identified and addressed. These

problems are solved with the help of 6 teachers, principal, director, management committee of the college.

The faculty members walk an extra mile for solving the learning problems of student teachers. Personal attention and care of faculty members facilitate all the student teacher to share her learning problem. Faculty member provide remedial teaching, repeat or modify the instructions delivered already and make change in their lesson plans and teaching aids and methodology. The provision of SUGGESTION BOX also provides an extra space to student teachers to share their view on different learning barriers in campus.

2.5.2. Provide details of various assessment/evaluation processes used for assessing student learning?

The institution practice following assessment/evaluation mechanisms:

- a) Class tests, assignment and report writing are general classroom tools for the assessment in routine teaching sessions.
- b) Project work, practical, class tests and practical are designed and executed for the mid-term evaluation.
- c) Internal assessment is conducted and finalized on the basis of student teachers performance in examinations, quality of their project reports & assignments, viva-voce and their participation in different curricular and co-curricular activities.
- d) The work education, work experience, community participation are supervised and recorded by the respective teacher in-charges in terms of skills and attitude of the student teachers in these areas for internal assessment.
- e) Skill in teaching are observed & evaluated in a conducive environment in micro teaching session groups & real practice teaching group by the teacher in charge.
- f) External and term end evaluation is done by the university annual exams in theory and practical.

2.5.3. How are the assessment/evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?

Specific needs of low performing, average and excellent performing learner are identified through above mentioned assessment tools and then teaching faculty arrange extra classes for low performing student teachers and special tasks for extra ordinary students for curriculum transaction.

The assessment and evaluation outcomes in house examinations, unit tests and internal assessment are communicated in personal and then remedial sessions are organized to remove the weaknesses and failures in concerned subjects. The teaching methodology and other class room activities are modified accordingly to meet the problems and needs of student teachers identified.

The results of house examinations are also displayed on college notice board also to acknowledge the achievement of students.

2.5.4. How is ICT used in assessment and evaluation processes?

Computers are used for the question paper setting, results recording and analysis. Recently efforts are being made to develop bank of questions in different papers of B.Ed. Students are encouraged to sit on the terminal of the Computer and attempt answering questions. This not only acquaint students about his/her own achievement but also encourage and promote learning. Computers are also used to record and analyse question papers.

2.6 Best Practice in Teaching-Learning and Evaluation Process

2.6.1. Detail on any significant innovations in teaching/learning/evaluation introduced by institution.

At the beginning of the academic year Principal's address is arranged to give general instructions and academic plan of the college to the students. Methods of evaluation, code of conduct are communicated to the students. The printed prospectus gives all the necessary information.

Periodic tests, pre-annual examination are conducted for traditional courses. Students also prepare project where it is necessary. Final examination is conducted by the University. Performance of students in co-curricular and extra-curricular activities is also assessed.

Before the commencement of academic year, a diary is given to all the teachers. It is mandatory for all the teachers to prepare an annual teaching plan & it is communicated to the students.

Annual teaching plan is implemented by all the teachers. The progress is checked by Principal and Vice-Principal on the last day of every month. Shortcomings/suggestions, if any, are discussed in Faculty-wise co-ordination committee meetings. A copy of individual time-table is also submitted to the office. The syllabus is unitized according to the teaching schedule.

Lecture method of teaching is supplemented with other methods. In these methods, there is greater involvement of teachers and students in the teaching learning process. This is done through drilling method, demonstration method, and use of maps, charts and models. On line teaching method is also used with the help of LCD projector in audio-visual unit. The college is

Well equipped with media facility. Teachers are taking benefit of these to make their lecture more meaningful and interesting.

The students after admission are assessed through periodic test, quiz programme, seminar, workshops, terminal examination, viva-voce examination, project work evaluation and University's Theory/Practical examination(s). Examination system is annual. Extra periods are conducted by teachers for educationally disadvantaged students. Personal attention is also given to slow learners.

Advanced learners are challenged to work ahead of the rest by different means such as

- ❖ . Cash prizes are given to them.
- ❖ . Financial help from donors is given to them.
- ❖ . Extra borrower's cards are also given to those who excel in co-curricular and extracurricular activities.
- ❖ . Students are also-encouraged to take part in different activities organized by their associations and to appear for various competitive / entrance examinations.
- ❖ . Personal guidance is given to the students.
- ❖ . Progress of the students is communicated to the parents from time to time.

The college has introduced evaluation of teacher by students. College also has a method of evaluation of teacher on the basis of teacher's self appraisal report, which is submitted at the end of every academic year. Principal goes through this appraisal report and suggestions, if any, are communicated to the concerned teacher. Every month Principal visits every class in order to obtain feedback from the students.

Innovative programmes are discussed in the coordination committee meetings. In the college good relations are maintained amongst teachers, administrative staff, technical staff and students. The college authority sees to it that harmony is maintained among all the units (teaching and non-teaching). All post of teaching staff is filled.

2.6.2. How does the institution reflect on the best practice in the delivery of instruction, including use of technology?

The institution reflects on the best practices in the delivery of instruction by using the technology in their classes. The faculty members are skilled in delivering their instructions, orientation and demonstration in micro teaching and real teaching lesson with the help of power point and LCD Projector or O.H.P. They have a deep knowledge and vast experience of developing and using different teaching aids and instructional techniques. Every teacher has his/her unique classroom interaction and teaching methodology.

They use activity centered, project based and student's participation ensuring strategies in their classrooms i.e. demonstration, discussion, seminar, storytelling, problem solving, project

method, role playing, report writing, quiz, puzzles, brain storming, inductive-deductive reasoning. The Faculty members have developed various teaching aids, models, slides, transparencies, modules, charts, flash cards to teach the student teachers more effectively. The effective use of chalk board, communications and different audio visual aids give an extra edge for best practices in instructional field.

Criterion III : Research, Consultancy and Extension

3.1 Promotion of Research

3.1.1 How does the institution motivate its teacher to take up research in education?

- ❖ The institution sends the staff members for seminars / Workshops / Conferences.
- ❖ The institution encourages the staff members to keep themselves up to date.
- ❖ Staff members are trying for their Ph.D. entrance. One of the staff members has already completed his Ph.D. course work and waiting.
- ❖ The Faculty members are encouraged to use Library facilities at any time.
- ❖ Teachers are encouraged to participate in research related seminars/conferences/workshops. The management of institution sponsors faculty member by giving travelling expenses and Registration fees, and also consider them on duty leave.
- ❖ The management encourages the faculty members for organizing special talks, training and workshop for faculty members to enable them to get research orientation.
- ❖ Teachers are encouraged to register for Ph.D. programme.
- ❖ The college lays emphasis on the concept of promotion of research and on action research amongst the faculty.

The institution tries its best to motivate the teachers to take up research in education and related areas to keep abreast of the current knowledge and development in the field of Teacher Education. The institution encourages teaching staff for research work by adjusting their work load in the timetable. The library is equipped with variety of books and journals. Various Journals included referred by NCTE are also subscribed for the library. Broadband internet connectivity is available to the Teacher Educators.

3.1.2. What is the thrust area of research prioritized by the institution?

The main area of research prioritized by the institution is:-

- ❖ Effectiveness studies in different areas like teaching methods and lab. Management.
- ❖ ICT use in Teaching learning
- ❖ School drop outs
- ❖ Case study of various School problems
- ❖ Child Psychology, Depression and Tension
- ❖ Exam Fever and its Impacts.
- ❖ Cruelty against Child

❖ Role of Education on living of Tribal People.

3.1.3. Does the institution encourage Action Research? If Yes give detail on some of the major outcome and the impact.

Yes, the institution encourages action research projects. Action research is a compulsory provision in the syllabi of the B. Ed. course. During the years all the teacher-educators along with student-teachers have taken up a good number of action researches successfully. Action research is mainly focused on immediate classroom problems, needs and its solutions. The student-teachers with the help of teacher-educators have conducted research on a wide range of problems and their solutions. Some of the problems of the action research projects are given below:

- ❖ Slow learners
- ❖ Lack of Interest
- ❖ Poor hand writing
- ❖ Incomplete Homework
- ❖ Indiscipline
- ❖ Low attendance during morning assembly
- ❖ Inefficiency in performing science experiments
- ❖ Proper use of dictionary
- ❖ Problem in Mathematics
- ❖ Cleanliness of school campus/own locality
- ❖ Incorrect pronunciation
- ❖ Fear from mathematics

In one of the action research on "lack of interest", it was found that there are variety of reasons for not taking interest in their regular studies. These reasons range from social, environmental to personnel ones. After study, efforts were made to get rid of some of the reasons by providing few additional facilities in the Institute such as: Opening of library after working hours, providing books are their academic interest, discussing their personal problems and motivating them etc. In another action research on problem in mathematics based on the findings of the research, students are provided with change in teaching method, use of Maths lab for teaching, performing more activity based learning in the classroom etc.

Overall the major outcomes of action research are-

- ❖ -Improving and modifying the class room strategies, tactics and teaching aids.
- ❖ -Develop interest, attitude and values of the student towards their studies.
- ❖ -Dealing with classroom problems and school problems, related to discipline and code of conduct.
- ❖ -Developing the habits like completion class notes and active participation.

3.1.4. Give details of the conference/seminar/workshop attended and/organized by the faculty members in last five years.

(a) Five conference, three seminars, ten workshops have been organised by the faculty members.

(b) Seven conference, nine seminars and three workshops has been attended by the faculty members.

Institute is planning to organize a National seminar on Quality of Research Education.

3.2 Research and publication output

3.2.1. Give details on instructional and other materials developed including teaching aids and/or used by the institution for enhancing the quality of teaching during the last three year.

Over the years the faculty and student-teachers collaborated in developing instructional and other materials suited to local needs of the instruction.

(a) Details of instructional materials developed:

- ❖ Self instructional learning material.
- ❖ Print hand outs and modules.
- ❖ Power point presentation on various topics.
- ❖ OHP transparencies for orientation to micro teaching.
- ❖ Instructional materials like transparencies' and slide are developed by the teacher-educators for classroom teaching, work education and work experience.
- ❖ Concept maps on different topics.

(b) Details of other materials developed: Institute developed print material on following themes.

- ❖ Managing stress
- ❖ Disaster Management Training
- ❖ Art of leaving
- ❖ Yoga
- ❖ Reiki
- ❖ Anti Ragging
- ❖ Women empowerment and sexual harassment prevention
- ❖ Nature Club

3.2.2. Give detail on facilitates available with the institution for developing instructional materials?

The instructional materials are developed by providing optimum facilities available in the institution to the students. The institution has well equipped Educational Technology Laboratory, Library, Workshop for preparing teaching aids, Fine Arts Room, Science Laboratory, Audio Visual Aids Room, Language Laboratory, Craft Room & Computers with software's. The institution provides freedom to use college facilities both for staff and teacher trainees, like internet, printer, scanner, photocopy and related stationery. Information Communication technology related material has been developed by the faculty and teacher trainees in the institution. The faculty members develop Power Point Presentation.

3.2.3. Did the institution develop any ICT /technology related instructional materials during last five years? Give details.

The faculty members have developed certain instructional materials. They are given below:

- ❖ Details of instructional materials:
- ❖ Computer based question bank & software's
- ❖ Power point presentation on various topics.
- ❖ OHP transparencies for orientation to micro teaching.
- ❖ Instructional materials like transparencies' and slide are developed by the teacher-educators for classroom teaching, work education and work experience.
- ❖ Bibliography of Internet sites for academic work.

3.2.4. Give details on various training programs and/or workshops on material development (both instructional and other materials)

- a. Organised by the Institution - 05 Workshops
- b. Attended by staff - 3 Workshops

Our institution has conducted 05 workshops for material development. Student teachers with different methods teaching are encouraged to attend these workshops and prepare material. Further, the faculty development programmes are conducted regularly for teacher educators. The lecturers are regularly being informed about the Seminars and Workshops organized by other institutions and University and concerned subject teachers are deputed by the institution.

These workshops on material development are organised by taking expertise from inside as well as from outside of the Institute.

3.2.5. List the journal in which the faculty members have published papers in the last five years.

- (A) Ratnagarbha, Ranchi edition
- (B) Journal of Psychology

3.2.6. Give details of the awards, honors and patents received by the faculty members in last five year.

NONE

3.2.7. Give details of the Minor/Major research projects completed by the staff members of the institution in last five years.

None

3.3 Consultancy

3.3.1. Did the institution provide consultancy services in last five year? If yes give details.

Yes : The Institution provide consultancy services for training, placement, student support and progression and extension activities. The institution provides consultancy services to several schools, teacher training institutions and other educational institutions. Orientation programmes are given to staff members of some schools before the classes begin. The Principal of the College is every year invited by many schools to give orientation programme for the staff members. Some of the staff members are invited to give seminar in others B.Ed. Colleges. School administrators and teachers are given guidance on evaluation practices, methodology of teaching and preparation of instructional material.

3.3.2. Are faculty/staff members of the institution competent to undertake consultancy? If yes, list the area of competency of staff member and the step initiate by the institution to publicize the available expertise.

Yes, the faculty/staff members of the institute competent to undertake consultancy. The areas of competency of staff members are:

- ❖ Active Learning Methods
- ❖ Continuous and Comprehensive Evaluation
- ❖ Micro Teaching
- ❖ Practice Teaching
- ❖ Educational and Vocational Guidance
- ❖ Communicative skills
- ❖ Orientation Programme

Some of the faculty members are also supervising dissertation work of M.A., M.Ed. and M.Phil. students.

3.3.3. How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff member and the institution?

College not charged a single penny for consultation. The college bears the entire expenditure on the consultancy services and its preparation. Hence no revenue is generated. Consultancy fees are not charged by the institution for the consultancy provided

3.3.4. How does the institution use the revenue generated through consultancy?

No revenue is generated. Consultancy is offered free of cost.

3.4 Extension Activities

3.4.1. How has the local community benefited from the institution?

Extension activities are an integral part of teaching programme of the college. Literacy Programme, Environmental Awareness, Working in collaboration with school teachers in the surrounding areas etc are conducted by the institute. Teaching aids prepared by student- teachers that are exhibited in the Multipurpose hall. "Best out of Waste" programme is organized by the institution for the teacher trainees. Further, Faculty and Student-teachers are encouraged and supported to participate in various extension activities. Last year Voting awareness programme was held and our college fully participated in this programme.

The college runs awareness programmes on Aids, Environment Education, Female Foeticide, Health, Hygiene Awareness, Girl Child Education Awareness, Water conservation Awareness, campus beautification awareness etc. This is a laudable initiative on the part of this college.

3.4.2. How has the institution benefited from the community?

As the institution is situated in a rural area, the community is participative in most of activities of the institution. Community participation is seen in talent search competitions, festivals celebrations, annual get together functions etc. During such occasions, interaction with community members yields valuable suggestive measures to make the institution more progressive in term of efficiency and quality.

The institution has an informal institution-school-community network. Many schools have been tied-up with us for practice teaching. All the staff members and head of these schools are friendly & cooperative with our student as well as teachers. This is helpful to us in giving quality education. Local community is very helpful to us in organized various activities like celebrating national festival, extension activities camps etc. People from different fields of specialization like doctors, lawyers, bank managers, leaders, women activists, etc. from the community are invited to deliver talks and extension lectures. On the occasion like Hindi Diwas celebration an expert in Hindi, is called for talk.

3.4.3. What is the future plan and major activities the institution would like to take up for providing community orientation to students?

In future our Institution plans to conduct major activities like:

- ❖ English coaching programme,
- ❖ Guidance and Counselling Programme
- ❖ Health awareness programme
- ❖ Environment protection
- ❖ Coaching for writing competition examinations
- ❖ M.Ed. Course
- ❖ D.El.Ed. Course
- ❖ Computer Course

The institution encourages its students to help the weaker sections of the society to learn. It has devised a plan to encourage every student to make an illiterate person to literate person during their course duration. This provision is not a compulsory one, but rather it will be added to the co- curricular repertoire. The institution also devises certain plan to involve students in awareness programme in contemporary issues 'like Human Rights, Women Empowerment, Child Rights, save girl child, save water, trees and environment etc. Further brochures will be prepared and distributed in regional language on contemporary socially relevant issues like Female Feticide, Global Warming, Wild life Preservation so that the community will be aware about these issues.

3.4.4. Is there any project completed by the institution relating to the community development in the last five years? If yes, give details.

There is no such project initiated or completed by the institution relating to community orientation to students.

3.4.5. How does the institution develop social and citizenship value and skills among its students?

1. The faculty members and students periodically visit village and participate in clean and tidy programme.
2. The institution observes festivals like Diwali, Christmas and other such socially relevant festivals to make the students aware about cultural ethos and social values of the Indian society.
3. The institution also observes Republic Day, Independence Day, Birthday and Martyrdom Day of National Heroes to inculcate the Nationalism and value among students.
4. The institution encourages its students to actively participate in tree plantation programme and tree conservation initiatives.
5. The faculty members and student-teachers participated in development programmes.

3.5 Collaborations

3.5.1. Name the national level organizations if any with which the institution has established linkages in the last five years. Detail the benefits resulted out of this linkages.

The institution has linkage with organization like Regional Office, NCTE, Bhubaneswar and Nilamber Pitamber University, Palamau. This linkage helps institution in enhancing the quality of teaching and exposing student-teacher for variety of Instructional activities.

Following benefits has been resulted to the Institution by establishing linkages at National level organization:

Interaction of faculty with other faculty members of National repute.

Involvement in inter Institute activities.

Exposure of faculty to various National level institutes.

3.5.2. Name the international level organizations if any with institution has established linkages in the last five years. Benefits resulted out of these linkages.

No any International Linkage.

3.5.3. How does the linkage if any contribute to the following?

Curriculum Development:- The Curriculum is designed by the University. College has to follow the curriculum design by the University. However, linkages helped in implementation of curriculum of better way. Innovative practices of curriculum transaction improved the quality of delivery.

Teaching :- Various journals & study material of NCERT and NCTE is helpful in enhancing the teaching quality. Expert lectures by faculty of EMRC, NCERT (downloaded) further improved the quality of teaching of our faculty.

Training:- The guidelines of University, NCERT and NCTE play major role in providing training to students as well as teacher educator.

Practice Teaching:- Various research, journals and study material help the faculty members and student teacher to give in effective practice training.

Research: - Various action research has been carried out by the College.

Consultancy: - The Institution members provides consultancy to our student teachers on various topics.

Extension :- The staff members of University has guided our student as well as teacher educator through various extension activities.

Student Placement: - A separate placement cell is maintained and looked after by placement officer.

3.5.4. What are the linkages of the institution with the school sector?

At present the institution has linkages with the schools for Practice Teaching. The institution has good and healthy linkages with school and community members. The schools and community works hand in hand with this institution for the progress of the student-teachers. The faculty is invited as subject experts to conduct interviews for recruitment of teachers in the schools. Our faculty is invited by some of the schools for giving orientation programmes for their staff members. The College has placement cell which provides good teachers every year to the school sector.

3.5.5. Are the faculty member actively engaged in school and with teacher and other school personnel to design, evaluate and deliver practice teaching? If yes give details.

Yes, faculties are actively engaged with school staff during practice teaching. In the beginning of the practice teaching at the school, a discussion session is arranged in which all the student-teachers, staff members of the schools and head of the School share their views. School teachers are consulted regarding distribution of the sections & classes, syllabus to be covered, maintaining discipline during practice teaching etc. Student-teachers are also asked to plan their lessons as per the requirement & syllabi given by the concerned school teacher. Mentor teacher plays the role of epicenter. If any problem arises during practice teaching mentor teacher provide help to school staff and student- teachers as well. If the need arises meetings with the Head and other teaching staff of the schools is also arranged in between the practice teaching period. The management & staff of the school now started looking at our Institute to solve day to day problems and our faculty started helping schools. Various action research are carried to solve School problems.

3.5.6. How does the faculty collaborate with school and other College or university faculty?

1. The institution facilitates collaboration of itself with schools, and other educational institutions for its progress. During vaccination camp programme, Rangoli Competitions, Shlok Reading Competition school students are also invited to participate. The schools on their part invited us to attend certain occasions like school annual day, etc.
2. The institution collaborates with other teacher education institution for taking advise and consultation regarding the grievances to the University, Department of Higher & Technical Education, regarding up- gradation of curriculum, fee structure and other such matters.

3. The faculties were given orientation from time to time by university faculty through orientation courses and special lectures.
4. The faculty of our college collaborates with other college for: Preparing the question papers for university exams; evaluating the answer sheets;
5. The faculty collaborates with the university faculty for Syllabus revision work;
6. The faculty collaborates with the school for practice teaching.
7. The College is actively collaborating with various schools, other institutes and university faculty for augmenting teaching-learning activities

3.6 Best Practice in Research, consultancy and extension

3.6.1. What are the major measures adopted by the institution to enhance the quality of Research, consultancy and extension activities in last five year?

The institution encourages its faculty members to pursue research endeavors in the field of education. Institution provides increased opportunity to faculty for attending seminars, workshops, training programmes on research methodology and development of teaching and instructional material. The institution encourages teaching staff for research work by adjusting their work load in the timetable. The teachers are given study leave. The institution supports teacher for completing their research projects. The college provides ICT Laboratory, library facility, laboratory facility to pursue the research activity.

3.6.2. What are significant innovations/good practices in Research, consultancy and Extension activities of the institution?

Some of the good and best practices that are being followed in research, consultancy and extension activities are:

- Extensive use of ICT and co-operative learning for pursuit of research.
- Action researches were conducted for improving the quality of education and self-esteem of student teachers.

The institution also has the mechanism to initiate self-managed action research projects.

During Annual Day Function, Women's Day Function, Republic Day, Independence Day, Teachers day the college invites village elders, parents of student teachers, and women to make them participate in the process.

Criterion IV : Infrastructure and Learning Resources**4.1 Physical Facilities**

4.1.1. Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master Plan of the building.

