



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

RAMSHOBHA COLLEGE OF EDUCATION

VILL - BANKHETA, PO - CHUTTUPALU DIST - RAMGARH , JHARKHAND

-835219.

835219

www.ramshobhacollegeofeducation.org

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Ramshobha College of Education established in 2013 by a non-profit bearing Trust Ramshobha Educational Welfare Trust is affiliated to Vinoba Bhave University Hazaribag. It abides by and follows the curriculum programmes prescribed by Vinoba Bhave University Hazaribag. It offers two years B.ED. (Bachelor of Education) programme and also provides two optional subjects to the aspirants of the programme and also 2yr. D.El.Ed. (Diploma in Elementary Education) programme affiliated by Jharkhand Academic Council (JAC). It has an approved limit for enrolment of candidates up to 100 students per unit. The college observes the curriculum or syllabi stipulated Vinoba Bhave University Hazaribag. and D.El.Ed. (Diploma in Elementary Education) by Jharkhand Academic Council (JAC). The college upgrades itself and also tries to incorporate various modifications suggested in the curriculum and other relevant information imparted from time to time by Vinoba Bhave University Hazaribag. and by Jharkhand Academic Council (JAC).

Vision

To provide quality education to students in the area of Teaching Education.

To create an ambience in which new ideas, research and scholarship flourish and from which the Teachers of tomorrow emerge.

To infuse a sense of excitement among students in the discovery of new knowledge through innovative research that encourages entrepreneurship and economic development to benefit our global society.

To develop human potential to its fullest extent so that intellectually capable and imaginatively gifted leaders can emerge in a range of professions.

Mission

To establish ourselves as a world class institution and as a centre of excellence in teaching , producing professionals of outstanding calibers.

To be the fountainhead of new ideas and of innovators in Teaching Education.

To be an institution of international repute committed to the holistic development of individual and society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The college has a pass percentage of 98% 2. The campus is Wi-Fi enabled with 4 MBPS internet facility. 3. The college is equipped with language laboratory. 4. The college library has journal, reference books,

newspaper, magazine etc.5. The college has adequate sports facilities including indoor and outdoor fields and conducts annual sports every year.

6. The college has hygienic canteen facilities for all students, teaching and not-teaching staffs with subsidized rate. 7. The college has extensive rain water Harvesting and sewage treatment plant. 8. 50% of staff and 84% students are women. 9. Transparency, diversity and inclusions in the admission process. 10. One of the oldest Teachers Training college of Jharkhand and situated in tribal rural and naxalite infested area.

11. Green certified campus

12. Active NSS unit

13. Legal advice through legal literacy club

14. Functional placement cell

15. Functional computer lab

16. Containing a hundred fully functional computers and an efficient language lab

Institutional Weakness

The Government does not provide any fund to the teachers education institution. 2. Higher proportion of students with rural background. 3. Poor Communication skill of admitted students in English. 4. Maximum students are first generation learners.

Institutional Opportunity

1. Scope for improvement in culture activities like tribal dance, Tribal food festivals, tribal fashion show etc. 2. Scope for further utilization of campus space. 3. Organization of international and National session and conference. 4. To start number of skill development and vocational course. 5. With college having adequate extension area, students have excellent opportunities to explore and participate in outreach programmes for the local communities.

Institutional Challenge

1. Technology transfer to academic to students of rural background. 2. The students are allotted by the Government origination for B.Ed. and D.El.Ed. which leads to poor quality of students. 3. Enabling the students to improve their oral English communication to cope with global competencies 4. Lack of confidence of rural students specially girl which need to be improved.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curriculum structure provides ample scope for nutritive teaching practice, in the form of internal assessment, field trips, camp activity programmes, educational technology, information and communication technology etc . The institute conducts a range of value added courses and organizes short term add-on programmes for self-development and professional skill enhancement of students. English communication programme, yoga, computer programming , work experience, medicinal plant culture etc are important aspects of the curriculum.

The feedback from various knowledgeable sources such as, students, academic peers, alumni and established sources are obtained and used for motivation and improvement or any modifications required in the curriculum structure, so that the objective in the form of providing value based education to the students is achieved by the institution placidly.

Teaching-learning and Evaluation

The Teaching learning process is strengthened through lectures, seminars, paper presentation, demonstrations, micro level teaching, macro teaching, field trips and camp activities .The latest ICT equipment substantially contributes to the teaching learning process. Our students are involved in a variety of school based activities. The internship and teaching practice is conducted for 105 days in the Government schools proposed by district education of officer Ramgarh.