Yes, the institution has the physical infrastructure as per NCTE norms. The list is given below:

Sl.No.	Description	No. of Rooms
1	Reception Room	1
2	Principal Office	1
3	Office	1
4	Multipurpose Hall	1
5	Games Room	1
6	Boys Common Room	1
7	SUPW Room	1
8	Store Room	2
9	Staff Room	1
10	Secretary Room	1
11	Female Toilet Room	1
12	Girls Common Room	1
13	Music Room	1
14	Library	1
15	Reading Hall	1
16	Examination Room	1
17	Computer Room	1
18	Language Lab	1
19	Psychology Lab	1
20	Class Room	2
21	ET Room	1
22	Science Room	1
23	Infirmary	1
24	Seminar Hall	1
25	Science Lab	1
26	Administrator's Room	1
27	Art & Craft Room	1
Total Built up Area		4006 sqm

4.1.2. How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?

The institution regularly plans to meet the needs of augmenting the infrastructure to keep pace with the academic growth. Additional Infrastructure and resources are added every year according to the need of the hour. The classrooms, laboratories, library, multipurpose hall, canteen etc., are furnished with adequate furniture and equipment to facilitate better teaching learning process. The institutional management is well aware about the new developments in education and academics. It tries its best to make available the infrastructure needed for pursuit of high academic growth. The institution ensures utilization of its infrastructural facilities to its maximum. The institution invariably encourages the use of its academic and physical facilities by organizing different educational activities. If need arise to go for M.Ed. or D.El.Ed. course more rooms are available.. The institution has physical infrastructure as per NCTE norms. The best facilities for teacher education are provided in this institution. A necessary and sufficient amount is allocated in the budget for development of the infrastructure in every aspect.

4.1.3. List the infrastructure facilities available for co-curricular activities and extra-curricular activities including games and sports.

The infrastructure facilities for co-curricular activities and extra- curricular activities including games and sports are provided by the institution.

The Institution has a spacious play ground with facilities to play volleyball, basketball, Cricket, badminton, tennis etc. are available student could play indoor games like carrom board, chess, Table tennis etc.

Craft Room and Work experience laboratory/workshop: The lab is equipped with moulds of chalk making, candle making and essential material of interior decoration, paper cutting, card board modeling, pot decoration, preparing best out of waste and material for chart and model preparation.

Multipurpose Hall- The multipurpose hall with a seating capacity of 200 persons is there in the institution to provide a common platform to students, faculty and renowned educationists for regular interfaces, conferences, seminars and daily morning assembly. Cultural events and seminars are organized in the multipurpose hall. The hall has been equipped with appropriate audio- video system and communication tools like public addressing system.

Other Facilities- CD player and CD's of educational films are available in the educational technology lab.C.D. is used for showing educational films.

4.1.4. Give details on the physical infrastructure shared with other programmes of the institution or other institutions of the parent society or university.

Our college is especially for Teacher Training Programmes i.e, B.Ed. In near future D.El.Ed.course will going to be inducted, then the following infrastructure will be shared with B.Ed Programmes

<u>Particulars</u>	<u>No. of Rooms</u>
Staff Room	01
Science Lab	01
Maths Lab	01
Computer Lab	01
Library cum Reading Room	01
Yoga/Art of Living	01
ET Room	01
Infirmary	01
Canteen -	Available
Playground	
a. Outdoor -	Available
b. Indoor -	Available

Multipurpose hall is shared with government and NGOs meeting, workshops and seminar.

4.1.5. Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health centre, etc.)

Various facilities are available with the institution to ensure the health and hygiene of the staff and students. Medical Facilities - To ensure the well being of the staff members and student teachers, college campus has Health Center which has all the basic facilities for first aid. The services of consultant doctors are available in the hours of need. During academic years, some health camps are also organised. Few to mention are: Blood Donation Camp, Dental Check up camp and Medical Check-up camp.

Dustbins at various locations throughout the institution are made to maintain the cleanliness of the institution. For providing drinking water, water- coolers are fitted with RO system. Separate wash room facilities for girls are provided by the institution. Proper drainage system is there in the building. Institute provides toilet, wash basin facilities for men and women separately.

Common rooms for both men and women are also given separately. Beds arrange for those who fall sick. Hygienic drinking water is provided student teachers and staff. Institute has arranged hygienic canteen which supplies good refreshment for the needy.

Common room (Rest Room) facility- Separate common room facility is provided for students where they can relax during their academics if time permits. Common rooms are furnished with comfortable chairs, tables and amusement facilities.

Canteen - College campus there is provision of hygienic place for canteen which caters hot and cold drinks and snacks. A Student teacher committee has been given responsibility to ensure the quality and to take care of proper functioning of the canteen.

4.1.6. Is there any hostel facility for students? If yes, give details on capacity, no. of rooms, occupancy details recreational facilities including sports and games, health and hygiene facilities, etc.

Yes, Hostel facility is available for students. The capacity of hostel is for 20 students. Presently 10 students are occupying the rooms on single/twin sharing basis. Food is also served in the Hostel. Some recreational facilities like newspapers etc. are also arranged. Health and Hygienic environment is best created at the Hostel.

4.2 Maintenance of Infrastructure

4.2.1. What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.

Building
Laboratories
Furniture
Equipment
Computers
Transport/Vehicle

The management has plans and facilities for need-based development and expansion of infrastructure. Maintenance of existing infrastructure resources is looked after by the central construction division and a standing committee with faculty and student representatives. The advisory committees focus on upkeep and maintenance of the infrastructure. A part of the budget is spent on the upkeep and maintenance of the infrastructure.

Budget provisions are optimally made for maintenance of various services in the college.

4.2.2. How does the institution plan and ensure that the available infrastructure is optimally utilized?

Institution regularly plans and ensures that the available infrastructure is optimally utilized. Infrastructure facilities established in the College, library and sports facilities are kept open for the students and faculty during working hours and extended hours whenever required. The physical infrastructure is judiciously and optimally put to use.

Beside this:

- During holidays and Sundays campus is offered to the needy. Infrastructure is given for competitive examination meetings and seminars.
- Neighboring schools are welcomed to use the multipurpose and E.T rooms.
- Sometimes government uses to conduct examinations.
- Other NGOs also come to have their interviews conducted.

4.2.3. How does the institution consider the environmental issues associated with the infrastructure?

The institution considers the environmental issues associated with the infrastructure. The institution is situated at the main road in a calm and beautiful natural surrounding with a complete pollution free campus. Provision of dustbin is there for maintaining cleanliness in the campus. Proper drainage system is provided in the institution.

The classrooms are spacious with large windows for proper ventilation and have adequate natural light. Water coolers are fitted with water filters for providing clean drinking water. Mostly LED bulbs & LED tube lights are used and no traditional bulb is used to save electricity. Provision of garbage pit is there where all the daily waste is thrown in it. Provision of making best out of waste is done in the institution, where waste material is used to make useful things, which can be used in daily life.

The Institution gives a lot of importance to promote environment consciousness with its spacious premises, well-ventilated buildings, and greenery in the Campus. The Institution maintain herbal garden (Nature club) inside the premises to make awareness among the students.

4.3 Library as a Learning Resource

4.3.1. Does the institution have a qualified librarian and sufficient technical staff to support the library (materials collection and medial computer services)?

Institution has a qualified librarian and sufficient technical staff to support the library. She is able to handle things like computer. And ready to help the willing students.

4.3.2. What are the library resources available to the staff and students? (Number of books-volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources, software, internet access, etc.)

The College has a library. Following details of instructional resources for B.Ed are

- a. Books
 - Text books
 - Reference books
- b. Magazines
- c. Journals subscribed
- d. e-information resources
 - CD's/DVD's

Besides, the library also has facilities like:

- a. Computers
- b. Photocopy Machine
- c. Internet
- d. Printer

During last four years 5191 books are added in the Education section of the Library. Reference services and circulations are provided in the reading room where the students enhance their knowledge by reading books. Conducive environment for studies is created in the reading room. The Library also provides the Open access facility for the Faculties from outside and the teachers of practice schools.

4.3.3. Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decisions? If yes, give details including the composition and functioning of library committee.

The library has an advisory committee. This committee is headed by the Librarian of the college and other members are faculty members and a student representative. Faculty and students are provided with regular reader advisory service and also user orientation programmes are frequently organized to familiarize and encourage students and staff to optimally utilize the library. In near future Library is going to install Library Management Software. Every year 200 books are added as per the need.

4.3.4. Is your library computerized? If yes, give details.

No, but very soon Library is going to install Library Management Software.

4.3.5. Does the institution library have computer, internet and reprographic facilities? If yes give details on the access to the staff and student and the frequency of use.

Yes, the institution library has computer, internet and reprographic facilities. There is a Computer with printer and Xerox machine. An active internet connection is also available in college library. All these facilities are used by faculty as well as student teachers. Students

are allowed to get photocopy of relevant pages from Books, Magazines and Journals on payment basis. However faculty can avail the facility to a certain extent free of Cost.

4.3.6. Does the institution make use of Inlibnet / Delnet / IUC facilities? If yes, give details.

The College in the process to become the member of Delnet/ Inlibnet .

4.3.7. Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day etc.)

The library is kept open throughout the year except National Holidays & some important holidays. The library function six days per week (excluding Sunday) and 280 days in a academic year. The Library remains open from 9.00 am to 5.00 pm and access is allowed to all regular students..

4.3.8. How do the staff and students come to know of the new arrivals?

Staff members and students come to know about new arrivals in the library through regular notice, display on the notice board placed in the library and main notice board of the College. Display rack is indicated that new arrivals are available.

4.3.9. Does the institution's library have a book bank? If yes, how is the book bank facility utilized by the students?

Yes, the institution's library has book bank facility. In this book bank facility books for all papers are issued to the economic weaker student teachers. These books are retained by these student teachers up to the end of final examinations. Eligible student teachers apply for this facility to the principal. The principal after consulting with the other staff members give permission to the student teacher.

4.3.10. What are the special facilities offered by the library to the visually and physically challenged persons?

For easy accessibility to the library, librarian personally attends the physically challenged student-teachers. Handicapped friendly chairs are provided in each and every floor.

4.4 ICT as Learning Resource

4.4.1. Give details of ICT facilities available in the institution (Computer lab, hardware, software, internet connectivity, access, audio visual, other media and materials) and how the institutions ensures the optimum use of the facility.

The institution has an advanced Computer lab, which provides computing facilities. The lab comprises of computers installed with wide range of software like MS office, Page maker, CoralDraw, Photoshop etc. including dictionary. Communication and print services are also

available. The software setup has latest version of Windows. Broadband connection for Internet. Multimedia, Software in the form of CD's based upon various subjects like linguistic skills, children with special needs, information and communication technology, health and fitness, value education, environmental education, teaching and teacher behavior are available.

4.4.2. Is there a provision in the curriculum for imparting computer skills to all students? If yes give details on the major skills included.

Proper consideration is given for the use of ICT while implementing the curriculum. In curriculum student teachers learn working and the use of all the technological aids available in the college. They also learn the skill of handling these equipments and their effective use in teaching learning process. Teacher provides necessary instructions to the students regarding the course content and skills regarding the use of these equipments. There is provision in the curriculum for imparting computer skills to all the students. By implementing the subject computer education basic computer skills are imparted to the students. They are taught about information technology, internet, e-mail etc. Student with this Provision of discipline of computer education and computer application is there in the curriculum and this made the process easier for the institution for making student-teachers aware of the role of ICT in education. In this the students are taught about MS Word, MS Excel, and Power Point Presentation and Application software. Various books on computer education are also available in the library. Every student and teachers are trained in Handling of followings Equipment

- LCD Projectors
- Computers
- Tape-Recorder
- T.V. and Video-Cassette-Recorder
- Camera
- CD/DVD Player

Students teachers are motivated to develop good power point presentation with hyper linking and fade out provisions while teaching his/her students. B.Ed. Students are also promoted to use Internet to construct knowledge and use of free down loadable materials available.

4.4.3. How and to what extent does the institution incorporate and make use of the new technologies/ICT in curriculum transactional processes?

Staff members of the college are proficient in the use of ICT. They teach the students in their respective teaching subjects like teaching of Social studies, Science, English, Hindi and Environmental Education by using CD's, transparencies, power point slides through computers

and over head projector. Computers are widely used in office, accounts, Teaching and Learning, staff training and quality improvement.

4.4.4. What are major areas and initiatives for which student teachers use/adopt technology in practice teaching? (Developing lessons plans, classroom, transactions, evaluation, preparation of teaching aids)

Student-teachers take keen interest and take the help of ICT in preparing lesson plans, teaching aids and delivery of lesson. Student teachers make their lesson plans and prepare power point slides to deliver their lessons during micro teaching. The student-teachers present their seminar through LCD Projectors.

4.5 Other facilities

4.5.1. How is the instructional infrastructure optimally used? Does the institution share its facilities with others for e. g:- serve as information technology resource in education to the institution (beyond the program), to other institutions and to the community?

Instructional infrastructure is optimally used by the institution. The institution shares its facilities with the community. The services of teachers of this college are furthered in giving extension lectures. The teachers of this institution visit other institutions and act as judges in other institutions functions. Faculty members of this college are invited many times by the other institutions for guest lectures and as a resource person. The audio-visual aids like charts and models prepared by the student teachers are donated to the practice teaching schools and schools situated nearby the college. Improvised apparatus prepared by the college students is also gifted to the practice teaching schools. The Institution share its facilities with others by

- ❖ Arranging remedial Classes in the evening to the weak students.
- ❖ Coaching, students of weaker section in the evening.
- ❖ Organizing cultural events in the auditorium of the College.
- ❖ Organizing sports meet.
- ❖ Organizing lectures in the evening.

4.5.2. What are the various audio-visual facilities/ materials (CDs, audio and video cassettes and other materials related to the program) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?

Various audio-visual aids facility and material like CD, DVD, transparencies and slides based on content of various school teaching subjects are available. Transparencies on content cum pedagogical analysis are also available with the institution. Charts, models and improvised apparatus in science are available and the student teachers use these materials in preparing their lesson plans and in

their practice teaching sessions. CD's and audio cassettes for language development are also available. Slides and transparencies made by the student-teachers themselves are also available. Well equipped laboratories are available with the institution where demonstration and experiments are conducted. Teachers themselves use the audio visual aids while presenting the content before the student-teachers in the classroom. Student-teachers are motivated by the teachers to use the audio-visual aids while presenting their seminar and preparation of their lesson plans and teaching aids.

4.5.3. What are the various general and methods Laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?

The following laboratories are available with the institution:

1. **Psychology Lab**- The psychological tests suggested by the affiliating university like intelligence tests, creativity tests, sentence completion test, picture completion test, personality development test, concept achievement test, general classroom achievement test, mirror drawing apparatus, memory drum and card scoring tray are available in the lab.
2. **Science and Mathematics Lab** - The lab comprises of various charts, models, specimens, apparatus, equipments, chemicals and reagents related to Physical and Life Sciences, microscope, specimen of human skeleton, mathematical models, projector etc., are also available.
3. **Social studies lab**- In this lab charts, models, globe, pictures, scrap book, model lesson plans, time lines, maps, atlas, rain gauge, measuring instruments, wind wane, drawing material, slides and transparencies of different geographical and historical places are available. Social study lab is equipped with projector.
4. **Educational Technology Lab**- Computers on LAN, printer, overhead projector, slide projector, LCD, television, radio, tape recorder, CD Player, audio and video cassettes related to curriculum are available in this lab.
5. **Workshop for Art and Craft / Work experience lab**- Moulds of chalk and candle making, equipments for gardening, tables, drawing material, charts, scale, brushes, colors and other stationary material are present in the lab. The provision for making best out of waste, rangoli and flower arrangement is also made available.
6. **Resource Room**- Various charts, models, CD's, transparencies, sample of sessional work, model lesson plans and projects in various teaching subjects are displayed in this room.
7. **Computer Lab** – Computers installed with Windows 2008, MS- Office, Anti-Virus Software, Photoshop, Coral,etc, LCD Projector.

4.5.4 Give details on the facilities like multipurpose hall, workshop, music and sports, transports etc. available with the institution.

Multipurpose hall- The institution is having facility of multipurpose hall. Multipurpose hall has seating capacity of 225 persons. It acts as a common ground for students, faculty and renowned educationists for

the regular interfaces, conferences, seminars and other events. For organizing cultural events and seminars this hall is equipped with communication tool like public address system.

Workshop- The workshop is equipped with moulds of chalk making, candle making and essential material of interior decoration, paper cutting and cardboard modeling, pot decoration, toy making, stitching, Gardening material preparing best out of waste and material for chart and model preparation. Workshops on / paper cutting and card board modeling are organized for the students from time to time during each session.

Sports- Provision of playground in the college Campus is there. Running track for athletics, field for organizing games like football, badminton, volleyball, handball and cricket is there and material for games like chess, skipping, carom board is available.

Transport- The College plans to provide bus facility from adjoining areas of the college campus both for teachers and students.

4.5.5. Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institution's future plans to modernize the classrooms.

Presently all the classrooms are with Chalkboard. One seminar cum classroom is converted into smart class equipped with projector, and electronic board. However, the institutions have a futuristic plan to modernize rest of the classrooms for the use of latest technologies for teaching.

4.6 Best Practices in Infrastructure Resources

4.6.1. How does the faculty seek to model and reflect on the best practice the diversity of instruction, including the use of technology?

Faculty seeks to model and reflects on the best practice in the diversity of instruction, includes the use of technology. Well qualified faculty is there and they use ICT like LCD projector, overhead projectors and power point slides for teaching. Most of the teachers participated in the workshop and have got training by an expert about the use of computer in teaching. Teachers lay emphasis on the overall development of the students. Teaching methodology is diverse. Use of ICT, inductive thinking strategies and problem solving methods are used for teaching. Main emphasis is on transfer of learning from theoretical to practical aspects, for this stress of every teacher is on learning by doing practices. The work supposed to be done by the learners is first demonstrated by the teacher. The approach adopted by the teacher is flexible not rigid. From time to time teachers attend and participate in different seminars, conferences and workshops. All the teachers are proficient in using computers for teaching. In teaching of science respective teacher lays emphasis on improvisation of apparatus. Teachers create such situations for providing conducive environment to the students for appropriate learning.

4.6.2. List innovative practices related to the use of ICT, which contributed to quality enhancement.

- ❖ Every student- teacher is taught about the basics of computer.
- ❖ Student-teachers use ICT for preparing their lesson plans and seminars.
- ❖ Every student teacher prepares & submits two OHP transparencies.

- ❖ Student teachers give power point presentation in their class room Seminars etc.

4.6.3. What innovations/best practices in 'Infrastructure and Learning? Resources are in vogue or adopted/ adapted by the institution?

- The institution is situated in lush green environment and free from all types of pollution.
- The institution provides furnished classrooms and well equipped laboratories for smooth functioning of teaching-learning process.
- Tutorial groups are constituted with a teacher educator as a tutor. Student teachers interact with the tutor and concept of individualized learning is followed.
- Student's problems are diagnosed and remedial teaching is provided to the concerned students.
- 'Suggestion box' is also available in the college premises. The needs of students and suggestions in the suggestion box are attended on priority.
- Specific teaching strategies are adopted to cater the needs of advanced learners and slow learners respectively.
- The performance of the teacher educators is assessed with the feedback mechanism.
- The college organizes cultural programmes and publishes a magazine which gives the students opportunity to exhibit and express their talent.
- Teacher's evaluation is made through self-appraisal.
- Display of anti-ragging instruction board in and around the campus
- Display of Mission, Vision and objective
- Display of Nature Club board
- Parking facility
- Free Bus facility for staff
- Well maintained garden with medicinal through nature club.
- Indoor & outdoor games facilities provided.
- Basic facilities in terms of good Canteen, Well maintained hostel , Aquagard for drinking water, Fire extinguisher and Auditorium available.
- State of Art Infrastructure
- Prime Location
- Good academic ambience
- Library available with Internet facility.
- Library is with open access system and along with adequate reading space.

Criterion V: Student Support and Progression

5.1 Student Progression

5.1.1. How does the institution assess the students' preparedness for the programme and ensure that they receive appropriated academic and professional advice through commencement of their educational programme to completion?

The institution organizes many competitions, time to time, in order to access and enhance the professional competency of the student teachers. These competitions include flower arrangement, preparation of

teaching aids, chart making, chalk making, chalk board writing, preparing best out of waste, post decoration etc., Students teachers are encouraged and sponsored to participate in the inter college competitions, organized by different colleges, like skill in teaching, poetry recitation, singing, dancing, quiz, poster making, model making etc., For developing teaching skills the college organizes various training programme of "Micro Teaching". In this training session, micro lessons and mega lessons in simulation and observation lessons are practiced.

After this the student teachers are sent to school for their practice teaching in real situation, where the student-teachers are encouraged to participate in administrative as well as academic activities of the school like organization of competition, organizing morning assembly etc., They also find out the deficiency and realities of classroom and possible efforts are done by the student teachers to minimize the problem faced by them with the help of their supervisor (mentor) and school staff. The schools heads and the teachers provide suggestions to the student-teachers about teaching and managerial skills during their practice teaching.

5.1.2. How does the institution ensures that the campus environment promotes motivation, satisfaction, and development and performance improvement of the students?

The institution's environment provides a lot of opportunities to the students-teachers to develop their potential and skill. All the faculty members and the administration of the college act as a force for motivation, satisfaction and development to improve performance of the student teachers. The institution provides natural environment for the development.

5.1.3. Give gender wise dropout rate after admission in the last five years and list possible reasons for the drop out. Describe the mechanism adopted by the institution for controlling drop out?

As there are no major dropout cases identified since the inception of the institution.

5.1.4. What additional services are provided to students for enabling them to compete for job and progress to higher education? How many students appeared/qualified in SLET, NET, Central/State service through competitive exam in the last two years?

The College has well equipped placement Cell which help students in getting employment. As per tracer study conducted, after completing the B.Ed. course from college, a large number of our students got jobs in various private and government schools. Almost 65% of our students from previous batches working as teachers in various govt. & private schools and colleges on regular/ contractual temporary basis. About 15% of our students go for higher studies through regular and distance education courses.

The institution provides a wide variety of learning experiences like training in preparing CV, attending interview, group discussion and qualifying written exam etc. to the students to enable them to compete for the jobs and get progress in higher education. Guidance and counseling cell properly guides student teachers to choose right and appropriate course and profession after the B. Ed.

Since the college is running only B.Ed. course and students of B.Ed couldn't appear for NET /SLET.

5.1.5. What percentage of the students on average go for further studies or choose teaching as a career? Give detail.

Every year an average of almost 15% of our students goes for further studies in various courses such as Post Graduation, M.Ed., M.Phil. etc. through regular and correspondence courses. Almost 65% students of our college choose teaching as their career and working in various government private and public schools on regular/temporary/guest contractual basis.

5.1.6. Does the institution, provide training and access to library and other education related electronic information, audio/video resources, computer hardware and software related and other resources available to the student teacher after graduating from the institution? If yes give details on the same.

At the beginning of each session the students are well oriented about the functioning, rules, facilities and resources available in the college library and in the campus.

Yes facilities are easily accessible to the old students by the permission of the Director/HOD. Library being very reach in books, old student of the College used to consult books, magazine, journals as and when needed with prior permission, free of cost.

5.1.7. Does the institution provide placement service? If yes, give details on the service provide for the last two years and the number of students who have benefited?

The institution has a placement cell. The Cell regularly conduct training in the following areas:

- Preparation of Good CV.
- Preparation of Group Discussion and Interview.
- Personality Development.
- Maximizing in written exam
- The placement cell undertake assessment of aptitude, interest, personality profile and educational and vocational interest during the period of study.

5.1.8. What are the difficulties faced by the placement cell? How does the institution overcome these difficulties?

As soon as the results are announced the successful teachers are observed by the nearby schools of their native place. Since they are already selected by the Schools nearer to their native places, they do not attend the campus interview.

5.1.9. Does the institution have arrangement with practice teaching schools for the placement of the students' teacher?

The requirements of the teacher in the practice teaching schools are collected at the time of teaching practice sessions and at the end of each session student-teachers are informed and facilitate to get job in the school of their choice. During the practice teaching at the schools the heads of the concerned schools are allowed to observe the lessons delivered by the each student teacher so as to select one of them for their school.

5.1.10. What are the resources (financial, human ICT) provided by the Institution to the placement cell?

A Committee is in-charge of placement cell of college. One computer system with internet & printer & one mobile is provided to him. Financial assistance is also provided to invite experts from various fields and conduct training programmes.

5.2 Student-Support

5.2.1. How are the curricular (teaching learning process), co-curricular and extra-curricular programmes planned, (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?

For the effective implementation of the curricular, co-curricular and other activities, the institution systematically plans and evaluates all the activities in its academic calendar of the year. If need arises, necessary modifications are made in the academic calendar to achieve the objectives of the curriculum and effective implementation of all the activities.

Various curricular, co-curricular & extra-curricular activities are planned for their effective implementation. These activities are planned and evaluated as under:

Planning And Evaluation of Curricular Activities (Teaching-Learning Process) Including Teaching & Training For the effective planning & implementation of the curricular activities of the college academic activities planning committee ensures the inclusion of every aspect of the curriculum in the academic calendar. University academic calendar provides guidelines and path for the planning of various activities. The academic calendar of the institution includes various aspects from admission process to the annual examinations of the B.Ed. courses. Periodically the academic calendar is discussed in the staff council and if need arises necessary modifications have been made? Both teaching & training activities are planned simultaneously which includes:

The periodically the implemented programmes evaluated.

1. Planning and implementation of Micro teaching Session.
2. Real teaching for practicing the teaching in real situation planned and student's teachers are sent to various schools (both Govt. & private).
3. Completions of various units of the syllabus through lectures, seminars, practical work, project work etc. are planned and evaluated regularly.
4. House Examinations, Viva-voce for internal evaluation, class tests etc, are well planned and reviewed regularly.

Co-Curricular & Extra-Curricular Activities:

Various co-curricular & extra-curricular activities including extension lectures, community participation, organization of morning assembly, time table, examination schedule, sports meet, celebration of important days such as Diwali, International Women's Day, International Aids Day, Republic Day, Environment Day, Earth Week etc., are well planned in advance. Talent Hunt, Quiz competition, Speech, Poetry Recitation, Drama, Drawing & Painting etc., are also planned in advance and all this planning is communicated well in time to the students, teachers and administration for their participation. Feedback on the academic calendar invited from the teachers in staff council meeting and from students is through tutorial meetings & suggestion box.

5.2.2. How is the curricular planning done differently for physically challenged students?

From the inception of the college there was no handicapped students, the curriculum planning is not carried out differently. However, the college made provisions such as, ramp facilities, separate examination facility at the ground floor etc.

5.2.3. Does this institution have mentoring arrangement? If yes, how is it organized?

Yes, the institution has mentoring arrangement. For this purpose the college has following arrangement:-

Tutorial Groups:

All the students of the college are divided into various Tutorial Groups. Each tutorial group has a mentor (teacher in-charge) to solve the educational, social and personal problems of the students and provide help and support to them. In addition teacher educator encourages the students for the participation in various activities of the college. Guidance & Counseling Cell:

The college has Guidance & Counseling Cell for providing appropriate academic guidance, career guidance and professional guidance to the students. They are also provided counseling services if they face any problem in their social, cultural or family environment. This cell has also mentor (teachers) to provide these services.

Women Cell:

The institution has a Women Cell to sensitize the teacher educator and student teachers about gender issues. This cell organizes different activities regarding gender sensitization and role of women in the society. This cell is headed by a female teacher and to assist her there are some other teachers.

5.2.4. What are various provisions in the institution which support and enhance the effectiveness of faculty in teaching and mentoring students?

The College organizes various workshops, extension lectures and seminars at college level for enhancing the effectiveness of faculty in teaching. Workshop on Micro teaching is organized every year before the orientation programme of the Micro teaching. The faculty members are encouraged to attend and participate in various National, International Seminars and workshops for enhancing their

effectiveness in teaching and other skills. The workshops, seminars and other programmes attended and participated by faculty members are already has been discussed in the criterion-III of this report

5.2.5. Does the institution have its website? If yes, what is the information posted on the site, how often is it updated?

Yes, the college has updated website: www.kibc-edu.co.in, www.kibc-edu.com

- The following information has been posted on the college website:
- Vision, Mission statement, the goals and objectives of the institution.
- Programme offered.
- Eligibility criteria for admission.
- Admission policy and process.
- Academic calendar.
- Examination and other assessment schedules and procedures.
- Infrastructural facilities available for teaching/ learning.
- Sports, Residence, and Recreation.
- Scholarships given by the state .
- Fee structure.
- State of art of laboratories and library facility
- Details of Laboratories and Library facilities.
- Image gallery of various academic and cultural functions.
- Latest news and upcoming college activities.
- Contact details & Guide Map of the college Exam Results.
- A student corner is also maintained by the College on website on which the student can post their views, suggestion, articles etc.

The College website is updated regularly time to time.

5.2.6. Does the institution have a remedial programme for academically low achievers? If yes, give details.

Students weaknesses are diagnosed through the class tests, house examinations, Class seminars, oral testing and through assignments. Sometimes, informal assessment is also undertaken. After diagnosing the weaknesses, appropriate remedial teaching is provided to the low achievers. After identifying low achiever in their classes, every teacher provides remedial teaching to them. The remedial teaching is arranged by providing extra classes providing additional notes, providing added references and arranging expert guidance etc.

5.2.7. What specific teaching strategies are adopted for teaching?

a) Advanced learners b) Slow learners

a) Advanced Learners:

For advanced learners, the institution has encouraged the students to use internet for the studies of different topics. Advanced learners are also motivated to help the slow learners. Seminars, assignments,

delivery of model lessons, brain storming sessions, assigning extra work is provisioned. The knowledge and energy of advanced learners has been utilized by encouraging them to participate in extracurricular and co-curricular activities. Many times, class is divided into small groups and advance learners are intentionally grouped into every group to motivate and help other learners.

b) Slow Learner:

Teaching strategies are developed according to the needs and pace of the learners. Extra time is provided to these learners to finish off their class work. Special classes and tutorials are arranged for the betterment of slow learner. Slow learners are quite often grouped with advance learners. This works as a motivational strategy and pay rich dividend.

5.2.8 What are the various guidance and counseling services available to the students? Give details.

Admission is done through centralized counseling at the university level but an internal admission committee of the institution including faculty members provides guidance & counseling to guide the student-teachers about making right choice of subject combination, chooses right option, transport facility etc. and also elucidate any query of the students.

5.2.9. What is the grievance redressal mechanism adopted by the institution for the students? What are the major grievances redressed in last two years?

Tutorial Groups, Women Cell, Guidance & Counseling Cell are established for grievance redressal of the students. All the problems of the students are reported and entertained through these cells. Suggestion box is there in the mechanism to record the grievance if any of the students. The grievances are being addressed with proper care and redressed to the satisfaction of the student-teachers. The Institute normally does not come across any major grievances because of better and conducive educational environment. However, bit problems institute sometimes faces such as Hostel related etc. which get solved immediately with little of attention and parental attitude. Grievance redressal mechanism through suggestion and complaint box in practice

5.2.10. How is progress of the candidate at the different stages of programmes monitored and advised?

Academic Progress:

The academic progress of the students is monitored through Daily classroom observations by the mentor teachers, monthly class tests, seminars, assignments, projects, House examinations and internal viva-voce.

Cultural & Social Programme:

The cultural and social progress of the students is monitored through their participation in Morning Assembly, college functions, guest lectures on various aspect, competitions at college level and competitions at other colleges etc., community participation services, and in Eco club for the awareness of Environment, Physical and sports classes, routine medical checkup of the students etc.

After monitoring the progress of the students in different areas, necessary feedback, advice and guidance is provided to them for improvement. Feedback is provided by the mentor teacher in the tutorial groups and in house meetings.

5.2.11. How does the institution ensures the student's competency to begin practice teaching (pre-practice preparation) and what is the follow up support in the field of (practice teaching) provided to the students during practice?

The institution ensures the development of students competencies in pre- practice preparation and in practice teaching in various ways:

Pre-Practice:

For ensuring the students' competencies to begin practice teaching various activities are organized which includes orientation about micro- teaching skills, demonstration lesson of each skill by mentor teacher, micro teaching session by student-teachers, delivery of mega & discussion lessons in simulation under the supervision of the teacher in-charge etc. Before actual practice teaching, student-teacher asked to get his/her lesson plan checked from subject expert and incorporate corrections, if any, before teaching in class.

For Practice Teaching:

A teacher-educator as supervisor is sent with the student-teacher to the schools to provide support in the field. The mentor teacher monitors all the daily activities and lessons of the student teachers and provides feedback to them accordingly. He/she also identifies the problems faced by student- teachers and makes necessary arrangements to solve them well in time. The student teachers are encouraged to participate in schools' various activities like morning assembly, school functions, sports meet etc. Support from school staff is ensured by the arrangements of school staff meeting on first day of teaching practice with student-teachers where they are introduced with each others.

5.3 Student Activities

5.3.1. Does the institution have alumni association? If yes. (i) List the current office bearers.?

Yes, our college have Alumni Association. The present office bearers are:-

President –	Kumari Kalpana
Vice President –	.Rahul Raj
Secretary -	Anjana

5.3.2. How does the institution encourage students to participate in extracurricular activities including sports and games? Give details on the achievement of students.

The institution encourages the student-teachers to participate in the college competitions and functions through Morning assembly, House meetings, Tutorial Groups and in Sports & Cultural Activities period.

Students are encouraged to participate in intra-college functions and competitions and their names are displayed on display boards and announced in the morning assembly with their achievements which provide motivation to other student-teachers.

5.3.3. How does the institution involve and encourage students to publish materials, like catalogues, wall magazines and other materials? List major publications:

The college provides various opportunities to involve the students in various activities for presentation & publication of their material.

Students are also free to expose their views and thoughts through wall magazine, Display Board and Bulletin Board.

Beside all this various exhibitions like charts & model exhibition,

Teaching aids exhibition, Best out of waste material exhibition, Paper cutting & Card Board Molding Exhibition, Rangoli competitions, Drawing & Painting competitions etc. are also organized to provide an opportunity to the students to exhibit their talent.

5.3.4. Does the institution have a student council or any similar body? Give details on constitution, major activities and funding.

The institution has made students council for every academic session to give the representation to the student teachers. The Constitution of student council members are:

President
Vice President
Secretary
Treasurer
Joint Secretary

Major activities - To organized various field / Industrial / Seminars / Workshops Funding - College provides funding to carry out various activities.

5.3.5. Give details of various bodies and their activities, which have student's representative on it.

The institution provides an opportunity to all the students for being part of almost every activity. For this purpose institution has house system in which each house student-teachers are elected as house representatives. These house representatives are consulted every time when any decision has to be taken

for the students whether it is selection of uniform or organizing educational tour or organizing any function of the institution etc.

5.3.6. Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of programme and growth and development of the institution?

Yes, the institution has mechanism in the previous years; the feedback has been taken by the Principal & teachers time to time. "Suggestion Box" is provided where students can put their suggestions & feedback with or without their name.

5.4 Best Practices in Student Support and Progression

5.4.1. Give details of institutional best practices in Student Support and Progression?

Various student-support services are;

- Career Guidance & Placement Cell
- Anti-Ragging / Discipline Committee
- Suggestion & Grievance Redressal Cell ,
- Women Counseling Cell
- Scholarship to Meritorious/SC/ST/Needy Students
- KIBC medal for the best all rounder
- Library Facility
- Language Lab
- Educational Excursion
- Students Association Council
- Consultancy
- Parent-Teacher Association / meet
- Yoga / Art of Living
- Nature Club
- ICT Facility
- Seminar/Workshop
- Reprography
- Hostel
- Common Room for Boys & Girls
- Academic/Personnel/Career Counseling
- Stress Management Cell
- Community Dev. & Value Edu. Activities
- Mentor System
- Co-curricular / Extra Curricular Activities
- Indoor and Outdoor Sports Facility
- Feedback system
- Internship

- Transport Facility
- Free Internet Facility
- Suggestion box
- ET Lab
- Infirmary
- Music Room
- Fire Extinguisher
- Aqua Gard Water Facility
- Generator / UPS /
- Internal Assessment /
- Remedial Classes

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

6.1.1. What are the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?

The college strives to develop itself into a world class centre of Teacher Education with a difference. The programmes offered in the college ameliorate values such as quality consciousness, teacher competence, eco-friendliness, sustainable development and love for fellowmen, promote faith in God and uphold good moral ideals. The institution has clearly stated goals and objectives.

OUR GOAL

1. To impart continuously updated, advanced knowledge to the students.
2. To introduce need based courses and subjects relevant to the demands of the time.
3. To plan and continuously provide necessary infrastructure and learning resources required for quality education and innovations.
4. To make students devote and dedicate themselves for achieving academic excellence.
5. To deliver effectively the knowledge and skills prescribed for particular programmes through creativity and innovation in teaching, learning and evaluation.
6. To simulate activities to strengthen professional competencies of teaching and non-teaching staff.
7. To provide support to make research a significant activity of the institution involving staff, students and society.
8. To uphold the glorious tradition of our National Heritage in Global Scenario.
9. To prepare them to combat challenges posted by the modern competitive society.
10. To establish systems for communication amongst college, parents, alumni and society at large to create a healthy atmosphere of positive interaction for vision oriented growth.
11. To continually ensure harmonious relationship among faculty, student community, parent and society through effective systems of communications, grievance redress, counseling and guidance.
12. To introduce the students for entrepreneurship.
13. To include the ideals of Humanity, integrity and Harmony.

VISION

“To bring out the best in man by providing value based, need based and career oriented education and create self-reliant “Global Citizen.”

MISSION

To impart quality education to meet the needs and challenges of global environment. To impart ethics and human values and to develop professional and life skills.

OBJECTIVES

1. To deliver knowledge and skills envisaged in various programme through innovative teaching, participatory learning, and reliable evaluation.
2. To make education an interesting, joyous, relevant, and meaningful and learner centered activity.
3. To create social, cultural, moral and environmental awareness among students.
4. To develop human values of concern, compassion, tolerance and togetherness among students.
5. To instill among students a sense of discipline, honesty, confidence and self-respect.
6. To facilitate holistic and integrated personality development of students.
7. To help students to adapt and excel by developing in them sensitivity to the changing times.

Clear statement of the vision and mission which reflects the teacher education goals and objectives are communicated at all levels to assure the contribution of every stakeholder for institutional development. College prospectus, College Website etc. are means of communication of our vision, mission, goals and objectives. The vision and mission of the institution have been framed and placed at the main entrance of the college. After the admission the student teachers are informed of the vision, mission, goals and objectives as part of the orientation program. The college has achieved its goals through an inspiring management, dedicated principal, committed faculty and administrative staff, and motivated student teachers. The college vision, mission and goals are displayed on the notice boards of the Principal office, staff room and class rooms.

6.1.2. Does the mission include the institution's goals and objectives in terms addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations?

Yes, the mission include the institution's goals and objectives in terms addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations.

The institution has set a wide perspective of mission that is preparing not only the competent future teachers but also producing good citizens for the society and nation at large.

Needs of the society: Our college is situated in rural and naxal affected area. This area is also an educational backward area and our goal is to develop teachers with adequate knowledge, skills, attitude, and values that enables them to light the lamp of the knowledge and to remove ignorance from the society.

Students, it seeks to serve: The institution welcomes the students with spirit to grow, lead and win. They are provided enriched academic and co-academic experience that escort them to final goal being dedicated and professional quality teachers with positive set of attitudes.

School Sector: The pupil teachers are provided the opportunity to gain direct teaching experience in schools under the guidance of teacher educators. Here, they come to realize the needs and problems of actual teaching. The gap between theoretical knowledge gained in the college and practical aspect of school teaching is covered through the teaching practice programme. The school sector benefits from the quality teachers, who are well trained in using modern day technology and meet the challenges of modern era.

Institution Traditions: The institution is directed towards the achievements of high ideals and goals on the foundation of its rich traditions which include democratic administration, teachers and student participation in various activities fostering the future culture, equal opportunities to all, free flow of information, effective remedial process, easy accessibility to principal and faculty.

Value orientation: Value of continuous excellence in professional competencies, gaining sensitive insight into community needs and expediting the efforts to contribute the cause of education are the objectives we strive to cultivate among our pupils teachers and teacher educators.

6.1.3. Enumerate the top Management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)

Due to the top management's commitment our college has been steadily growing and now it has secured a state of eminence. The spirit we possessed, the way we proceeded, the inspiration we radiated during all these years were acquired from the vision of the management, which is fully conscious of its duties and responsibilities. No capitation fee or donation is received from the faculty for appointment. Selection of faculties are completely on merit based. The management is very particular in keeping transparency in admission also. The managing committee administers the college according to the Rules of Administration laid down. • The Secretary, Secretary of the Managing Committee, and as such shall issue notices of its meetings, prepare the agenda and record the proceedings of the meetings in a minutes book.

- The Secretary of the Managing Committee shall correspond with the Government and the University authorities.
- The Managing Committee shall ordinarily meet at least twice in an academic year.
- The quorum at any meeting of the Committee shall be three. Due notice of all meetings shall be given to the members three clear days before the date of the meeting.

Management Committee

Secretary: Mr. Madhu Sudan Tripathy

Founder Trustee: Smt. Kulwanti Devi

Member: Mr. Bashisth Tiwari

Member: Smt. Nirmala Trivedi

The managing Committee meets, discusses and takes important decisions related to appointment of the Principal, staff, admission of students, administration and financial management. The Principal acts as a strong link between the institution and the Management. The management plays an effective role of suggesting and promoting the developmental task to bring in the qualitative improvement in the programmes and plans adopted by the institution.

6.1.4. How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

The effectiveness and efficiency of any programme depends on the co-operation and active participation of all staff members. The responsibilities of the staff are clearly defined and conveyed systematically. At the time of appointment it is specifically communicated. Work allotment is done systematically. Time tables are made on the basis of discussion in staff meeting. Work allotment of non-teaching staff is also done in their meetings. In the beginning of every academic year a two day meeting of the staff is held for detailed planning and work distribution. This is noted down in the minutes of the staff meeting and college calendar. The college designs a year plan for the whole academic year and implements them effectively. All the faculty members and administrative staff sit together under the leadership of the Principal. The Principal in consultation with the staff members assign specific duties to each member of the faculty and administrative staff. All the employees uphold the vision and mission of the institution and work with commitment for the cause of Teacher Education. All the curricular and co-curricular activities are geared to achieve our vision and prepare our student teachers with a sense of mission. Circulars and notices are the regular means of free flow of information.

6.1.5. How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?

The institution has a sound feedback mechanism. Feedback from students, teachers, academic peers, employees, alumni and PTA form the main feedback mechanism for performance assessment of the faculty and the institution. The Managing Board, faculty, administrative staff, PTA etc. meet at regular intervals to analyze the feedback gathered. The institution uses the feedback obtained from its various stakeholders to analyze, review and restructure the activities of the institution. The Principal of the college interacts with the staff personally and the staff meetings conducted regularly analyses the different feedback received from stakeholders. Management members are invited to the various functions organized in the college and informal discussions lead to information communication. Annual reports of the college, college magazine, college prospectus, result of annual exams and achievements of the students in various activities are all provided to the Management to have a close look into the functioning of the institutions. Special meetings are held as per need and suggestions are sought from the management through formal and informal meetings.

6.1.6. How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?

- ❖ The management identifies and addresses the barriers through personal contacts.
- ❖ Through evaluation sessions
- ❖ Heads of various practice teaching schools
- ❖ Through stakeholders
- ❖ Through student teachers

6.1.7. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

The management encourages and supports involvement of the staff in ensuring the efficiency and working of the institution. The college organized development programmes for staff in the form of workshops, to ensure Human Resource Development and Total Quality Management. Teachers are also encouraged to attend such events. We encourage our teachers to take up research, do higher studies and thereby improve their professional abilities. The staff is provided with ICT facility for research. Consultancy is also encouraged. The college provides all facilities to the staff to attend Orientation/Refresher programmes to upgrade and update their knowledge. Publications in journals are encouraged.