The classes in the institution TEI are handled by qualified full time faculty members. The teacher educators are encouraged to keep abreast of latest developments in their respective subjects through well equipped library, seminar participation, well equipped computer laboratory and internet facilities are extended to all teacher and students. Our library has a very good collection of books , periodicals Journals and book volumes.

The pass percentage of the students have been quite impressive even if the student admitted invariably have average score in the qualifying examination. Weaker students are given remedial teaching; the tutor mentor system is successfully conducted to elicit the problem of the students. Counseling is provided for the needed student teachers are continuously evaluated by conducting unit's tests , revision test and model tests for awarding grades. The final examination is conducted by Vinoba Bhave University. The college being affiliated to Vinoba Bhave University, the design of curriculum, course pattern and external evaluation are done by the same University.

Infrastructure and Learning Resources

The Institution has proper facilities for teaching and learning. It has classrooms and ICT lab with 42 computers with internet facility.

It has proper classrooms for teaching and learning and the labs for practices.

Institution has a library and internet facility. The library contains 5373 books and 22 journals which are regularly enhanced.

The institution has a multipurpose hall, laboratories and a well-developed library. Institution has sick room

facility, neat and clean washrooms, common rooms for boys and girls separately, Canteen, Clean drinking water facility, parking and open ground.

The Institution has developed area for co-curricular activities and indoor and outdoor games.

The college is situated in a rural area and the greenery has been developed by the Institution.

Waste management segregation, Rain water harvesting, Vermicompost pit and solar lighting are also present in the campus.

Student Support and Progression

The college offers several capability enhancement schemes such as guidance for competitive examination, career personal counseling. In college campus and outside time to time seminar and workshop are organized.

The college has a transparent mechanism for investigating ragging cases on campus by anti-Ragging committee.

The TEI provides fee concession to economically weaker academically strong students as per need.

The application form economically weaker SC/ST/OBC students are submitted to the office TEI and the TEI recommends these applications to the office of welfare department Government of Jharkhand where scholarship is released through DBT (Direct Bank Transfer).

The alumni association in the oldest in India with chapter across the country and globe the association has initiated many motivated programmes like motivating the freshly enrolled student, curriculum development, class room activities, financial placement support many alumni have contributed to the development of college campus through imparting education.

Governance, Leadership and Management

Society for Ramshobha Educational Welfare Trust register in 2013. The TEI is well known teachers training institution in Ramgarh town of Jharkhand State. The management is committed and has clear mission and vision of present and future growth in education.

The mission and vision of the college are achieved through good governance, able leadership and effective management. The college is governed by Governing Body and Management Committee etc. All stakeholders are actively encouraged to participate and voice their perspectives for effective decision making and policy formulation. The college promotes a culture of participative management.

The college has implemented e-governance in the TEI.

The college has system for internal auditing by the management and external auditing by a certified Chartered Accountant. The institution provides twelve days causal leave for all staffs per year. The college makes available various welfare schemes. Employees' Provident Funds is provided to all teaching and non teaching staffs and deposited in the Government EPF office. Loan and advance salary facility is available for any needy

staff. Institute provide campus clinic and medical check-up facility, legal counseling service and health awareness programme like Yoga and meditation facility for all.

The Internal Quality Assurances Cell (IQAC) has coordinated different activates such as participation in academic audit, young faculty review and e-content development etc as a part of its quality ensuring initiatives.

Institutional Values and Best Practices

Imparting education in the rural area dominated by Adiwasi was the main inspiration for opening up the Ramshobha College of Education. One of the major causes in the surrounding tribal villages the legal battle arising mostly due to small disputes.

Apart from other social services the B.Ed. students are encouraged to undertake various activities leading to character building and sound moral values.

Research and Outreach Activities

The institution has conducted extension and outreach programs in the collaboration with various stakeholders of the society participation in Swachh Bharat Abhiyan. The extension activities of the institute for community development include Gender, Nutrition, and Public Health, Children with special needs, emphasis on education, environment and other community development. Extension and communication strategies are developed at the institution and offer leadership opportunities to the students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAMSHOBHA COLLEGE OF EDUCATION
Address	Vill - Bankheta, PO - Chuttupalu Dist - Ramgarh , Jharkhand -835219.
City	RAMGARH
State	Jharkhand
Pin	835219
Website	www.ramshobhacollegeofeducation.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Vinod Kumar Yadava	06553-7763810001	7763810001	06553-77638 10001	ramshobha.educati on@gmail.com
IQAC / CIQA coordinator	Uma Shankar Sinha	06553-9899557362	9899557362	06553-98995 57362	usinha88@gmail.c om