We provide staff rooms that are well lighted, well ventilated with attached toilets and have all basic amenities like Almirah, drinking water facilities, computers with internet connection etc. There is loan facility for the staff. Besides this, the Management provides medical funds and loan

facility to needy employees in emergency situations. The faculty is actively involved in decision making processes. The faculty members are members of various important committees. Thus they are actively involved in the decision making process of the institution to sustain and enhance quality of Teacher Education imparted by the institution. We follow a system of participative management so that the staff can express their opinions and suggestions freely. The college designs a year plan and work plan for the whole academic year and implements them effectively. All the faculty members and administrative staff meet together under the leadership of the Principal. The Principal in consultation with the staff members assign specific duties to each member of the faculty. All the employees uphold the vision and mission of the institution and work with commitment for the cause of Teacher Education. The college has already established IQAC for the promotion of qualitative functioning of the college. The staff has an easy access to the Principal of the institution which ensures free exchange of ideas, discussion of problems ultimately reaching to solutions.

6.1.8. Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

The efficiency of any programme depends on the effective leadership of the Head of the Institution. The quest for excellence is highlighted in the vision and mission of the institution. The head of the institution takes leadership in attaining the goals and objectives. The Principal co-ordinates the functioning of the college. The management gives functional autonomy to the Principal in all matters except the policy matters. Principal with the co-operation of the staff implements the programmes and works as a link between management, university, government and the college. Frequent meetings of teaching and the administrative staff are convened and on the basis of the discussions, decisions are made. Monitoring and evaluation is also done. Feedback from students and parents are collected and analyzed and conveyed to the staff. Democratic and co-operative leadership style is followed. The grievances are addressed if possible at the institutional level itself. If not possible, conveyed to the management, university and government and mitigated. Satisfaction of every stakeholder is given importance. Well being and welfare of students and staff are emphasized. Innovative practices are discussed and introduced with the support of the management, staff and students. Different committees are formed and their functioning is maintained properly. Increase in pass percentage, students' achievement in sports and cultural activities, the professional development of the staff and the overall satisfaction of the students and staff and infrastructural development are instances of effective governance.

The principal acts as a link between the teacher educators and the management. It is after open discussions with the staff members that annual calendar is chalked out before the commencement of the new session. New curricular and co-curricular activities are added to the programme for

enhancing qualitative. The humane and understanding approach of the Principal makes it easy to carry out various activities smoothly.

Role of the Principal includes academic planning, organizational setup for instructional work, and other activities of the college, supervision and administration, work towards welfare and faculty, interactions with management, community, government officials and other stakeholders and finally proper utilization of resources. The Principal's encouraging attitude and progressive mindset has not only help the institute but also the teacher educators and student teachers.

6.2 Organizational Arrangements

6.2.1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.

Different committees are constituted by the institution for management of different institutional activities. The Principal is the member in every committee. Some of them are the following.

Planning Committee: The planning committee consists of the Principal of the college and members of managing committee.

Advisory Committee for library: College Librarian is the convener of the committee, apart this two faculties

Committee for Academic Calendar: Details of the meetings held, the decisions made etc. are furnished in the minutes books of the various committees.

Anti-Ragging Committee: Anti-Ragging committee consists of and Principal, three faculties, Parent representative & Student Representatives.

Ethics Committee: Principal is the chairman of the Ethics Committee. Three faculties are the member of this committee. The Management representatives and Panchayat Head (Mukhiya) are also included in the committee

Grievance Redressal Cell – for staff: Principal is the convener of the Grievance Redressal Cell. Apart from the Secretary of the college.

Grievance Redressal Cell – for students: Any complaint/grievance regarding the students, staffs, institution can be made to this cell directly or can be put into the grievance box kept at an easily accessible place. The complaints will be dealt with immediately and necessary measures will be taken at the earliest by the committee in-charge of the cell.

Internal Quality Assurance Cell: It is newly formed. The IQAC is constituted in the college with a view to sustain quality of teacher education programme through co-operative efforts, involvement, and effective implementation of the programmes with the help of all the stakeholders.

Academic Committee: The academic committee prepares plans for the whole academic year and chalks the academic calendar at the beginning of the session. It makes institutional plans, instructional plans and schedule for orientation programmes for new students, practice teaching, microteaching, pre- practice and school teaching experience programmes etc.

Cultural Cell: This committee organizes educational and other co-curricular activities such as inter house quiz competitions, dance and folk songs competitions, debates etc. It also arranges training programmes for the students.

Examination and internal assessment committee: This committee conducts the internal examinations . This committee is also responsible for making the date sheet and schedule and theory and practical examinations, paper setting and publishing, procurement of answer sheets, preparation and declaration of answer sheets, preparation and declaration of results, honouring meritorious students, identifying slow learners and arranging remedial classes and finalizing internal assessment and sending it to the University.

Publication Committee: The main function of the committee is the publication of the college magazine/souvenir, writing press notes and recording news about the college.

Discipline committee: The Principal is the convener and other three members. This committee is responsible for maintaining discipline and peaceful atmosphere in the college.

Student Council: The main function of the student cabinet is to interact with staff and Principal and maintain discipline during college functions etc., apart from reporting the difficulties of students.

Tour and Excursion committee:It consist of two faculties and representative of student council. The committee is responsible for involving student's council for deciding about venue and finances and arranging tours.

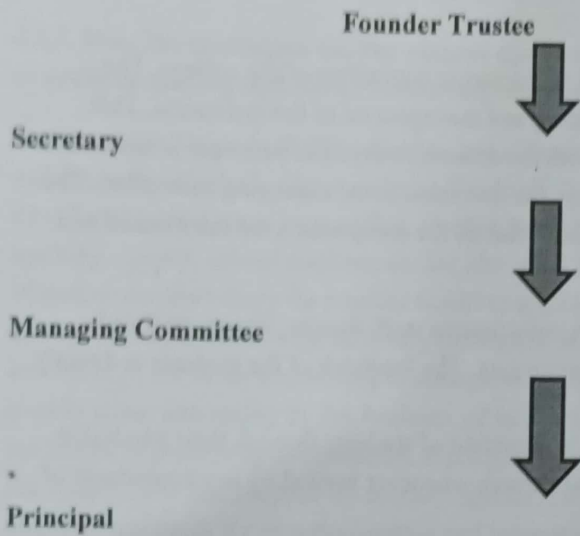
Admission committees: The Institution has the separate and specific admission committees for B. Ed. Committee has one convener, three teacher members. The committees go through all the relevant updates of instructions, norms and rules published, issued and circulated by the NCTE, University and State Govt.

Placement Cell: It is two member committee.

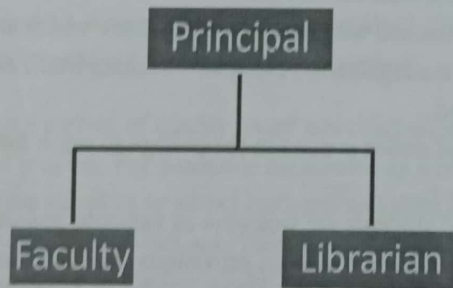
6.2.2. Give the organizational structure and the details of the academic and administrative bodies of the institution.

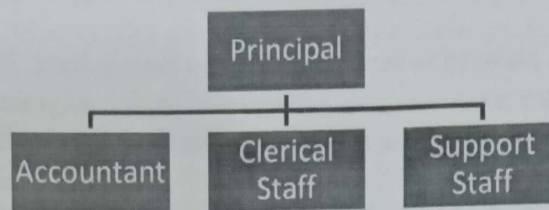
Academic and Administrative planning in the institution move hand in hand. The office and departments of the institution are governed on the principles of participation and transparency. Organizational structures of the management, academic and administrative bodies are shown below.

Management Organization



Academic Organization



Administrative Organization

6.2.3. To what extent is the administration decentralized? Give the structure and details of its functioning.

Administration is decentralized from the Level of managing committee of the college. The principal enjoys total powers of academic planning and management of the institution. This academic and administrative freedom comes with the accountability. The principal is answerable to the secretary of the Trust, who in turn conveys the decisions to the managing committee. The decentralized structural details and functions show that all the components are inter linked and work in co-ordination with each other.

- ❖ The Principal has direct contact with administrative staff, faculty, library staff and various committees to collect the integrate data. The feedback of the students is directly dealt with by the Principal.
- ❖ The administrative office collects the information of students through their admission forms and feed it in computers so as to retrieve whenever needed by any component of the system.
- ❖ The practicing schools are dealt with by the skill- in- Teaching in-charge who is a member of the faculty.
- ❖ The institution works on the principle of participated management and different committees are framed with well defined roles.
- ❖ Different objectives are attached with various committees, which are achieved through the diligent efforts of the management, Principal, Teaching Staff, Non-Teaching staff and students of the college.
- ❖ Clear division of work and duties is done in the college to reach the goal of effective administration.
- ❖ Views of all members and students are welcome as valuable possession. For the qualitative improvement of the educational provisions, meeting are held among different components of administration.

6.2.4. How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?

A healthy relationship is maintained with the schools, District Educational Office, University, etc. The institution has strong links with the school sector. Practice teaching is conducted in local

schools. The college organizes Interschool Science and Social Science Quiz competition for the students in practice teaching schools. The college has links with the following agencies. The institution to recognize the help and cooperation extended by the school that support practice teaching programme, the institution conducts training programs for the teachers working in practice teaching schools. Teacher educators attend workshop and seminar conduct by the department of education of other universities and other college of education. The institution also works with the support and co-operation of other institution for ICT training needs of teaching and non-teaching staff. Different organizations are invited to deliver special lectures for the extension work on topics like female foeticide, save the environment etc.

6.2.5. Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

Yes, our institution uses the various data and information obtained from the feedback in decision making and performance improvement. Feedback from students are analyzed and on the basis of this, decisions are taken or modified. Feedback from parents, alumni, heads of the practice teaching schools, school teachers, etc are also analyzed and changes are made. The introduction of student teachers diary for practice teaching is a decision on the basis of this feedback. Changes in uniform, change in library timings, in book selection for library are the result of the feedback. In the same way timing of college, time-table, purchase of tools & equipment etc. are usually come into reality by the feedback of faculties, staffs, students. The institution takes initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty.. For this purpose we conduct special staff meetings. The institution utilizes all the available resources for experimentation and innovation, which lend a hand in achieving and sustaining excellence in teacher development. The principal and the management take required steps to improve the processes involved in feedback taking and its functioning.

6.2.6. What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/providing conducive environment).

Teachers are involved in a variety of quality based activities directed towards the improvement of teaching and learning process. For academic excellence as well as professional enrichment, the institution motivate the faculties to attend National and state level seminars and workshops. Our college also organized the seminars at college level. In a knowledge explosion era , constant updating of theory and practice of teacher education is a pre-requisite to improve the quality of the teaching learning process, to sustain the quality of the output and to keep pace with the rapid changes in the educational and social scenario. When there are revisions in the B.Ed. curriculum teachers are directed to attend orientation programmes and seminars to update and upgrade their knowledge.

To recruit and retain diverse faculty who have the desired qualifications, knowledge and skills we advertise the posts of Lecturers in leading newspapers having wide circulation in the area. The salary of the teachers is as per the state government scale. During the working of various committees all the teachers work with cooperation by sharing the knowledge and innovative ideas. If an activity has a host of responsibilities then all the teacher educators are involved and interested with a responsibility, so that there is judicious delegation of work. Mutual planning and coordination give practical shape to their innovative ideas and develop strong bonds among them that promote team spirit.

Institute's initiative for faculty cooperation and empowerment :

Sr. No.	Initiatives	Out-Put
1	Advisory committee	Promotion of cooperation and empowerment of faculty, participation in college academics and administration by advising to the principal.
2	ICT	ICT based teaching learning process and evaluation, innovations, empowerment of the faculty on global teaching and learning issues.
3	Democratic working through assigning roles, responsibilities and powers to various committees.	Promotion of cooperation and empowerment of faculty, participation in college academics and administration, procurement of books, materials infrastructure facilities, learning resources etc.
4	Consultancy from experts innovations for empowerment of the faculty.	Extension of consultancy services to practice high schools to build up institution-school linkages.
5	Internal quality assessment (IQAC)	Quality concern, sharing of knowledge, innovations and empowerment of the faculty.

6.3 Strategy Development and Deployment

6.3.1. Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?

The Management Information System (MIS) is established in the college. In the principal's room, office, and library, all data is stored and is used effectively. Data of students and staff are available. The office and the library are installed with CCTV. The institution has facilities to collect, align, select, integrate and communicate data and information on academic and administrative aspects of the institution. In near future library & office of the college will be going to automated. All activities and work undertaken is documented in the following ways:-

- ❖ The information about the institution, its mission and vision, the syllabus, information about the staff of the college is mentioned in the website of the college.
- ❖ The accounts section has a computerized system to calculate the income and expenditure of the college including the payroll of the staff, the expenditure on furniture and equipment, seminars and workshops etc. The accounts are audited every year by chartered accountant.
- ❖ Separate files are maintained for every portfolios and all documents related to it are filed promptly. There are separate files for practice teaching, time-tables, extension work, alumni, examination, community work, personal files etc.
- ❖ Meetings of various committees are made known to the members through circulars.

6.3.2 How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

The human resources are allocated as per need of the institution's action plan to achieve the goals. All teaching and non-teaching staff are given responsibilities. Faculties with their academic work also involves in various administrative works. They are the parts of various committees. Here the work-load and responsibilities are clearly known to each staffs and they work accordingly for smooth running of college.

Here the financial resources are also allocated as per needs of the institution's action plan. Managing committee set the priorities, plans which clearly shows in our budget. The funds are allocated in different heads.

6.3.3. How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

Financial needs of the college are met through funds raised from fees only as this is a Private college. The petty cash is provided by the management for day to day activities. Purchase indents, fill and duly signed by the principal are sent the accountant for purchase of books, stationary and other materials.

The need of human resources are recruited through the management of the college whenever need arises. To recruit and retain diverse faculty who have the desired qualifications, knowledge and skills, we advertise the post of Lecturers and other staff in all newspapers having wide circulation in the area, approved by the University. To reach the goals and objectives of the institution various activities are undertaken for which experts from the college and organization and institutions are involved. Programmes like personality development, yoga camp, extension lectures, Seminars, workshops and competitions etc are successfully organized by the resources of the college. The mission of empowering student teachers with professional skills is achieved by conducting various activities such as practice teaching, content delivery through teaching,

extension work, co-curricular activities, seminars, workshops, exams etc. The principal in communication with various committees decides upon the human, material and financial requirements for conducting the activities in the portfolio. The management then releases funds for the various requirement of the college. It also sponsors the educational visit by arranging transport, refreshment etc. The students are prepared to tackle global issues to the content in curriculum, environmental based activities, placement and training services, guidance and counseling services. The institution trains students in using computer, OHP, LCD, smart boards and other audio visual aids effectively. The institution provides its computer lab for the students to practice. The college has achieved its proposed goals through an inspiring management, dedicated principal, committed faculty and administrative staffs and motivated student teachers. The institution has the policy for training and retraining of the staff and to encourage specialized professional training. Teachers are encouraged orientation programmes to ensure human resource development and total quality management.

6.3.4. Describe the procedure of developing academic plan. How are the practice teaching school teachers, faculty and administrators involved in the planning process?

The quality of any academic programme depends on the proper and effective way of planning. A work plan is made at the beginning of the academic year. The faculty and administrative staff are involved in the planning process. The planning includes, curricular, co-curricular and extra-curricular planning. On the basis of this, annual calendar is prepared, printed and given to all staff and students. The co-curricular and extra-curricular activities are planned according to the expectations of the society, community and the nation at large. The programmes of the year are conducted in accordance with the plan of actions. All the members of the staff perform the specific duties assigned to them in full earnestness. We fix the date of practice teaching after consultation with the Heads of the practice teaching schools. After the discussion in the staff meeting, the Principal meets the Headmaster of the model school and fix the dates for demonstration and criticism classes. The principal personally visits every practice teaching school and meets the heads and discuss about practice teaching days and decides the number of trainees to be allotted to each school. The students' preferences are collected in writing and on the basis of this students are allotted to each school. The academic activities are planned and implemented by the academic committee that works in communication with the Principal.

6.3.5. How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

We have clearly stated vision, mission, objectives and values. Clearly stated vision and mission, which reflect the teacher education goals and objectives, are deployed at all levels to assure individual employee's contribution towards institutional development. The college website, college prospectus etc. are means of communication of our goals and objectives. The college has achieved its proposed goals through an inspiring management, dedicated Principal, committed

faculty and administrative staff and motivated student teachers. The mission and the objectives of the institution are communicated to the students, teachers and other personal through orientation programme at the commencement of the session, discussion of the objective with the faculty before any activity is undertaken, efforts of teacher educators in and outside the classroom to communicate the objectives to the students. The objectives are achieved by conducting various curricular and co-curricular activities and number of committees and clubs have been formed for accomplishing this aspect.

6.3.6 How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?

Our institution has linkage with other sections/departments/schools/colleges and organizations. The faculty collaborates with the faculty of other institutions and the University departments. The feedback we receive from these institutions helps us to evaluate the vision and mission. The feedback received from stake holders particularly teaching faculty, teachers of practicing schools, students, parents and governing body members helps a lot for future development. Major criteria to evaluate implementation plans is the deep analysis of university results, opinion of students, alumni etc. At internal level the college has an advisory committee and IQAC to monitor implementation of vision, mission and plans. Staff meetings are held for planning, monitoring and evaluating the activities. Feedback from different stake holders is a healthy record that sets foundation for further plans.

6.3.7. How does the institution plan and deploy the new technology?

The college is well equipped with a modern language lab to improve the communication skills of its students. Whenever a new technology is available, we collect details about it, its effectiveness and the uses are studied. The companies are asked to display it before the staff, and if found useful, the principal submits the proposal before the management and gets sanction for purchasing it. After purchase, the teachers are given training in its use and the new technology is used optimally. In the acquisition and effective use of new technology, the institution is highly interested. The computer lab is well equipped. Free internet service is provided. Student teachers are trained in the basics of computer education as well as to use computer software such as PPT as instructional aids. We use the computer to store data related to all students. We have computers in the college office and the daily work related to the college is done with the computer. We have LCD, OHP, printers, scanners, photocopiers, slide projectors, language lab, psychology lab, technology and modern media lab etc. The institution has a fully Wi-Fi campus to facilitate internet access to students and teachers. Institutes recently set up a smart class.

6.4 Human Resource Management

6.4.1. How do you identify the faculty development needs and career progression of the staff?

The institution has a policy for training and retraining of the staff and to encourage specialized professional training. Teachers are encouraged to attend refresher courses and orientation courses. When there are revisions in the B.Ed. curriculum, teachers are directed to attend orientation programmes/ seminars to update and upgrade their knowledge. The institution offers duty leave facilities to the teachers to attend and present papers in the seminars, workshops held by other colleges and universities. The institution encourages the teacher-educators to pursue higher education such as post graduation in another discipline and doctorate degree. The teacher-educators are equipped with the latest technology and they are provided with the facility of using latest projectors, internet and interactive boards in their classroom teaching. To ensure the availability of qualified and committed faculty and staff needed to meet the stated objectives, the institution follows the rules and regulations of UGC, State Government and the management. For the appointment of new teachers, the institution strictly follows the norms and regulations of the UGC, NCTE, University, and the state government. All the faculty members are well qualified.

6.4.2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

The college has adequate mechanism for performance assessment of faculty and staff. The institution has an effective mechanism to use student feedback for quality enhancement. The students' feedback on teachers, courses, institution, etc. are collected at the end of each academic year. A special committee of the management evaluates the performance of teachers periodically. Once in a year each faculty prepares and submits the self-appraisal report. The institution uses the evaluations to improve teaching, research and service of the faculty and other staff. Personal interaction of the secretary, and of the management committee for promotion, etc. are examples of performance assessment.

For promotion, the management has a promotion policy. A screening committee will be constituted by appointing experts for considering the application of the teacher who is to be promoted. The committee verifies all the records pertaining to age, qualifications and service details of the teacher such as service books, self appraisal report for the last three years, teachers diary, work book, etc. The institution is constantly motivating teachers to take up research in Education.

The college has an inbuilt mechanism to check the work efficiency of the Non-teaching staff. Work allocation is done at the beginning of the academic year. All the official communications are countersigned by the principal. The senior accountant check the works of juniors before the final papers are sent for approval by the authority. Frequent meetings are convened by the principal to make an appraisal of the work done in the office by the members of the Non-teaching staff. Teacher-educators appraise themselves through a questionnaire for self-appraisal.

At the end of the academic year teacher-educators reflect upon their performance and answer very objectively and sincerely to the questions in the questionnaire. It is analyzed and compare with that of the appraisal done by the principal. The teacher- educators are appraised from the students ~~respectively also. The student can also give feed~~ grievances arising out of dissatisfaction about teacher educators through the suggestion box. The aim of accessing the services of the faculty is to suggest measures to make their teaching more effective and successful.

6.4.3. What are the welfare measures for the staff and faculty? (Mention only those which affect and improve staff well-being, satisfaction and motivation).

The programmes and strategies adopted by the institution satisfy the needs of the faculty. The college has welfare programmes such as provision of loan facilities to both teaching and non-teaching staff, providing admission to eligible wards of the staff of the college in the B.Ed. courses under management quota, etc. The management provide assistance in the form of Medical assistance, TA./DA and congenial working conditions that include internet facility, computer lab, water coolers and purifiers and refrigerator are made available to faculty members.

6.4.4. Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.

Teachers are involved in a variety of quality based activities directed towards the improvement of teaching and learning process. For academic excellence as well as professional enrichment, the institution conducts seminars and workshops. In an evolving knowledge society, constant updating of theory and practice of teacher education is a pre-requisite to improve the quality of the teaching learning process, to sustain the quality of the output and to keep pace with the rapid changes in the educational and social scenario. When there are revisions in the B.Ed. curriculum teachers are directed to attend orientation programmes and seminars to update and upgrade their knowledge. Members of the Non-teaching staff are provided training in the operation of computers for official purposes. Opportunities are given to the administrative staff to participate in seminars on Income tax, Internet, educational concessions for the SC/ST/OBC students, scholarships, salary bill preparation etc.