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Jharkhand	Vinoba Bhave University	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	15-05-2015	80	Date of validity not mentioned in the certificate of NCTE

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Vill - Bankheta, PO - Chuttupalu Dist - Ramgarh , Jharkhand -835219.	Rural	1.22	4070.7

2.2 ACADEMIC INFORMATION

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

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	16				0				0			
Recruited	9	7	0	16	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				18
Recruited	11	7	0	18
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	6	1	0	0	0	0	0	0	0	7
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	9	7	0	0	0	0	0	0	0	16
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	Others	Total
		5		3	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	65	0	0	0	65
	Female	35	0	0	0	35
	Others	0	0	0	0	0
Diploma	Male	38	0	0	0	38
	Female	62	0	0	0	62
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	2	8	6	1
	Female	8	4	5	7
	Others	0	0	0	0
ST	Male	1	1	6	10
	Female	9	25	21	13
	Others	0	0	0	0
OBC	Male	9	21	21	17
	Female	28	15	21	30
	Others	0	0	0	0
General	Male	6	6	0	7
	Female	37	20	20	14
	Others	0	0	0	0
Others	Male	0	0	0	1
	Female	0	0	0	0
	Others	0	0	0	0
Total		100	100	100	100

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Ramshobha College of Education is in the process of modification of its co-curricular activities for students who will be admitted from now onward, and there will be a specific provision to offer elective subjects in the fields other than the parent branch of learning.College Education has constantly endeavored for a multidisciplinary methodology in its academic as well as co-curricular doings. Students are invigorated to undertake internship projects in the Multidisciplinary/Interdisciplinary manner.
2. Academic bank of credits (ABC):	The college is planning to take online courses through Mock's platform so as to offer accessible and affordable remote learning opportunities to the

	students. We are in the process of advancing a system for executing the online courses in true spirit so as to give students the opportunity to continue their education outside a formal setting.
3. Skill development:	College offer B.Ed. courses that are skill oriented. Students are being trained so as to enhance their employment opportunities by focusing on practical training rather than theoretical knowledge.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Indian knowledge system will compromise knowledge from ancient India to modern India and it will provide a clear sense of India's impending target with respect to education, health environment Ramshobha College of Education is in the process of introducing electives for students in which subjects related to Indian knowledge systems will find a due place.
5. Focus on Outcome based education (OBE):	The college have well defined Program Outcomes, Course Outcomes, Course objectives. Students are assessed as per OBE execution model. The Course Outcome (CO), Program Outcome (PO), Program Specific Outcome (PSO) and Program Educational Objective (PEO) determine exactly what students are expected to accomplish, post their course or program respectively. This clarity is further reflected in the quality of teaching and delivery, across both the departments, where faculty may adjust their focus more appropriately. Outcome based Education will help us to prepare students by combining hyper specialized knowledge with dynamic and cross sectional capabilities, through revolutionizing curriculum.
6. Distance education/online education:	The Institute has efficaciously instructed all its courses content delivery in the online mode and also conducted online examinations successfully by using various online platforms like zoom, WebEx meet, google classroom etc. during the Pandemic (COVID-19) . The college efficiently recognized online learning/education as an alternative model to deliver quality education, whenever and wherever in person modes of teaching are not feasible. Online has learning has proven its effectiveness during the COVID-19 pandemic.

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	100	100
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
85	81	84	57	63
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
103	96	95	102	93
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
97	94	89	97	91
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	100	100
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	16	16	16

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	16	16	16

File Description	Document
University letter with respect to sanction of p	View Document

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
8907737	1646711	11414181	16867361	24605547

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 55

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

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

Response:

Under this section it is relevant to mention that the present report is a reflection of the academic and administrative functions and activities of Ramshobha College of Education. It is an endeavor which encourages us to examine our strengths, assess our weakness, accumulate the opportunities offered in teacher education and prepare us for the upcoming challenges. This exercise has provided us an opportunity to revise and analyses the institutional progress and further strengthen us in our quest for quality in times to come. A community comprising of Director and no of faculty members, has been constituted to complete the report. The community has prepared the report through group discussion with its members and regular integration with designated educators and the management team. The report has been finalized with utmost sincerity, honesty and collective effort of the faculty members for assessment and accreditations. So this report is the outcome of the collective reports of the entire college. Ramshobha College of Education is relentlessly working towards strengthening the education system and achieves desired purpose.