Skill development programme:

Sr. No.	Programmes implemented	No. of programmes	Details of programmes
1	Value added programme	02	Action programmes for healthy mind, body and spirit
2	Skill oriented programmes	01	faculty development programmes
3	Community extension programme	01	Social survey, Free medical

			camp
4	Seminars	02	Seminar on Skill India, Women Empowerment

6.4.5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?

To recruit and retain diverse faculty who have the desired qualifications, knowledge and skills we advertise the posts of Lecturers in newspapers having wide circulation in the area, approved by the University and in the university News. The salary of the teachers is as per the state govt. scale. For appointing other staff we advertise in the newspapers having wide circulation in the area approved by the University. Qualifications, knowledge of the subjects and methods, communication skills and personality are factors while interviewing the candidates for the post of teacher educators. They are recruited on a probation period of six months and then made permanent employee of the institution. The staff are given yearly increments and the service conditions are as per the NCTE norms.

6.4.6 What are the criteria for employing part-time/Adhoc faculty? How are the part-time Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specializations)

For appointing part time /Adhoc faculty we normally invite applications by advertising the posts in Newspapers. No relaxation is given in the minimum educational qualifications to part time/ adhoc faculty. The regular faculty the adhoc/part time faculty is paid by the management. There is no marked difference in the workload and other specifications. Adhoc faculties appointed on consolidated salary for the tenure of one session and yearly increments are given to retain the faculty members.

6.4.7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

The institution takes special interest in the personal/professional career development of the faculty. The institution encourages teachers to attend seminars/workshops. To attend National/International seminars the institution provides T.A/D.A. Leave is provided and work arrangement is made. The faculty members are actively involved in various professional and

community engagement programmes. Some of the faculty are resource persons in nearby professional colleges and UGC coaching classes. Our faculty is competent to undertake consultancy service in the following areas.

- ❖ Models of teaching
- ❖ Guidance and counseling
- ❖ Education and Mathematical teaching
- ❖ Tool development
- ❖ Science education
- ❖ Self-instructional materials
- ❖ Teacher education
- ❖ Educational Technology
- ❖ Measurement and evaluation
- ❖ Education in different discipline

The college has also a practice of honoring the faculty members on accomplishments. The college frequently organizes seminars and other extension activities in the campus with a view to promote professional growth of teachers.

6.4.8. What are the physical facilities provided to faculty? (Well maintained and functional office, instructional and other space to carry out their work effectively).

We provide staff rooms that are well lighted, well ventilated and having all basic amenities like lockers, cupboards, water cooler, refrigerator, computers with Internet connections, printers etc. The facilities provided to the staff include parking facility for vehicles, telephone facility, loan facility, refreshment facility, drinking water facility, etc. The college has instructional infrastructure like Library, Language Lab, Psychology Lab, Computer Lab, placement cell and Guidance and Counselling Cell. The institution has a spacious auditorium, seminar hall, guidance room, multipurpose hall, work experience section, sports room, activity room, etc. The library comprises a good number of books, reference books and subscribes good number of journals which can be a important source for the professional development of the teachers.

6.4.9. What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?

Faculty and other stakeholders can seek information through various means such as college website and circulars/notices issued from the college office, etc. The grievance redressal cell for faculty, functioning in the college takes necessary action for redressing the grievances noted by the faculty. The grievance redressal cell comprises the Principal and one nominee of the management. Students can address their grievances through the student cabinet. There is a provision for the students to drop their grievances and suggestions in the suggestion box. The principal conducts a mid-term review and an exit meeting with the students at the end of the

year. There is a questionnaire through which the students express their views regarding the efficiency through the teacher-educators deliver the course the course content, guidance and counseling provided and other competencies of teacher-educators. Faculty members can discuss their problems personally or in staff meeting. The student collects data from the practice teaching schools. The lessons taught in the schools are closely monitored by the teacher-educators visiting the school for supervision.

6.4.10. Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

A special diary (Teacher's Diary & Work Record) is now going to maintain by each faculty. Timetable is chalked out at the beginning of each semester after detailed discussion in the staff meeting. The institution promotes research culture among the faculty. The college has special provision for mentoring. The institution provides academic assistance through tutorial programme and remedial teaching to weak students. Gifted students are identified at the very beginning of the course and are provided suitable additional work, projects, responsibilities etc. to cater to their needs. Slow learners get more attention like repeated teaching, personal corrections, additional coaching, remedial programmes, etc. Teachers are engaged in community development programmes. Our faculty members deliver lectures in different institutions and for members of different organizations. They act as resource persons for the students, teachers, women, children and people from all walks of life. They encourage the students to be a good teacher.

6.4.11. Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

The Management & Head of the institution is always appreciate the work done by the members of the teaching and Non-teaching staff. The words of appreciation itself are a great factor of motivation which in turn will yield more fruits in future. The Principal also gives confidential report to the management regarding the work efficiency of the faculty. We conduct special meetings to congratulate the faculty when they acquire Ph.D. or any additional degree, etc. Each staff members are given the opportunity to coordinate and direct different co-curricular activities in the college. Under their guidance the students actively participate in various competition. Faculties involved in research work provided the flexible schedule, seed money etc. College provided the TA/DA to attend the workshop, seminar etc.

6.5 Financial Management and Resource Mobilization

6.5.1. Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated.

No, the institution doesn't get any financial support from the government.

6.5.2. What is the quantum of resources mobilized through donations? Give information for the last three years.

N/A

6.5.3 Is the operational budget of the institution adequate to cover the day to- day expenses? If no, how is the deficit met?

Yes, the operational budget of the institution is adequate to cover the day to- day expenses. The institution is surging ahead in pursuit of excellence. The financial planning of the institution ensures that no planned activity is withheld or dropped due to want of funds. The excess expenditure is met by the management and there is transparency in transactions.

6.5.4 What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit)

Budgetary resources are obtained from fee collection of the students. The budgetary resources of the last three years are as follows:-

2012-13

Receipts	Amount	Payments	Amount
To Opening Balance		By Security Deposit To N P Univ.	250,000.00
-Cash In Hand		By Salary to teaching staff	321,045.00
-Cash At Bank		By Salary to other staff	423,752.00
To Grants Received From I.P.S.	1,121,458.00	By Advance to Staff	81,900.00
To Tution Fee	1,519,000.00	By Advertisement	54,438.00
To College Development Fee	230,000.00	By Printing & Stationery	20,936.00
To Admission Fee	69,000.00	By Travelling & conveyance	53,400.00
To Admission Form	123,700.00	By Library Books	41,500.00
To Laboratory Fee	138,000.00	By Building Construction	1,298,900.00
To Examination Fee	46,000.00	By Motor Pump	53,000.00
To Library Fee	138,000.00	By Furniture	100,00.00
To Misc. Receipt	207,000.00	By Laboratory Apparatus	20,000.00
		By Misc. Expenses	4,650.00
		By Bank Charges	1,238.00
		By Repair & Maintenance	35,000.00
		By Closing Balance	
		-Cash in Hand	62,298.00
		Cash at Bank	782,928.00
	3,604,985.00		3,604,985.00

2013-14

Receipts	Amount	Payments	Amount
To Opening Balance		By Library	33,960.00
-Cash In Hand	186,848.00	By Salary	1,918,052.00
-Cash At Bank	787,174.00	By Miss SupriyaKumari	15,000.00
Tution Fee	3,035,400.00	By Postage	200.00
Miss AnuradhaKumari	4,000.00	By Advertisement	74,686.00
Mr Anil Kumar	3,000.00	By Printing & Stationery	53,315.00

Interest A/c	30,471.00	By Miss PunamKumari	15,000.00
To Admission Form	53,800.00	By Telephone	5,492.00
International C W Trust	500,000.00	By Building Account	968,840.00
Mr. Jayprakash Singh	5,000.00	By Motor Pump	44,383.00
Miss PallaviSinha	4,000.00	By Website	7,500.00
Sri HemantGiri	8,000.00	By Laboratory	15,841.00
Miss RemaPathak	4,000.00	By Misc. Expenses	86,823.00
Registration & Exam. Fee	253,000.00	By Bank Charges	2,976.00
Miss SupriyaSinha	5,000.00	By Sri Praveen Kumar	15,000.00
MrSanjeet Kr Sinha	5,000.00	By Exam. Exp.	2,150.00
Mr. SomeshNandani	4,000.00	By Refrigerator A/c	37,000.00
Mr V S Kujur	4,000.00	By Registration Exp.	163,500.00
Sri M K Thakur	20,500.00	By Audit Fee	1,020.00
Sri BipulOraon	1,100.00	By Affiliation	60,000.00
Miss HemaKumari	4,800.00	By Contingency	29,444.00
Mr. R K Pandey	3,000.00	By Cleaning Exp.	2,278.00
MrsBabita Devi	2,500.00	By Computer	176,070.00
		By Diesel	2,882.00
		By Electricity	34,858.00
		By Generator	15,674.00
		By International C W Trust	251,000.00
		By Inspection Fee	60,000.00
		MrKundraNand	15,000.00
		By Closing Balance	
		-Cash in Hand	6,463.00
		Cash at Bank	814,186.00
	4,928,593.00		4,928,593.00

2014-15

Receipts	Amount	Payments	Amount
Opening Balance		Advertisement	32,040.00
-Cash At Bank	814,186.00	Affiliation	60,000.00
-Cash In Hand	6,463.00	Bank Charges	609.00
Admission Form	76,400.00	Building Account	932,757.00
Interest A/c	20,631.00	Cleaning Exp.	1,621.00
Registration & Exam. Fee	266,500.00	Computer	30,000.00
		Computer Maintenance	2,950.00
		Conveyance	700.00
Tution Fee	5,481,500.00	Deep Bore Well Exp.	89,600.00
		Electricity	17,069.00
		Festival Expenditure	7,805.00
		Furniture	48,000.00

	Gardening	446.00
	Generator	39,490.00
	International C W Trust	500,000.00
	Library	7,453.00
	Library Books	20,007.00
	Misc. Expenses	7,390.00
	Motor Pump	20,000.00
	Motor Pump Maintenance	4,500.00
	Printing & Stationery	50,857.00
	Registration Exp.	62000.00
	Salary	1,603,449.00
	Sports Exp.	2,000.00
	Statue	80,000.00
	Telephone	7,564.00
	Website	4,500.00
	By Closing Balance	
	-Cash in Hand	189.00
	Cash at Bank	3,032,684.00
6,665,680.00		6,665,680.00

6.5.5 Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).

The accounts are audited regularly. To monitor the financial expenditure, the college has an internal auditing system by the management and an external audit by the Chartered Accountant. Every year the college accounts are audited management auditors. Presently our Chartered Accountant is H. K. Adukia, Ranchi. All the accounts are audited regularly. There is transparency in all transactions of the college.

6.5.6 Has the institution computerized its finance management systems? If yes, give details.

Yes, In finance management computerization is used. Salary bills and EPF contributions are prepared on computers. The college is going to automate the finance in near future.

6.6 Best practices in Governance and Leadership

6.6.1. What are the significant best practices in Governance and Leadership carried out by the institution?

The institution adopts quality management strategies in all academic and administrative activities. Decentralized administration and participatory approach are major features.

Transparency both in decision making and execution is ensured. The responsibilities of every staff are communicated to them so as to ensure their role in the implementation of any given assignments. They are also informally counseled so as to make them aware of their duties. We have established a number of committees to deliberate on various quality related issues pertaining to teacher education. The recommendations of such committees are considered and implemented.

The healthy and harmonious relationship between the staff and management gives multi-dimensional professional enhancement. The management takes initiative in sending the teaching and non-teaching staff to participate in the training programmes given by various agencies including the government. The democratic administrative mechanism deep rooted in every activities of the college is a model practice. Constant observation, evaluation, feedback, etc by the principal and the management for the quality enhancement of the institution is also a good practice. Teacher's Diary & Work Record is maintained by each faculty member. The principal verify the diary and work record regularly. The IQAC, grievance redressal mechanism, involvement of all stake holders in the decision making process, large scale decentralization in administration is transparency in all dealings and all interactions and regularization of adhoc staffs are some of the best practices.

Additional Information to be provided by Institutions opting for Reaccreditation / Re-assessment

1. What were the evaluative observations made under Governance and Leadership in the previous assessment report and how have they been acted upon?

N/A

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership ?

N/A

Criterion VII: Innovative Practices

7.1 Internal Quality Assurance System

7.1.1. Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

The college's IQAC was established on 24th March 2016. Competency-based /performance-based education is the goal of our institution. It is a new approach to teaching, having as its core, the ideas of accountability and competencies. The accomplishment of the learning objective can be observed and measured in the form of specified learner behaviours. The IQAC is constituted in the college with a view to sustain quality of teacher education programme through co-

operative efforts, involvement, and effective implementation of the programmes with the help of all the stakeholders. The Internal Quality Assurance Cell (IQAC), of Kumaresh International B.Ed. College, Palamau is committed for the multi-dimensional development with respect to quality of teacher education programme. The IQAC comprises of the following members.

1. Dr. S. Sinha(Principal/Chair Person)
2. Sri Madhu Sudan Tripathy – Secretary
3. Mr. S. K. Mishra, Educationist –Administrator
4. TabassumKhatoon - Coordinator
5. (i) Mr. Mukesh Kumar- Lecturer
(ii) Mr. AvinashTripathi - Lecturer
(iii) Mr. Vikash Chandra Mishra – Lecturer
6. Mr. PrashantTripathy –Member Management
7. Mr. Binay Kumar Tripathy – Mukhiya
8. Divya – Student
9. AnjanaKumari –Alumni Student

The major functions of the IQAC of this college are as follows.

- ❖ To maintain quality, benchmarks/parameters for the various academic and administrative activities of the institution are developed.
- ❖ To disseminate information on various quality parameters of education.
- ❖ For continuous monitoring and comprehensive evaluation to maintain quality of the teacher education programme.

The IQAC meetings are held frequently to discuss the quality enhancement programmes of the college and evaluate the functioning of various committees and activities. The IQAC suggests measures for the improvement of publication, teaching-learning process, infrastructure, student support services such as counseling, placement, etc, extension and community services, faculty improvement programmes, organization of seminars and conferences, ec.t

7.2.2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

A multi-dimensional mechanism operates in the college to evaluate the realization of the stated goals and objectives.

Management level: The managing board meets under chairmanship of the patron to evaluate the general functioning of the college. The annual report, budget, accounts, future plans, etc are discussed and evaluated. The Secretary of the college visits the college frequently and gives necessary guidance and guidelines.

College Level: Prior to the commencement of the course, the members of the faculty sit together for two or three days and make methodical plans for all the scholastic and non-scholastic activities. On the basis of the decision taken on academic calendar and hand book is prepared, printed and distributed to students at the time of admission and this calendar is followed strictly. There are weekly meetings of the faculty to monitor and evaluate the progress of the plan. The college convenes the meeting of the general body of the PTA and the executive committee of the PTA at regular intervals and gathers feedback and suggestions and tries to implement them. Feedback is also collected from the alumni of the college. The students' feedback on teachers, course, institution etc., is collected at the end of each year and the necessary corrections are made in the following years. The students' internship at schools is evaluated by using an evaluation proforma prepared by the institution. The feedback from the teachers and the heads of the practice teaching schools is analyzed and necessary modifications are implemented. Students' development and attainment is tested and evaluated through internal examinations, assignments, seminars and projects. The Micro-teaching, peer teaching practices, criticism classes, demonstration by eminent teachers, internship, etc. are some of the programmes for ensuring the competencies of the teacher trainees.

7.1.3. How does the institution ensure the quality of its academic programmes?

The institution ensures the quality of its academic programme by providing the needed resources; qualified & trained human resources, infrastructural and technical facilities. Either Management or faculties keep close watch on students' overall growth and as per requirement cater their academic and related needs. To ensure the academic quality, the management of the college is very particular in appointing qualified and committed teachers. The management encourages the faculty to participate in quality improvement programmes such as Seminars, Conferences, Orientation programmes, Refresher courses etc. to update them. Seminars/workshops are conducted in the college. The faculty members prepare their instructional plans in which objectives, methods used in teaching, time taken etc are mentioned. Each topic is carried out in planned and organized manner. The list of co-curricular activities is prepared at the onset of the session. The students are provided diverse learning experiences for the development of multiple aspects of personality. Our library has good numbers text books, reference books, journals etc. which caters to all users either students or staffs. College uses the best technologies to provide the best education. Our college has language lab, Computer lab, Educational Technology lab to provide the best education to our students. Recently we have set up a smart class equipped with interactive board & LED Projector.

7.1.4. How does the institution ensure the quality of its administration and financial management processes?

To ensure quality in administration, a systematic arrangement is made in work allotment. The structure of the college level administrative mechanism is given below.



The college prepares the annual budget and it is discussed and ratified by the management committee. In the college office there is an Accountant and Office Assistant to look after the financial matters. All accounts are kept by them. Separate cash books, ledgers, etc. are maintained. Internal audits are conducted by a body authorized by the management and the external audit is conducted annually by a chartered accountant and the report is submitted to the management. ICT is effectively used in financial management and in near future management is going to automate the office. Salary of the teaching and non-teaching staff are given in their bank accounts. The administrative staff attends different courses/training programmes. Either faculty member or administrative staff has to attend the Training Classes in Computer Fundamental conducted by the college. The college office has computers, printers, photocopier, scanner, etc. which are solely used for the office work. An internet connection is also provided in the college office. The management, students, faculty, parents, alumni, administrative staff, etc. are the various constituents of the institution. The institution shares its good practices with its constituents by arranging programmes for sharing their experiences/views. They are also involved in decision making. The programmes in the college are intimated to all the constituents in advance and their co-operation is solicited. After the conduct of the programmes, they are evaluated and feedbacks are given. The various community linked programmes are conducted with the active participation of the students and members of the teaching and non-teaching staff.

5. How does the institution identify and share good practices with various constituents of the institution.

The management, students, faculty, parents, alumni, administrative staff, etc form the various constituents of the institution. The institution shares its good practices with its constituents by arranging programmes for sharing their experiences/views. They are also involved in decision making. The programmes in the college are intimated to all the constituents in advance and their

co-operation is solicited. After the conduct of the programmes, they are evaluated and feedbacks are given. The various community linked programmes are conducted with the active participation of the students and members of the teaching and non-teaching staff.

Management: The management is highly supportive, kind, enthusiastic and well informed and is headed by Secretary Mr. Madhu Sudan Tripathy. The college functions under the great leadership of dedicated committed and versatile head- Dr. S. Sinha who believes in taking all initiatives for the progress of the institution. The highly competitive teaching faculty is ever ready to undertake the task of personal and professional development. Efficient administrative staff which is comprise of office accountant, Office assistant, Librarian, Store Keeper and other supporting staff members work in a transparent mechanism. The student are the center of the institution and hence they are given due representation through student council. The Alumni Association of the college provide an opportunity to interact with the student of the ongoing session and they also provide feedback for qualitative of the institution.

7.2 Inclusive Practices

7.2.1. How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum ?

The institution sensitizes its teachers to issues of inclusion by encouraging them to participate in seminars, workshops, and conferences related with inclusion at both state and national levels. The institution has itself conducted seminars in such areas in the past. The faculty of the institution acts as resource persons in inclusive education. We regularly subscribe to journals and magazines related to special education. Inclusive education is part of the B.Ed. programmes. This is part of the syllabus of the respective programmes. In addition to this the institution organizes visits to Special schools in the locality by its staff and students. The college also commemorates World Disability Day every year. We organize film shows on learning disabilities, such as, " TaareZaminPar". Physically challenged students are admitted to the courses. As a College of Teacher Education, this institution, takes the responsibility of shaping the future teachers. The B.Ed. curriculum of Nilamber-Pitamber University has provisions for the healthy all round development of future teachers. The syllabus includes "Contemporary India and Education," & "Gender, School and Society") which provides an opportunity to the students to reach out to the society in which they live and understand their problems. The college offers programmes such as fee concessions for poor & socially backward students, hospital visits, special school visits, social survey, and preparation of IT based learning aids for school children, observance of important days of the year, continuing education programmes, etc. Our students participate in such programmes which provide ample opportunities for learning outside the four walls of the classroom. In addition to these curricular programmes we have co-curricular activities to foster the non cognitive area of our students. Various co-scholastic programmes are conducted under the auspices of various clubs functioning in the college.

7.2.2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning ?

The institution makes annual plans taking care of the needs of all the sections of students coming from diverse backgrounds like: ST, SC, OBC, educationally backward and differently able. All the activities are undertaken to cater to mental, emotional, financial and social needs of different groups. Equal opportunities are provided to all the students irrespective of caste, religion or sex. Personality development programmes are organized to let the students grow as good human being. A variety of academic and non-academic activities are held during the session. Co-curricular activities provide them a firm platform to nurture their creativity and cultural essence. The differently able students are encouraged and motivated to take part in these functions at par with other students.

Inclusive education is part of the B.Ed. programmes. This is part of the syllabus of the respective programmes. The syllabus includes “Contemporary India and Education,” & “Gender, School and Society” which provides an opportunity to the students to reach out to the society in which they live and understand their problems. In addition to this the institution organizes visits to Special schools in the locality by its staff and students. Physically challenged and visually challenged students are admitted to the courses. Ramps are built on the ground floor of the main building to help the physically challenged students. College had organized seminar on the topic: Women Empowerment on the occasion of Swami Vivekanad Jayanti.

7.2.3. Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.

- ❖ Students are brought in close contact with differently able children, old age people and orphanages. These visits expose the students to the harsh realities of life and the students more sensitive, sensible and grateful to the almighty. A sense of social service is also generated among them.
- ❖ To enable the students to contribute to society and needy people, a visit is organized in tribal areas, where they acknowledge their problems.
- ❖ Students are encouraged to know the tribal culture and customs.
- ❖ In order to strengthen the ties between schools and colleges of education, our student teachers organize exhibition of self prepared Audio- Visual Aids in the respective schools during their teaching practice every year under the guidance of their teacher in-charges.
- ❖ Lectures on “self motivation” are given to the students in personality development and communication skill classes .
- ❖ To involve the students in learning and developing intrinsic motivation among them, various activities are held in the regular classroom teaching. Students are engaged in preparing assignments, presenting seminars, participating in group and panel discussion. Every student is involved in the organization or participation of co-curricular activities.

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- ❖ Now college is planning to invites the students of nearby schools in our Smart Class, it strengthens the relation with schools and it would be a medium to serve the society.
- ❖ The course 2 of syllabus i.e. "Contemporary India & Education" will focus on on 2 broad themes:
 - Diversity, inequality and marginalization in society and the implication for Education .
 - Policy frameworks for public education in India.
- ❖ The course 6 of syllabus i.e. "Gender, School & Society" examine how we learn and challenge there gendered roles in society, through variety of institutions such as family, caste, religion, culture etc

7.2.4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

- ❖ Students teachers gain insight into the precious and policies for special children made under the constitution in subject (Contemporary issues and concerns in secondary education).
- ❖ Another optional subject "Inclusive Education" highlights specific identification, needs enrichment programmes and adaptation of children with diverse needs. It enables the student teachers to gain comprehensive understanding of the concept and realize the significance.
- ❖ Co-curricular activities and field experiences are provided to the students to interact with the local community in order to inculcate a sense of belongingness and to understand cultural differences.
- ❖ During the teaching practice in schools, student teachers get appropriate opportunities to understand the children with diverse needs and their problems. The student teachers practically take initiatives to adjust these differently able students in various academic and non academic activities.
- ❖ Workshops, seminars and extension lectures arranged from time to time to make student teachers and teacher educators aware of the use of latest technology to make teaching learning process effective for the children with special needs.
- ❖ Peer tutoring is introduced during student teaching in practicing schools that help in understanding working in diverse classrooms.

7.2.5. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

The institution provides inclusive education to the students. Course 3 of syllabus "Learning and Teaching" includes the topic related to Dyslexia, Autism, & ADHD which help the students in understand the symptoms of affected child. The institution follows "Zero rejection policy" for hphysically challenged and differently-abledstudents. While our college don't havephysically challenged and differently-abledstudents. Therefore physically challenged students are provided all amenities like peer group but with more sensitivity, concern and assistance. Guidance and

counseling cell functions to promote the best possible development of students with diverse abilities. Each and every educator is activated to be concerned with the problems of diverse students during their close interaction in tutorials. All students are motivated to provide congenial environment for the differently-abled students in the classroom. A ramp is made from main gate of the college to ground floor.

7.2.6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

No discrimination on the basis of caste, creed, religion and sex is tolerated. Girls and boys are provided with equal opportunities to excel in their respective areas of interest and capabilities. Rural & tribal girls exposure to academic and non-academic activities are encouraged. A healthy social environment is created in the institution for the perfect growth of students' personality so that they themselves handle the gender inequality. The college has a women's cell which organizes debates, discussions, seminars, self-awareness programmes, classes on cooking, painting, flower arrangement etc. focusing on gender issues and other burning issues of the present times. The cell serves as a venue for enlightening the student teachers on gender issues. The college also has a grievance redressal cell and a cell for guidance and counselling for staff and students to tackle problems related to gender issues. College had organized a seminar on Women Empowerment.

7.3 Stakeholder Relationships

7.3.1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

The college has a well organized system for flow of information on organizational performance to the stakeholders of all levels in the Management. Autonomy is given to the college Principal to organize and manage the college. The financial and academic advice by the management is taken from time to time.

The various stakeholders of the college are kept abreast with the information related to academic and administrative performance during the Parents-Teacher Association meetings, meetings of the IQAC, Alumni get-togethers, etc. The college also maintains contact with the stakeholders through the website of the college and the Whatapps Group created by the students. Interaction with employers and heads of the schools are also made. The members of the teaching and non-teaching staff meet under the leadership of the principal to discuss the information/data gathered by way of the various feedback mechanisms. The members of the staff together arrive at decisions to bring about qualitative improvement in the institutions' functioning. The IQAC committee which recently form also meet from time to time to analyze the feedback received.

- Student evaluation of teachers
- Alumni feedback

- Parents feedback
- Practicing school teachers

7.3.2. How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

The college website works on the principle of regularity with up gradation of information regarding admissions, results, examination schedule and co-curricular performances.

The prospectus of the college defines the institutional goals in a simple free manner while giving a broader picture about the aims and outlook of the college. A clean and clear system functions through past experience and academic performance decides the honorary place that a student shall receive.

IQAC members interact and communicate positively during periodical meetings. This body helps in keeping everyone aware of respective performances.

The institution has a strong and successful system of operation. The management, principal, staff, students, principals of practicing schools, its alumni and the community at large participate and perform in the interests of the society.

Access to students

The students are always put forward in all the day to day activities of the college. Student council exists in the college that holds meetings and put their problem and discuss fairly on an open table.

Access to parents

Parents are also form an important pedestal in the growing up of individual. The institution tries to maintain their integrity and participate, equally in the process.

Access to the heads/Principals of practicing schools

Internship gets the ball rolling. The real time situation of teaching and learning takes form. A cordial relation is surely maintained between the college and inseparable component-the schools. The information access flows through all the concerned authorities. It helps in bringing out the real hidden talent in the student while fostering a sense of discipline and regularity.

Access to alumni members

A long lasting relationship between the passed out and present is encouraged. These members are invited from time to time to participate encouraged and provide a different picture of the world of work.

Access of information to the community

Community is involved at all times to develop a sense belongingness. Social camps, food and clothes distribution, public speaking is encouraged and in turn community gets in touch with the college activities and also shares their experiences with the students.

7.3.3. What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?**Feedback Mechanism**

Teacher's interaction with the old students, a friendly discussion at informal level also puts a clear picture forward. Suggestion box is installed in the college campus which opened at regular intervals. Further references find a place and are recorded for the better road to be paved into the horizon waiting for the next sunrise. Rectifying past mistakes and an open arena with the head of the institute further puts a permanently added feature to its cap. The college has adequate mechanism for performance assessment of faculty and staff. The institution has an effective mechanism to use student feedback for quality enhancement. The students' feedback on teachers, courses, institution, etc. are collected at the end of each academic year. A special committee of the management evaluates the performance of teachers periodically. Once in a year each faculty prepares and submits the self-appraisal report. The institution uses the evaluations to improve teaching, research and service of the faculty and other staff. Personal interaction of the secretary, and of the management committee for promotion, etc are examples of performance assessment. The institution uses the feedback obtained its various stakeholders to analyze, review and restructure the activities of the institution.

Additional Information to be provided by Institutions opting for Reaccreditation

1. How are the core values of NAAC reflected in the various functions of the institution?

N/A

3. Mapping of Academic Activities of the Institution

This is essential to get an accurate picture on admissions, curricular and co-curricular activities of the institution. The mapping when sincerely completed will reflect the efforts of the institution in achieving its vision and mission.

Mapping of Admission and Curricular Activities

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Admission & Orientation	█	█																																		
Theory			█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Tutorials/Seminars																																				
Sessional work- Tests & Assignments																																				
Practical work																																				
Preparation for internship - Demonstration/Obse rvation of lessons/mi croteachin g/simulati on																																				
Internship /Practice teaching																																				
Co curricular activities			█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Working with communit y/ project work																																				

higher level of learning/ this day very helpful/ it did make any difference etc. Before leaving the campus they submit copy books to the Principal's office. One of the faculty members go through the individual book. Some of main features of student teachers' experiences noted down. Those main features are passed on to other faculty members so that they are aware of movement of the students. At it needs immediate measures to improve upon deficiency. Having checked the books, it is return to the students with comments. According to the seriousness of the journals some require personal guidance. Such needy is asked to meet the principal or particular faculty member to clarify the notes.

Obstacles faced by the institution:

1. Monotony of presentation: Many a times this exercise becomes one type of experience and same type of expression.
2. A few of them present it for the sake of formality. There is lacking of sincerity to be open in sharing of his/her feelings.
3. A few of them are realistic to write it.
4. Absentees become difficult to be assessed daily.

Strategies to face these obstacles:

1. Follow up – Concept of writing journal is made clear to the student teachers. For sometime mentor has to accompany them while writing it. Meaning and technique is to be told again and again.
2. Encouragement and Appreciation: While confidentiality they are to be encouraged and appreciated for genuine effort.
3. Establishing rapport between faculty and student teachers.

Impact of the Practice:

1. **Relive the events:** Events of the day become vivid. Personal involvement registered in daily reflection book. Reliving the experiences create sweet memory of the event. The way one has learnt the content, brings wonders in the mind and heart. Joyful as well as negative events give new direction to learning. To discover oneself in the particular event would draw ones attention to have a new look.
2. **Learning becomes smoother:** Writing journal leads to remember things taught and learnt. It is said repetition is mother of learning. Remembering taught is near and immediate. It is noted down regularly and jot down on the same day. Deficiency is recalled on the same

day. This has greater chance to improve upon the deficiency. Therefore learning becomes easier and smoother.

3. Problems solving skills: Journal is to be read and again. At times number of things is not clear, at times it is ambiguous. A journal writer is aware of such problems. Constant dealing with such problems and facing it personally make learner competent to solve it. Such opportunity enables him/her success in life.

4. Growing in maturity: Writing journal highlights one's own strengths and shadows. Seeing them he/she tries to overcome shadows and vigilant to grow in strength. Such process enhances him/her to attain mature personality. Attitudes are checked by the learner/student teacher. Thus journal opens a new horizon to look oneself positively

5. Critical thinking skills: Writing journal fosters critical thinking in student teacher. He/she has to make choice among thoughts and proper words. Only adequate words can give meaning to the presentation.

6. Decision making ability: Author looks for correct and keys points in his own style. Process of purification takes place while journal. Every moment of thinking decision is taken. Thus this exercise enables the student teacher to take bold step in his life.

7. Discovering comprehensive view of curriculum and Teachers' call: Within a short period a student teacher collects variety of learning experiences. Throughout the day he/she has to learn number of disciplines. While jotting down the learning from different facet of life he/she is able to integrate them and interlink among them all.

8. Communication skills: Writing Journal makes student teacher efficient to express unity of thought. The more he/she practices writing his/her thought in clear words and sentences he becomes polished in communications. Ideas are spelt out distinctly.

9. Improvement of handwriting: There is a fixed time and space to practice writing. Thinking and writing go together. Daily combination of wrist and mind embellish the writing styles attractive. Synchrony can lead a writer creating aesthetic sense. Good handwriting is the result of constant practice and appreciating one's own handwriting.

10. Peace and serenity: Writing journal purifies our experiences. It enables the exercitant to

Internalize the purified thoughts. Consequently the profound peace and serene heart is established. Harmony of expressions co-exists between physical activities and mental activities

Contact Detail

Mr. S. K Mishra (09835506249) and Mr. MukeshKumar (08877177115)

Teacher Training Scenario in Jharkhand

"The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The Government and the community should endeavor to create conditions which will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of the community. Teacher Education is a continuous process, and its pre-service and in-service components are inseparable" (National Policy on Education, 1986)

The data of National Educational Planning and Administration (NUEPA) a central government body has ranked Jharkhand 34 out of 35 states and union territories in elementary education. There were 21 indicators for ranking, including infrastructure, status and number of teachers. The quality of learning is very poor and the quality of teaching has also declined in the last few years. Shortage of the teachers is the main reason behind this poor education status. As per ASER 2011, is shortage of 43000 teachers in the state. That apart, the teachers the who are attending the school are not very well qualified.

To improve the quality of education Government should take following steps-

1. To enhance the institutional capacity available at present for ensuring the adequate supply of trained teachers for all levels of school education;
2. To utilize all possible kinds of institutions, including university departments of education and teacher training institutions in the private sector, for in-service training of the existing cadre at all levels, in addition to State institutions, including CTEs;
3. To recognize teacher education (for all levels of school education, from pre-school to senior secondary) as a sector of higher education and to facilitate co-operation and collaboration between institutes of teacher training and colleges of general education or universities with a

view to enabling interaction between different departments of a local college (or university) (e.g. sciences, languages, social sciences) and the institute of teacher training.

The Right of Children to Free and Compulsory Education Act, 2009, which has come into force with effect from 1st April, 2010, has important implications on the teacher education system in the country. The Act inter alia provides as under :

- (a) the Central Government shall develop and enforce standards for training of teachers;
- (b) the Central Government shall provide technical support and resources to the State Government for promoting innovations, researches, planning and capacity building;
- (c) The Appropriate Government (Central Government and State Governments) shall provide training facility for teachers;
- (d) The Central Government shall notify an academic authority to lay down minimum qualifications for a person to be eligible for appointment as a teacher.
- (e) All teachers should acquire the prescribed minimum qualification within a period of five years.

4. To envision a comprehensive model of teacher education and ensuring that progress towards a new, comprehensive model is paralleled by necessary modifications in policies of teacher recruitment, deployment and service conditions, including emoluments.

Teacher Education capacity and teacher shortages: Inverse relationship in Jharkhand:

One of the major problems confronting the in Jharkhand with large teacher vacancy is the inadequate number of teacher education institutions (and their annual intake capacity) vis-à-vis the annual demand for teachers.

But from the last 3-4 years by the effort of government and private sectors number of Teacher Education Colleges open in the state. State Universities open their own B.Ed. Colleges under the Education Department. They have given affiliation to number of Teacher Training Colleges which successfully runs the D.El.Ed. , B.Ed. & M.Ed. courses. Private Universities are also running this courses. But still they cannot satisfy the demand of required teachers in the state.

But we hope in coming years with the positive approaches of Central govt., state govt. & NCTE Jharkhand would be in better position in education especially Teacher Education and able to meet the demand of teachers in the state.

Kumaresh International B.Ed. College, Palamau (JH)**ACADEMIC CALENDAR**

Tentative Academic Calendar for B.Ed. course being run by the college, affiliated to Nilamber Pitamber University, Palamau for the session 2016-17.

College reopen on	: 13/06/2016
Academic Term	: 04/07/2016 to 30/04/2017
Winter Vacation	: 23/12/2016 to 02/01/2017

Admission Schedule :

Admission	: Up to last counseling
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B.Ed. I st Year

Teaching to start on	: 04/07/2016
Pre – Internship (4 Weeks)	: November, 2016
Internal Examination	: 10/11/2016 to 25/11/2016
Teaching to start on	: 28/11/2016
]Internal Examination	: 17/04/2017 to 26/04/2017
Theory/ Practical Examinations	: decided by Nilamber Pitamber University
Summer Vacation	: 15/05/2017 to 15/05/2017

B.Ed. II nd Year

Teaching to start on	: 04/07/2016
School Internship	: From 01/08/2016
Teaching to start on	: 03/01/2017 to 15/04/2017
Internal Examination	: 17/04/2017 to 26/04/2017
Theory/ Practical Examinations	: decided by Nilamber Pitamber University

Kumaresh International B.Ed. College

Rajwadih, Palamau

Session: 2015-16

Time-Table : Section- A

TIME Day	9:30- 10:00	10:00- 10:45	10:45- 11:30	11:30- 12:15	12:15- 12:45	12:45- 01:30	01:30- 02:15	02:15- 03:00	03:00- 03:45
Monday	P	Course 1 G. Maharaj	Course 2 M. Kumar	Course 3 A. Tripathi	R	Course 5 T. Khatoon	Course 4 V. Mishra	7 A	Library
Tuesday	R	Course 2 A. Kumar	Course 6 P. Kumar	Course 3 S K Mishra	E	Course 1 N. Kumar	EPC 3 P. Kumar	7 A	Music
Wednesday	A	Course 2 M. Kumar	Course 1 G. Maharaj	Course 3 A. Tripathi	C	Course 4 V. Mishra	Course 5 T. Khatoon	7 A	Library
Thursday	Y	Course 3 S K Mishra	Course 2 A. Kumar	Course 1 N. Kumar	E	EPC 1 A. Gupta	Course 6 P. Kumar	7 A	Music
Friday	E	Course 2 M. Kumar	Course 1 G. Maharaj	Course 5 T. Khatoon	S	Course 6 P. Kumar	EPC 2 S. Majum	7 A	CCA
Saturday	R	Course 2 A. Kumar	Course 4 V. Mishra	Course 3 S K Mishra	S	EPC 3 M. Kumar	Course 5 T. Khatoon	Game	Game

Kumaresh International B.Ed. College

Rajwadih, Palamau

Session: 2015-16

Time-Table : Section- B

TIME Day	9:30- 10:00	10:00- 10:45	10:45- 11:30	11:30- 12:15	12:15- 12:45	12:45- 01:30	01:30- 02:15	02:15- 03:00	03:00- 03:45
	Monday	P	Course 3 S K Mishra	Course 1 N.Kumar	Course 2 A. Kumar	R	EPC 1 A. Gupta	Course 6 P Kumar	7 A
Tuesday	R	Course 4 V. Mishra	Course 5 T. Khatoon	Course 3 A. Tripathi	E	EPC 2 S. Majjum	Course 2 M. Kumar	7 A	Music
Wednesday	A	Course 6 P Kumar	Course 1 N. Kumar	Course 3 S K Mishra	C	Course 2 A. Kumar	EPC 3 P. Kumar	7 A	Library
Thursday	Y	Course 1 N Kumar	Course 2 M. Kumar	Course 3 A. Tripathi	E	Course 5 T.Khatoon	Course 4 V. Mishra	7 A	Music
Friday	E	Course 1 G. Maharaj	Course 2 A. Kumar	Course 3 A. Tripathi	S	EPC 1 A. Gupta	Course 4 V. Mishra	7 A	CCA
Saturday	R	Course 1 N. Kumar	Course 3 A. Tripathi	Course 3 S K Mishra	S	Course 2 M. Kumar	EPC 2 S. Majjum	Game	Game

Syllabus for B.Ed. (First Year)

COURSE – 1 CHILDHOOD AND GROWING UP

Unit – 1: Growth and Development

- Meaning Nature and Principle of Growth and development
- Stages of Growth and development with respect to physical,, Social emotional and Cogrutive development with reference to
 - (i) Infancy, (ii) Early Childhood, (iii) Childhood
- Adolescence : with special reference to the :
 - (i) Needs and problems of the adolescent.
 - (ii) Aspects of Growth and development during adolescence
(Physical emotional, social and mental)

Unit – 2: Heredity and Environment

- Meaning, importance and role of heredity and environment.
- Educational implications.

Unit – 3: Individual Difference

- Meaning, nature, areas, causes.
- Influence of individual differences on learning.
- Educational implications.

Unit – 4: Intelligence and Creativity

Intelligence

- Nature of intelligence, emotional intelligence.
- Theories of intelligence.
- Distribution of intelligence:
 - (i) Gifted, (ii) Backward, Slow learner (iii) Mentally Challenged

Creativity

- Meaning and characteristics
- Process of creativity
- Role of the teachers in enhancing creativity

Unit-5 Personality

- Definition, Nature, Factors, types, theories
- Mental Hygiene : Meaning, causes of maladjustment, educational programme to promote mental hygiene and defense mechanism

COURSE - 2 CONTEMPORARY INDIA AND EDUCATION

Unit- 1

- Meaning and aims of Education, scope, nature and function of education, factors influencing aims of education.

Unit-2 Indian Constitutional basis of Education

- Concept of diversity : At the level of Individual of Religious, Castes, Tribes etc.
- Equity, Inequality, Discrimination and Marginalization in the way of Universalisation of education.
- Preamble
- Fundamental Rights and Duties of citizens
- Directive principle of state policy

Unit- 3 Background of policy of Education in British India

- Brief history of policies between 1947-64, 1964-86, 1986 and after.

Unit-4 Policy frameworks for public education in India

Contemporary Issues and policies

- (A) Right to Education: Sarva Shiksha Abhiyan and the thrust towards enrolling and retaining hitherto marginalized children, Role and agency of teachers in context of universal and inclusive education
- (B) Earlier policies for Universal Elementary Education, Nayee Taleem to integrate life, work and Education in context of community participation and development, The response of diverse social group of India to the spread of modern education in the colonial and post independence periods.

(C) Education for marginalized group : Women, Dalits, and Tribal people
Nationalist

Critique of colonial education and experiments.

(D) Liberalization and Globalization of Indian Economy, Pedagogic and curricular shift of 1990s and 2000s, Mid-day meal programme and the role Legislative action to ensure nutrition and public space when children eat together.

(E) Current concerns : Plebianisation, Privatization, Stratification of education

COURSE – 3 LEARNING AND TEACHING

UNIT: 1: Learning and Teaching

1. Definition, meaning, characteristics, factors affecting learning curve.
2. Theories of learning.
3. Classical conditioning.
5. Trial and error.
6. Insight learning.
7. Transfer of learning: Definition, meaning, type, theories educational implications.

Unit - 2 Memory

1. Concept, factors, aids to develop memory.
2. Technique to motivate children in the classroom.

Unit –3 Motivation

1. Concept, types and Maslow's theory.
2. Techniques to motivate children in classroom.

Unit – 4 Guidance and Counselling

1. Definition and meaning, differences between guidance and counseling.

2. Types of guidance – personal, educational, vocational: Aims, needs and techniques

3. Role of the teacher and school in guidance and counseling.

Unit – 5 : Learning and Special Children

1. Concept and meaning of special children.

2. Identification of children with (i) Dyslexia, (ii) Autism, (iii) Attention Deficient disorders.

3. Mainstreaming special children with normal children.

4. Special education programme for these children.

COURSE – 4 LANGUAGE ACR4OSS THE CURRICULUM

Unit – 1: Language Policies

(a) Three language formula.

(b) Constitutional provisions.

(c) Colonial debates on school language policies.

Unit – 2: Strategies for developing language competencies

(Listening, Speaking and Writing)

1. Listening : Pronunciation, Expression, Phonetic, Stress and Intonation.

2. Speaking : Conversation and dialogues, Controlled and guided oral work,

Free oral

reproduction, Rhythm and jingles, Word and Sentence stress, Drill.

3. Reading : Mechanics of reading, Method of teaching reading

(Alphabetical method, word method, sentences method) kinds of reading

(Loud and

Silent reading) Types of reading (intensive and extensive reading)

4. Writing : Mechanics of writing, Good handwriting Teaching of spellings.

Unit – 3 : Aspects of Language Teaching

1. Techniques : Discussion, Notation, Questioning.

2. Methods : Storytelling, Dramatization, Simulation, Recitation,

Song/Action, Appreciation, Comprehension, Summarizing.

COURSE – 5 UNDERSTANDING DISCIPLINES AND SUBJECTS

Unit – 1 : Philosophical aspects of Education

1. Western Thinkers – John Dewey, Rousseau
2. Indian Thinkers – Swami Vivekanand, Ravindra Nath Tagore

Unit – 2

- 1 Concept and Scope of Curriculum
- 2 Importance, Need and Utility of Curriculum.
- 3 Approaches and methods of Organizing different pedagogical subjects.
- 4 Principles of designing curriculum in pedagogical subjects at different stages in school.
- 5 Current discourse on school curricula (e.g. Purely discipline oriented not learner oriented)
Suggestions/Guidelines for selection of materials for curriculum (e.g., Work related subjects like horticulture or hospitality, need to be creatively developed etc.)

COURSE – 6 GENDER, SCHOOL AND SOCIETY

Unit – 1

- 1 Meaning of Gender, Gender bias and its indicators
- 2 Role of women, Measures for the uplift the women and removing gender bias with reference to Indian constitution

Unit – 2

- Sociological basis of Education.
- Relation between society and Education with special reference to aims of Education, Method of teaching Curriculum.
- Gendered roles of agencies in education : Family, Community, School, Mass media, Caste, Religion, Culture and popular culture, Law and state in challenging gender inequalities or reinforcing gender parity.

Unit – 3

- The role of teacher in formulating of positive notions of sexuality among young people.
- Its impact and issues : Perceptions of safety at school, Home and beyond, Identification of sexual abuse/violence and its verbalization, Combating the dominant societal outlook of objectification of female body.

COURSE – 7A : PEDAGOGY OF A SCHOOL SUBJECT

In this course we have different school subject as a teaching method. These are Hindi method, English method, Geography method, History method, Civics method, Home Science method, Economics method, Physical Science method, Life Science method, Mathematical Science method, Urdu method.

COURSE – EPC – 1 Reading and Reflecting on Text

- The role of language and the pedagogy of reading and writing.
- The aims of the readings interactively – individually and in small groups.
- Different types of readings skills and strategies: Narrative texts, Field notes, Ethnographies.
- Expository texts: Learn to make predication, check their prediction, answer questions and summarize them, Responding to a text with one's own opinions or writing within the context of others' ideas.

COURSE – EPC – 2 Drama and Art in Education

- Aims and objectives of teaching art and drama in school
- Place of Art in school education – Child Art, its characteristics
- The Art teacher : Role, Areas of activities viz. Environment, Participation in life, visit to the place of Art
- Method of teaching Art/Drama.
- Activities related to Drama/Art:
 - 1 Organization of school exhibition
 - 2 Art exhibition with different articles and waste materials.
 - 3 One act play, Role play and cultural show.
 - 4 Preparation of teaching aids, articles of decoration.

COURSE – EPC – 3 Critical Understanding of ICT

Unit – 1

- Concept of ICT or ICT in Education, definition, its nature, aim and objectives and importance of ICT.
- Educational Technology and ICT.

Unit – 2 Teaching Learning Materials

- Audio materials, visual and audio visual materials.
- Project and non-project materials.
- computer, E-mail, Internet.

Unit – 3 Emerging communication, communication satellite, Teleconference, Interactive Broadcasting, Language Lab mobile service.

Unit – 4

- Computer in Teaching learning.
- Computer in Evaluation.
- Computer in Educational Administration.

MasterPlan of the College

- Attain the status of an autonomous institution
- Elevate the college for imparting M.Ed.
- Elevate the college to the status of an Institution with Potential for Excellence
- Establish a Research Centre for Ph.D. and M. Phil. Programmes
- Start a Pre – Primary Teacher Education Programme
- Develop the institution into a world class center of education – a college of teacher education with a difference.

The College has applied for NAAC accreditation. This institution is committed to uphold the value framework of NAAC and quality dimension of the higher education system. The college always sustains the concern for quality, technological advancement and development of global competencies. The college contributes to national development, by adding to the nation's repertoire smart young teachers who are well equipped to meet the changing needs of the times. The entire teacher education programme has a sound value based edifice and is technologically updated. The college is founded on the sound bases of human values. The entire education programme aims at the practice and propagation of these fundamental values. The environment in the college is conducive to the practice of the values. The college has a potential for enhancing the global competence of its students. The college strives to keep itself abreast with the latest developments in the field of teacher education. We are in the path of development and excellence and we have to travel a lot to reach perfection.

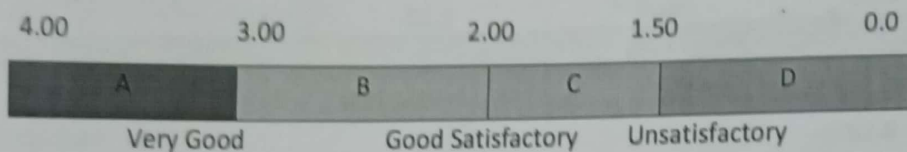
Questionnaire

Kumaresh International B.Ed. College, Palamau, (JH)

Student Feedback on Teachers

Year :

Please rate the teacher on the following attributes using the 4 -point scale shown



Name of the Teacher:

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)				
2. Communication Skills (in terms of articulation and comprehensibility)				
3. Sincerity / Commitment of the teacher				
4. Interest generated by the teacher				
5. Ability to integrate course material with environment/other issues, to provide a broader perspective				
6. Ability to integrate content with other courses				
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)				
8. Ability to design quizzes /Tests /assignments / examinations and projects to evaluate students understanding of the course				
9. Provision of sufficient time for feedback				
10. Overall rating				

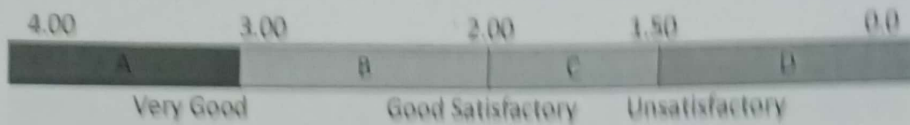
Questionnaire

Kumaresh International B.Ed. College, Palamau, (JH)

Student Feedback on B.Ed. Course

Year :

Please rate the teacher on the following attributes using the 4 -point scale shown



Course- B.Ed.

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
-Depth of the course content				
Extent of coverage of course				
Applicability/relevance to real life situations				
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)				
5. Clarity and relevance of textual reading material				
6. Relevance of additional source material (Library)				
7. Extent of effort required by students				
8. Overall rating				

Kumaresh International B.Ed College, Rajwadih, Palamau (JH)

Teacher appraisal Reports
 PERFORMANCE APPRAISAL REPORT
 FOR SELF APPRAISAL OF TEACHERS

i) General Information

a) Name :

b) Address (Residential) :

Mb. No. :

c) Designation :

e) Date of Birth :

f) Area of Specialization :

(i) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/ Grade
High School				
Higher Secondary				
Bachelor's Degree				
Master's Degree				
B.Ed.				
M.Ed.				
Research Degree				
Other Diploma / Certificates etc.				

ii) Research Experience & Training

Research Stage	Title of work/Theses	University
M.Phil or equivalent		
Ph.D.		
Publications (give a list separately)		
Training (please specify)		

B) Seminars, Conferences, Symposia Workshops etc. Attended

Name of the Seminar/Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date

iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
B.Ed.		
M.Ed.		
Any other		

Total Teaching Experience : -----

viii) Innovations/Contributions in Teaching

- a) Teaching methods
- b) Laboratory experiments
- c) Evaluation methods
- e) Preparation of resource material
Including books, reading materials,
Laboratory manuals etc.
- f) Remedial Teaching / Student Counseling (academic)

g) Any Other

ix) Extension Work/Community Service

a) Please give a short account of your contribution to: **Community work**

C. Participation in Corporate Life:

Please give a short account of your contribution to :

- a) College/University/Institution
- b) Co-curricular Activities
- c) Enrichment of Campus Life
(Hostels, sports, games, cultural activities)
- d) Students Welfare and Discipline
- e) Membership/Participation in Bodies/Committees
on Education and National Development
- e) Professional Organization of Teachers.

D. (a) Membership of Professional Bodies, Societies etc.

(b) Editorship of Journals

E. Any other information

(Signature of the Teacher)

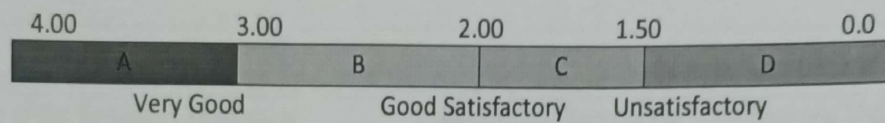
Questionnaire

Kumaresh International B.Ed. College, Palamau, (JH)

Feedback on Practice Teaching By Teacher Educators/ By Peers/ By Teachers of Teaching School

Year :

Please rate the teacher on the following attributes using the 4 -point scale shown



Course- B.Ed.

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Content of Lesson Plan.				
2. Class-Room Management				
3. Student-Teacher used the Previous Knowledge of the students				
4. Fluency in Teaching Statement				
5. Clarity and relevance of Content or Topic				
6. Knowledge of Teaching Topic				
7. Relevance & Use of Teaching Aid				
8. Student's' Response in the Class-Room				
9. Use of relevant illustration.				
10. Proper use of Blackboard & writing skill on it.				
11. Use of verbal & non-verbal reinforcement.				
12. Overall rating				

KUMARESH INTERNATIONAL B.ED COLLEGE
RAJWADIH, DALTONGANJ, PALAMU
RECEIPT & PAYMENT ACCOUNT FOR THE PERIOD ENDING 31ST MARCH 2015

RECEIPT	AMOUNT	PAYMENT	AMOUNT
OPENING BALANCE		ADVERTISEMENT	32,040.00
SBI DALTONGANJ	502,474.00	AFFILIATION	60,000.00
VANANCHAL GRAMIN BANK	311,712.00	BANK CHARGES	609.00
CASH IN HAND	6,463.00	BUILDING A/C	932,757.00
		CLEANING EXP.	1,621.00
		COMPUTER	30,000.00
ADMISSION FORM	76,400.00	COMPUTER MAINTENANCE	2,950.00
INTEREST A/C	20,631.00	CONVEYANCE	700.00
REGISTRATION & EXAM FEE	206,500.00	DEEP BOR WEL EXPENSES	89,600.00
TUITION FEES	5,481,500.00	ELECTRICITY	17,069.00
		FESTIVAL EXP.	7,805.00
		FURNITURE	48,000.00
		GARDENING	446.00
		GENERATOR	39,490.00
		INTERNATIONAL C.W TRUST	500,000.00
		LIBRARY	7,453.00
		LIBRARY BOOKS	20,007.00
		MISCELLANEOUS	7,390.00
		MOTOR PUMP	20,000.00
		MOTOR PUMP MAINTENANCE	4,500.00
		PRINTING & STATIONERY	50,857.00
		REGISTRATION EXP.	62,000.00
		SALARY	1,603,449.00
		SPORTS EXPENSES	2,000.00
		STATUE	80,000.00
		TELEPHONE	7,504.00
		WEBSITE	4,500.00
		<u>CLOSING BALANCE</u>	
		CASH IN HAND	189.00
		VANANCHAL GRAMIN BANK a/c 5534	1,004,126.00
		VANANCHAL GRAMIN BANK a/c 6312	2,028,558.00
	6,665,680.00		6,665,680.00

Notes & Accounts and Significant Accounting Policies- "Schedule-B"

As Per Our Report of Even Date
 For H. Adukia & Associates
 Chartered Accountants

CA. H. K. Adukia
 Partner
 M.No:- 078295
 Place:- Ranchi
 Date:- 30.09.2015



[Signature]
 For Kumaresh International B. Ed College
 KUMARESH INTERNATIONAL B.ED COLLEGE
 MEDININAGAR, PALAMU

Authorised Signatory

KUMARESH INTERNATIONAL B.ED COLLEGE
RAJWADIH, DALTONGANJ, PALAMU

INCOME & EXPENDITURE ACCOUNT FOR THE PERIOD ENDING 31ST MARCH 2015

EXPENDITURE	AMOUNT	INCOME	AMOUNT
ADVERTISEMENT EXPENSES	32,040.00	ADMISSION FORM	76,400.00
BANK CHARGES	609.00	INTEREST	20,631.00
CLEANING EXP.	1,621.00	REGISTRATION & EXAM FEE	266,500.00
COMPUTER MAINTENANCE EXP.	2,950.00	TUITION FEE	5,481,500.00
CONVEYANCE	700.00		
ELECTRICITY	17,069.00		
FESTIVAL EXPENSES	7,805.00		
GARDENING EXPENSES	446.00		
GENERATOR	39,490.00		
LIBRARY	7,453.00		
MISCELLANEOUS EXPENSES	7,390.00		
MOTOR PUMP MAINT. EXP.	4,500.00		
PRINTING & STATIONERY	50,857.00		
REGISTRATION & EXAM EXP	62,000.00		
SALARY TO TEACHING STAFF	1,603,449.00		
SPORTS EXPENSES	2,000.00		
STATUE	80,000.00		
TELEPHONE EXP	7,564.00		
UNIVERSITY AFFILIATION FEES	60,000.00		
WEBSITE	4,500.00		
DEPRECIATION	374,237.00		
EXCESS OF INCOME OVER EXPENDITURE	3,478,351.00		
	5,845,031.00		5,845,031.00

Notes & Accounts and Significant Accounting Policies- "Schedule-B"

As Per Our Report of Even Date
For H. Adukia & Associates
Chartered Accountants

H. Adukia

CA. H. K. Adukia
Partner
M.No- 078295
Place- Ranchi
Date- 30.09.2015



H. Adukia
For Kumaresh International B.Ed College
RAJWADIH, DALTONGANJ, PALAMU

Authorised Signatory

KUMARESH INTERNATIONAL B.ED COLLEGE
RAJWADIH,DALTONGANJ,PALAMU

BALANCE SHEET AS ON 31.03.2015

LIABILITIES	AMOUNT	ASSETS	AMOUNT
CAPITAL FUND (O.B.)	2,074,368.00	FIXED ASSETS (As Per Sch "A")	3,113,754.00
ADD: EXCESS OF INCOME OVER EXPENDITURE	3,478,351.00		
	5,552,719.00	<u>INVESTMENTS</u>	
<u>UNSECURED LOAN</u>		BANK FIXED DEPOSIT	800,000.00
INTERNATIONAL PUBLIC SCHOOL	1,894,908.00	<u>CASH AT BANK</u>	
		VANANCHAL GRAMIN BANK a/c 5534	1,004,126.00
		VANANCHAL GRAMIN BANK a/c 6312	2,028,558.00
		CASH IN HAND	189.00
		<u>LOANS & ADVANCES</u>	
		SECURITY DEPOSIT TO N.P. UNIVERSITY	250,000.00
		INTERNATIONAL CHILDRENS EDUCATION WELFARE TRUST	251,000.00
	7,447,627.00		7,447,627.00

Notes & Accounts and Significant Accounting Policies- "Schedule-B"

As Per Our Report of Even Date
For H. Adukia & Associates
Chartered Accountants

(Signature)

CA. H. K. Adukia
Partner
M.No:- 078295
Place:- Ranchi
Date:- 30.09.2015



(Signature)
For Kumaresh International B.Ed College
KUMARESH INTERNATIONAL B.ED COLLEGE
MEDININAGAR, PALAMAU

Authorized Signatory

KUMARESH INTERNATIONAL B. ED COLLEGE
 RAJWADIH, DALTONGANJ, PALAMU

SCHEDULE "A" OF FIXED ASSETS FORMING PART OF THE BALANCE SHEET AS ON 31.03.2015

PARTICULARS	W.D.V AS ON 01.04.2014	ADDITION MORE THAN 180 DAYS	ADDITION LESS THAN 180 DAYS	TOTAL	RATE	DEPRECIATION	W.D.V AS ON 31.03.2015
BUILDING	2,006,137.50	48,000.00	932,757.00	2,938,894.50	10%	247,202.00	2,691,642.50
FURNITURE	76,680.50	-	89,600.00	124,680.50	15%	18,702.00	105,978.50
DEEP WELL	-	-	20,000.00	89,600.00	15%	6,730.00	82,890.00
WATER PUMP	78,447.00	-	-	98,447.00	15%	13,207.00	85,180.00
LAB EQUIPMENT	27,915.00	-	-	27,915.00	15%	4,187.00	23,728.00
LIBRARY BOOKS	33,615.00	-	-	53,622.00	10%	5,362.00	48,260.00
COMPUTER	93,382.00	30,000.00	-	123,382.00	60%	74,029.00	49,353.00
REFRIGERATOR	31,450.00	-	-	31,450.00	15%	4,718.00	26,732.00
TOTAL	2,347,627.00	98,007.00	1,042,357.00	3,487,991.00		374,237.00	3,113,754.00



TO BE PUBLISHED IN GAZETTE OF INDIA PART - III, SECTION 4

National Council for Teacher Education
 Eastern Regional Committee
 (A Statutory Body of the Govt. of India)
 15, Neelakantha Nagar, Nayapalli, Bhubaneswar - 751012
 Phone-(0674) 2562793, 2563252, 2563156, Fax: (0674) 2564873

ERC NCTE/ERCAPP176/ B.Ed (Revised Order)/2015/ 81753 Date: 20/05/2015

ORDER

WHEREAS, in exercise of the powers conferred by sub-section(2) of Section 32 of the National Council for Teacher Education Act, 1993(73 of 1993), and in supersession of the National Council for Teacher Education [Recognition Norms and Procedure] Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 1.12.2014.

2. AND WHEREAS, the Institution viz. **Kumaresh International B.Ed. College**, Plot No. 772, 279, 298, 299, 576, VIII/Po- Rajwadih, Tehsil/Taluka- Medininagar, Town/City- Medininagar, Dist- Palamu, Jharkhand - 822101 was granted recognition as per Regulations 2009 for conduct of B.Ed. course of **One year** duration with an annual intake of **100 (one hundred)** from the academic session **2012-2013** vide ERC order No.ERC/7-136.4.8/NCTE/B.Ed./2012/12774, dated 21.07.2012.

3. AND WHEREAS, the Institution viz. **Kumaresh International B.Ed. College**, Plot No. 772, 279, 298, 299, 576, VIII/Po- Rajwadih, Tehsil/Taluka- Medininagar, Town/City- Medininagar, Dist- Palamu, Jharkhand - 822101 has by affidavit dated 07.01.2015 consented to come under New Regulations 2014 and sought for **two basic** units in B.Ed course which require additional facilities.

4. AND WHEREAS, it has been decided to permit the institution to have two basic units of 50 students each subject to fulfill following conditions namely,

- (i) The Institution shall create additional facilities that include (a) additional built-up area, (b) additional infrastructure, (c) additional funds, (d) adhere to staff norms as per Regulations, 2014 and inform Regional Committee with required documents by October 31, 2015.
- (ii) The applicant-institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC) and the Building Plan (BP) in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting Team at the time of inspection.

P.T.O.

1/211

5. The Regional Committees shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 20 Feb, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.

5. Now therefore, in the light of the above and in terms of Section 14(3) (a) of NCTE Act and in accordance with the Regulations, 2014, the Eastern Regional Committee, NCTE hereby grants recognition to **Kumaresh International B.Ed. College, Plot No. 772, 279, 298, 299, 57d, VIII/Po- Rajwadh, Tehsil/Taluka- Medininagar, Town/City- Medininagar, Dist- Palamu, Jharkhand - 822101** for conducting B.Ed Programme of two years duration with an annual intake of **100 (one hundred)** for two basic units of 50 students each from the academic session **2015-2016** subject to fulfillment of the conditions mentioned herein before 31.10.2015.

6. Further, the recognition is subject to fulfillment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/ Body, the State Government etc. as applicable.

7. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a Chartered Accountant.

8. The institutions shall maintain & update its web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:-

- a) Sanctioned programmes along with annual intake in the institution;
- b) Name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
- c) Name of faculty members who left or joined during the last quarter;
- d) Names of Students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.;
- e) Fee charged from students;
- f) Available Infrastructural facilities;
- g) Facilities added during the last quarter;
- h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter;
- i) The affidavit with enclosure submitted along with application.
- j) The institution shall be free to post additional relevant information, if it so desires.
- k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

P.T.O.



NILAMBER-PITAMBER UNIVERSITY
MEDININAGAR, PALAMU - 822102

अधिसूचना

उच्च एवं तृतीयरी शिक्षा विभाग, झारखण्ड सरकार, शैक्षी क पत्रिका : 6 / वि-79 / 2014 - 1736 दिनांक 10.05.2016 के आलोक में निम्नलिखित बी०एड० विश्वविद्यालय अन्तर्गत निम्नलिखित बी०एड० महाविद्यालयों को बी०एड० कार्यक्रम में शैक्षणिक सत्र 2016-18 के लिए उल्लेखित शर्तों के साथ वित्तीय एवं शैक्षिक संबंधन की स्वीकृति प्रदान की गयी है।

क्रमांक	महाविद्यालय का नाम	NCTE Recognition लक्ष्यी पत्रिका / दिनांक	संबंधन अवधि
1	इंदिरा सिंह बी०एड० टोल्डो ट्रेनिंग कॉलेज कल्याणपुर, गड़वा	32691 दिनांक 31.05.2015	2016-18
2	कुमारेश इन्टरनेशनल बी०एड० कॉलेज राजशहीर, पलामू	31753 दिनांक 20.05.2015	2016-18
3	कुंवर विरधी नाथ सिंह बी०एड० कॉलेज किनी घनपुर, पलामू	31979 दिनांक 23.05.2015	2016-18
4	मोतरी चन्द्रवशी कॉलेज ऑफ एजुकेशन, विपदरा, गड़वा	32667 दिनांक 31.05.2015	2016-18
5	रामचन्द्र चन्द्रवशी कॉलेज ऑफ किजिकल एजुकेशन नाकाडीह, रंका, विश्रामपुर, पलामू	32694 दिनांक 31.05.2015	2016-18
6	रॉल्ट मैट्रिक बी०एड० कॉलेज चिपको डाल्टनगंज पलामू	32746 दिनांक 31.05.2015	2016-18
7	स्वाति प्रकाश महिला बी०एड० कॉलेज डाल्टनगंज	31940 दिनांक 23.05.2015	2016-18
8	सहदेव चन्द्रवशी बी०एड० कॉलेज, नकाडीह कला विश्रामपुर	32684 दिनांक 31.05.2015	2016-18
9	सिद्धनाथ बी०एड० कॉलेज सन्का जयला, पलामू	32052 दिनांक 24.05.2015	2016-18
10	सहित जगनारायण त्रिपाठी बी०एड० कॉलेज, डाल्टनगंज	31878 दिनांक 15.05.2015	2016-18
11	गोपीनाथ सिंह बी०एड० कॉलेज लातवाग, मैराज	31862 दिनांक 15.05.2015	2016-18
12	आर०के०बी०एस० संस्था, रहला रोड, सोनपुरवा गड़वा	31952 दिनांक 23.05.2015	2016-18
13	बी०एल०ए० बी०एड० कॉलेज, भादिमोतगर, पलामू	34593 दिनांक 07.08.2015	2016-18
14	विमला कॉलेज ऑफ एजुकेशन जगतपुर, गड़वा	32654 दिनांक 31.05.2015	2016-18
15	एस०बी०एस० पण्डित सनातन टोल्डो इनिंग्स कॉलेज, रहला, पलामू	31673 दिनांक 15.05.2015	2016-18

Handwritten signature and date: 10.5.16

के सम्बन्धित संशोधन अनुसंधान कार्य पर प्रत्येक विभाग तथा अन्य द्वारा संशोधन कार्य
W.B.C. No. 276/2012 में वर्णित न्यायव्यवस्था की कठिनाई-71 में उचित निम्न निर्देशों को अनुपालन
संबन्धित महाविद्यालय सुनिश्चित करेंगे तथा अनुपालन प्रतिवेदन विभाग का उपलब्ध करवाएंगे।

- (i) छात्रों की सामाजिक की पात्रता
 - (ii) परीक्षा का संचालन
 - (iii) विहित कोर्स की पूर्णता की प्रक्रिया
 - (iv) एन0सी0टी0ई0 द्वारा दिए गए शर्तों का अनुपालन
- (ख) निरीक्षण प्रतिवेदन में बरशाये गए कमियों/बुद्धियों की पूर्णता एवं दिए गए सुझाव का अनुपालन एवं
निरीक्षण प्रतिवेदन की छायाप्रति सलान।
- (ग) AISHE Portal पर Date को Upload करना।
- (घ) IQAC का गठन।

कुलपति के आदेशानुसार

ह0/-

कुलसचिव

नी0पी0 विश्वविद्यालय, मेदिनीनगर

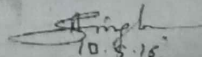
Memo No. - NPU/BE/A/208/16

Date - 19.1.16

प्रतिलिपि -

1. निदेशक उच्च शिक्षा, उच्च एवं तकनीकी शिक्षा विभाग, झारखंड सरकार, राँची।
2. अध्यक्ष शिक्षा सहाय, नी0पी0 विश्वविद्यालय, मेदिनीनगर।
3. परीक्षा नियंत्रक, नीलाम्बर-पीताम्बर विश्वविद्यालय, मेदिनीनगर।
4. एम कुलसचिव, नीलाम्बर-पीताम्बर विश्वविद्यालय, मेदिनीनगर।
5. जन सूचना पदाधिकारी, नीलाम्बर-पीताम्बर विश्वविद्यालय, मेदिनीनगर।
6. नाडल पदाधिकारी, AISHE, नीलाम्बर-पीताम्बर विश्वविद्यालय, मेदिनीनगर।
7. प्राचार्य, सभी संबन्धित महाविद्यालय का सूचनार्थ एवं आवश्यक कार्यार्थ प्रेषित।
8. कुलपति/प्रतिकुलपति/कुलसचिव के निजी सहायक को संबन्धित पदाधिकारी के सूचनार्थ।

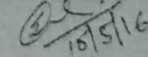
Anuprash


10.1.16
(डॉ० अमर सिंह)

कुलसचिव

नीलाम्बर-पीताम्बर विश्वविद्यालय

मेदिनीनगर, पलान


10/1/16

Roll No.	Regd. No.	Name of Examinee	Paper				PART-I THEORY EXAM	PART-II THEORY EXAM	PART-III THEORY EXAM	PART-IV THEORY EXAM	PART-V			CRAFT	PRACTICE SCALE		Grand Total	Grade	Remarks
			Track Method - A	Track Method - B	CRAFT	Optional					METHOD EXAM (A)	METHOD EXAM (B)	TOTAL (A+B)		METHOD (A)	METHOD (B)			
1001	1001	
1002	1002	
1003	1003	
1004	1004	
1005	1005	
1006	1006	
1007	1007	
1008	1008	
1009	1009	
1010	1010	
1011	1011	
1012	1012	
1013	1013	
1014	1014	
1015	1015	
1016	1016	
1017	1017	
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1021	1021	
1022	1022	
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1049	1049	
1050	1050	

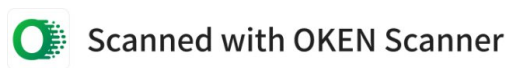


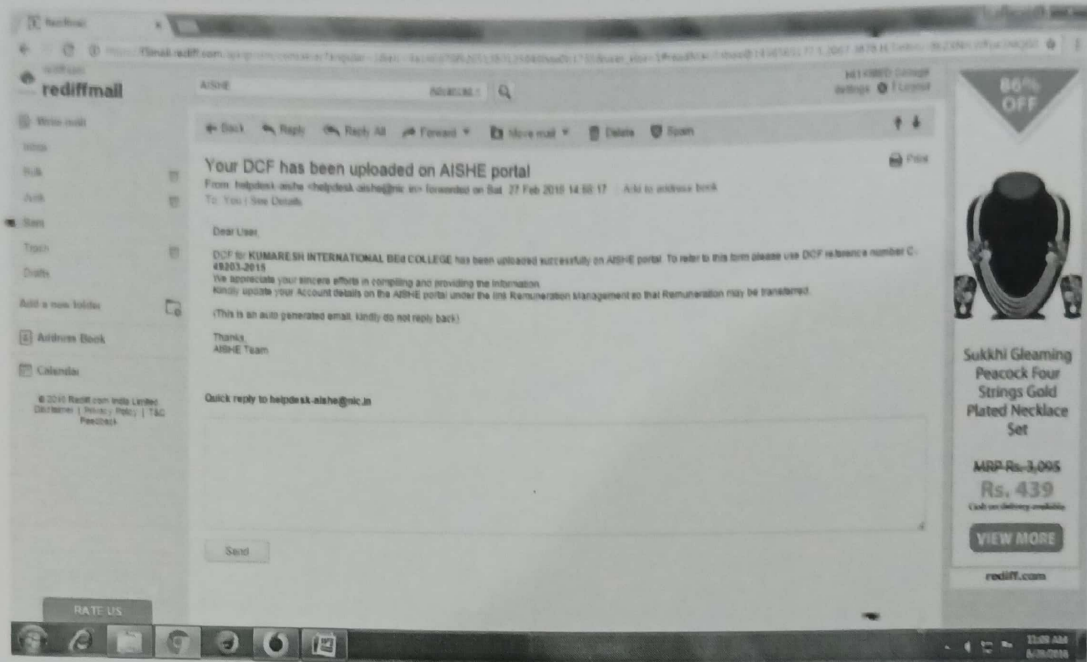
Date: 6/10/2016		Page: 110		Page: 111		Page: 112		Page: 113		Page: 114		Page: 115		Page: 116		Page: 117		Page: 118		Page: 119		Page: 120		Page: 121		Page: 122		Page: 123		Page: 124		Page: 125		Page: 126		Page: 127		Page: 128		Page: 129		Page: 130		Page: 131		Page: 132		Page: 133		Page: 134		Page: 135		Page: 136		Page: 137		Page: 138		Page: 139		Page: 140		Page: 141		Page: 142		Page: 143		Page: 144		Page: 145		Page: 146		Page: 147		Page: 148		Page: 149		Page: 150		Page: 151		Page: 152		Page: 153		Page: 154		Page: 155		Page: 156		Page: 157		Page: 158		Page: 159		Page: 160		Page: 161		Page: 162		Page: 163		Page: 164		Page: 165		Page: 166		Page: 167		Page: 168		Page: 169		Page: 170		Page: 171		Page: 172		Page: 173		Page: 174		Page: 175		Page: 176		Page: 177		Page: 178		Page: 179		Page: 180		Page: 181		Page: 182		Page: 183		Page: 184		Page: 185		Page: 186		Page: 187		Page: 188		Page: 189		Page: 190		Page: 191		Page: 192		Page: 193		Page: 194		Page: 195		Page: 196		Page: 197		Page: 198		Page: 199		Page: 200	
Roll No.	Regd. No.	Name of Examinee	Teach. Method - A	Teach. Method - B	CRAFT	Practical	Sessional Work	Theory Exam	Total	Method Exam (A)	Method Exam (B)	Total (A+B)	Sessional (A)	Sessional (B)	Total (A+B)	CRAFT	Practical	Options	Grand Total	Remarks																																																																																																																																																																			
1																																																																																																																																																																																							

Date: 3 October 2015
 Kumaresh International B.Ed College, Rajwadi
 Year: _____
 NIT, AMBER, PTL AMBER UNIVERSITY
 (Examination Department)

Printed on 10/09/2015
 Kdsh: 2014-15

Roll No.	Regd. No.	Name of Examinee	Paper				Grand Total	Grade	Remarks
			Teach. Method - A	Teach. Method - B	CRAFT	Optional			
101	101	
102	102	
103	103	
104	104	
105	105	
106	106	
107	107	
108	108	
109	109	
110	110	
111	111	
112	112	
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138	138	
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143	143	
144	144	
145	145	
146	146	
147	147	
148	148	
149	149	
150	150	





Track ID: JHCUFE26381

College Name: Kumaresh International B. Ed. College

Page 1 of 3

IEQA SUBMISSION DATE-24/06/2016

INSTITUTIONAL ELIGIBILITY FOR QUALITY ASSESSMENT(IEQA) QUESTIONNAIRE

1 COLLEGE DETAILS			
Name of the college	Kumaresh International B. Ed. College	Year of establishment	2010
Location of the college	RURAL		
2 ADDRESS			
Address	village - piteochi, medhatnagar, dist - palamu, Jharkhand	City	Daltonganj
State	Jharkhand	Pin Code	822118
Website	http://www.kibedc.in	E-Mail	kite2011@rediffmail.com
Phone STD Code	06562	Phone No	235699
Fax STD Code	0	Fax	0
3 HEAD OF THE INSTITUTION			
Name	Dr. B. SINHA	Designation	Principal
Status of appointment	PERMANENT		
4 CONTACT DETAILS OF HEAD OF THE INSTITUTION			
Phone std code	06562	Phone number	9471389733
Fax std code	06563	Fax	
Mobile	+919471389733	E-Mail	principalkite@rediffmail.com
5 DOES THE COLLEGE HAS ITS OWN SEPARATE AND INDEPENDENT BUILDING FOR RUNNING TEACHER EDUCATION COURSES			Yes
6 NAME OF THE UNIVERSITIES TO WHICH THE COLLEGE IS AFFILIATED OR CONSTITUENT			
University	Bilamber-Pitamber University, Palamu	Other	
Nature of relationship with the university	AFFILIATED	If affiliated, status of affiliation	TEMPORARY
7 COLLEGE FUNCTIONING			
Type of college	CO-EDUCATION	Time of functioning	DAY COLLEGE
Status of nete recognition	yes	Management	UNAIDED
8 MANAGEMENT/TRUST DETAILS			
Name of the Management	INTERNATIONAL CHILDREN'S EDUCATION WELFARE TRUST	Recognition under Uge Act.1956	NEITHER 21 NOR 12B
9 MANAGEMENT/TRUST OF THE COLLEGE IS REGISTERED UNDER			
Trust	yes	Society's registration Act of 1960	no
Relevant Act of the respective state Govt.	yes	Any other(please specify)	
10 CAMPUS INFORMATION			
(a) No of classrooms with floor area of more than 500 sq. ft. each	8		
(b) No of classrooms with floor area less than 500 sq. ft. each	yes		
(c) Whether the institution has multipurpose hall of an area more than 2000 sqft.	yes		
(d) Library cum reading room	yes		
(e) Principal's Office	yes		
(f) Administrative office	yes		
(g) Store room	yes		
(h) Open space for lawn, gardening	yes		
(i) Staff room	yes		
(j) Parking	yes		

(j)Girls' common room	yes
(m)Canteen	yes
(n)Separate toilet facility for boys & girls	yes
(o)ET/ICT Resource Centre	yes
(p) Psychology Resource Centre	yes
(q)Art and work experience Resource Centre	yes
(r)Health and Physical rooms	yes
(s)Library Resources (for Different level of Courses)	yes
(t)Safety measures (Fire Extinguishers, etc)	yes
(u)Hostel for Boys	yes
(v) Hostel for Girls	
(w)Mess facility	yes
(x)Soft drinking water facilities	yes

11 NUMBER OF PROGRAMS OFFERED BY THE COLLEGE				
	Teacher Education	Physical Education	NCTE Recognized	Others
UG	1	0	1	0
PG	0	0	0	0
UG & PG (Integrated Programme)	0	0	0	0
M. Phil. / Ph.D.	2	0	0	0
Certificate, UG-Diploma PG-Diploma	0	0	0	0
GRAND TOTAL	3	0	1	0

12 PROGRAMMES OFFERED BY THE COLLEGE			
B. Ed.	yes	M. Ed.	
B. P.Ed.		M. P.Ed.	
OTHERS			

13 TOTAL NUMBER OF STUDENTS									
	UG		PG		M.Phil/Ph.D		Value Added Courses(Certificate/Diploma)		
	Male	Female	Male	Female	Male	Female	Male	Female	
General	11	21	0	0	0	0	0	0	0
SC/ST	16	7	0	0	0	0	0	0	0
OBC	18	27	0	0	0	0	0	0	0
Total	45	55	0	0	0	0	0	0	0
Grand Total	100								

14 PASS PERCENTAGE IN UNIVERSITY EXAMINATION (LAST TWO BATCHES)						
	Year of entry: (Batch- I)			Year of entry: (Batch- II)		2015
	UG	PG	TOTAL	UG	PG	TOTAL
Admitted to the programme	75	0	75	100	0	100
Appeared for the final year examination	75	0	75	100	0	100
Passed in the final exam	70	0	70	100	0	100
Passed in first class	70	0	70	100	0	100
Ranks (among University Top 10), if any	0	0	0	0	0	0

15 NUMBER OF TEACHING, TECHNICAL AND ADMINISTRATIVE STAFF						
	Permanent		Temporary		Total	
	Male	Female	Male	Female	Male	Female
Teachers with PG		11	4	0		
Teachers with M.Phil.		0	0	0		11
Teachers with Ph.D		0	0	0		0
Teachers with NET/SLET		1	0	0		0
Technical staff		0	1	0		1
Administrative staff		5	2	0		0
					5	2

Track ID-JHCOTE26351

College Name-Kumaresh International b. ed. college

Page 3 of 3

Total no. of teachers	12	4	0	0	12	4
16 SUPPORT SERVICES						
Number of books						
Number of titles	5191					
Number of journals	1756					
Number of reference books	10					
Number of e-resources	1256					
	14					
17 UNIT COST OF EDUCATION						
Unit Cost=Total annual expenditure divided by no. of students enrolled	58450.31					
Unit cost calculated excluding salary component	42415.82					
18 MENTION FIVE ACADEMIC MILESTONES OF THE COLLEGE						
First	1. COLLEGE MAKE PLACE IN FIELD OF TEACHING EDUCATION IN DISTRICT					
Second	2. THE RESULT OF THE COLLEGE IS ALMOST 100%					
Third	3. NO DROP OUTS					
Fourth	4. GOT APPROVAL OF D. EL. ED. COURSE FROM 2017					
Fifth	5. TRYING TO GET APPROVAL FOR M. ED. COURSE WHICH HELPS TO STOP OF MIGRATION OF STUDENTS					
Section 2: Institutional Data Questionnaire						
1. The Institution has in place a functional Internal Quality Assurance Cell (IQAC) for ensuring continuous quality improvement and monitoring the quality of the academic and administrative activities	YES					
2. Library with reading room facilities for students and faculty with seating capacity of 25% of the students on rolls	YES					
3. Library has a' least 1000 titles & 3000 Books	YES					
4. Institution provides financial concessions/assistance to at least 5% of the students excluding the government scholarship being received by SC/ST students	YES					
5. The Institution has a mechanism for counseling and guidance	YES					
6. The institution has a mechanism for addressing grievances of the students and staff	YES					
7. An annual academic calendar is prepared and implemented by the institution	YES					
8. ICT skills component is a compulsory constituent/Programme for all students	YES					
9. Access to internet facility is available to staff and students in the institution	YES					
10. A minimum of three hours per week computer access is provided to individual student in the institution	YES					
11. The institution has provision for promoting research	YES					
12. Institution has a mechanism for seeking regular feedback from students regarding teaching- learning process	YES					
13. Students are placed for practice teaching in more than one type of school i.e. Govt./ Private/ Public/ Special/ Boys/ Girls/ Co-education schools	YES					
14. There is a special provision for developing communication skills among students	YES					
15. Number of Extension and outreach activities are organized by the institution every year	< 2					
16. Percentage of teachers using audio-visual aids (ICT) including computer aided teaching	>20%					
17. Number of Journals in Education subscribed (Only those related to Education)	5-10					
18. Faculty benefited from professional development programmes organized by UGC, NCERT/RIE, SCERT, NCTE and others	<50 %					
19. Number of teachers including Principal with Doctoral or equivalent qualification	<50 %					
20. Percentage of practice teaching schools with which the college has an enduring (continued) arrangement for more than three years	>80%					
21. Number of practice teaching schools associated with the institution for practice teaching	5-10					
22. Percentage of maintenance expenditure to the total annual budget for infrastructure (Average of the last two years)	< 3%					
23. Percentage utilization of projected budget(Average of last two years)	>75 %					
24. Number of lessons given by a student- teacher under practice teaching in two school subjects	> 40 lessons					
25. Percentage of student teachers assigned to a practicing school (recognized) for ensuring optimum availability of school time	> 20%					
26. Number of workshops organized on teaching aid preparation ICTs (audio, video, CDs VCDs etc) per school subject	> 2					
27. Number of teaching skills practiced	6-8					
Certificate						
This is to certify that the information given in the IEQA application is true to the best of my knowledge and ability and if the same is found to be false or misleading, I authorize NAAC to initiate any action which it deems fit including withholding the outcome of the Peer Team Visit.						



NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

(An Autonomous Institution of the University Grants Commission)

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

IEQA EVALUATION RESULT

DETAILS	RESULT
Track ID	IEQCCE26351
Name Of the College	Kumaresh international b.ed college
Address	village - raivadi, medinnagar, dist - palamu, jharkhand
E-Mail	ieqc2011@rediffmail.com
IEQA Submission Date	24/05/2016
IEQA Closing Date	24/06/2016
IEQA Evaluation Status	<p>Congratulations ! You have earned IEQA status. Institution should submit SSR/SAR (5 hard copies and 1 soft copy) within two weeks from the date of obtaining IEQA Status.</p> <p>Please note that the SSR/SAR uploaded on your institutional website must not be password protected and accessible to public until completion of the A&A process by NAAC. For further details/instructions on procedures and timelines for processing A&A applications kindly visit our website: www.naac.gov.in</p> <p>Note :</p> <p>a) No Separate intimation will be mailed on the above matter.</p> <p>b) Ensure submission of the SSR in the correct and applicable format. Please use the NAACs Manual for Self Study applicable to your institution.</p> <p>c) The Institutions are hereby advised to upload information on All India Survey of Higher Education in MHRD website (http://aishe.gov.in) under intimation to NAAC. As the time of submission of SSR/SAR to NAAC, institutions have to submit the documentary proof of uploading the AISHE information.</p> <p>Please note that a copy of IEQA application submitted by college is to be annexed to SSR/SAR so that peer team can verify the data.</p> <p>Kindly note: SSR/SAR should be submitted by post/courier only. SSR/SAR will not be accepted by hand in NAAC office.</p>



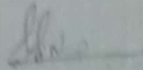
DECLARATION BY THE HEAD OF THE INSTITUTION

I certify that the data included in the Self-Appraisal report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after the internal discussions and no part thereof has been outsourced.

I am aware that the peer team will validate the information provided in the SSR during the peer team visit.

Principal



Signature of the Head of the Institution

Kumaresh International ~~Inst. College~~
Rawadih, Daitongani (Faridkot)

Place : Daitongani

Date - 6/6/2016

Date - 6/6/2016

Yanchi Khan
Mushkan 700khan@gmail.com
Pass Word: Tabacum
- Con

Code: ERCAPP 176



KUMARESH INTERNATIONAL B.ED. COLLEGE



Recognised by - ERC NCTE BHUBANESHWAR
Affiliated to Nilamber Pitamber University, Medininagar, Palamau (Jharkhand)

Ref: K.I.C./2016/3016

Date: 28/6/2016

Certificate of Compliance

(Affiliated/Constituent/Autonomous Colleges and Recognized Institutions)

This is to certify that Kumaresh International B. Ed. College, Rajwadih, Daltonganj, Palamau, Jharkhand fulfils all norms:

1. Stipulated by the affiliating University and/or
2. Regulatory Council/Body [such as UGC, NCTE, AICTE, MCI, DCI, BCI, etc.] and
3. The affiliation and recognition [if applicable] is valid as on date

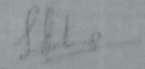
In case the affiliation/recognition is conditional, then a detailed enclosure with regard to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

Date: 28/6/2016

Place: RAJWADIH,
DALTONGANJ


(Dr. S. Sinha)
Principal/Head of the Institution
(Name and Signature with Office seal)
Principal
Kumaresh International B.Ed. College
Rajwadih, Daltonganj (Palamau)

Rawadih, Daltonganj, Palamau - 822101
Ph: 06562-235099, 06635151333, 06635506249
e-mail: kic2011@gmail.com website: www.kic.edu.com