1. Its contribution towards curriculum development.

Though the college follows the curriculum prescribed by Vinoba Bhave University, it plays a constructive role in curriculum designing and planning indirectly.

The internal quality Assurance Cell (IQAC) and Management committee also look into the performance of the staff, students and management through an annual evaluation. The proposal of the stakeholders are taken in account and implemented.

The course curriculum has undergone revision during the last five year. Though the rights to design and modify the curriculum rests with university, the institution ensures that the emerging trends of education, innovative technologies such as ICT find a place when the curriculum is transacted. As the need for communication skills for successful imparting of education has become inevitable, due importance is given to spoken classes through proper utilization of the language and other resources.

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

1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the last completed academic year 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni

Response: A. Any 5 or more of the above

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

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Data as per Data Template	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document
Paste link for additional information	View Document

1.2 Academic Flexibility

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	12	13	13	10

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	12	13	13	10

File Description	Document
Data as per Data Template	View Document
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document
Paste link for additional information	View Document

1.2.2 Average Number of Value-added courses offered during the last five years**Response: 6****1.2.2.1 Number of Value – added courses offered during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
06	06	06	06	06

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Paste link for additional information	View Document

1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years**Response: 100****1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	100	100

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Paste link for additional information	View Document

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

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

Response: A. All of the above

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

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	100	100

File Description	Document
List of students enrolled and completed in self study course(s)	View Document
Data as per Data Template	View Document

1.3 Curriculum Enrichment

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

Response:

Under the National Curriculum framework the institute ensures following sound professional programmes to provide opportunities to acquire and demonstrate knowledge skills and attitude related to various learning areas.

(1) The teaching strategies are associated with specific curriculum content supports teacher learning within teachers classroom contexts.

(2) Active learning engages teachers directly in designing and trying out teaching strategies, providing them an opportunity to engage in the same style of learning they are designing for their students.

(3) Uses models of effective practice: The institute ensures that the syllabus of pedagogy section 7a/ 7b in which procedural knowledge that create teachers for different levels of school education skills are specific to one's chosen specialized areas. The institute conducts range of value-added courses and organization short-term add-on program for self-development and professional skills enhancement of students such as

1. Beauty Culture
2. English communication program
3. Computer
4. Yoga
5. Work Experience
6. Medicinal plant
7. Skill Development (Plumbing, Electrician, Gardening, etc.)

The institution is furnished with a well-equipped computer lab provided with 42 systems along with internet facility. The students are provided with training on the usages of computers. Students use the lab to prepare power point presentation with the help of a computer system. Encourages Communication Skills Institution conducts workshop, speaking skill language laboratory invite eminent person sparks to enhance the speaking skills of the students. The institute encourages and provides facilities for upliftment of the surrounding rural tribal population especially the women. Tutorial classes are also conducted for the students to enhance their knowledge base.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document

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

Response:

The National Curriculum Framework for teacher education programs suggests that teacher has to be responsive and sensitive to the social context of education, the various disparities in background of learners, national concerns for achieving the goals of equity, parity, social justice and excellence. The

challenge for the teachers is to interweave the students thinking with the course content and help students to analyse their own social, cultural and historical context. A major cultural difference between teachers and students in the classroom may result in painful classroom experiences for some children. Also, if there is a mismatch between the teacher and the student with respect to their social status,

caste, gender and geographical region at times it may prove to be an obstacle in teacher-student relationship. It is very difficult for the students coming from different backgrounds, especially those with linguistic differences to adjust to the school environment. The schools have local teachers and the dominant language spoken is the state language.

A teacher to successfully implement a curriculum in a culturally diverse classroom environment requires an open mind that accepts and respects differences. This openness will create communication in the class, which will ultimately develop into a classroom that is conducive for learning and understanding. Teachers who are extrovert possess good networking skills. In comparison to others they are more enthusiastic, energetic and action-oriented, possess high group perceptibility, and are intelligent enough to influence others easily in comparison to an introvert. The study focuses only on two aspects of cultural competence that is awareness and skills. The demographic factors Included in the present study are Teaching Experience and Age. The social factors include Religion and Socio Economic status. The study is limited to Big five traits of personality openness, conscientiousness, extraversion, agreeableness, and neuroticism. The broad range of experiences and perspectives brought to school by culturally, linguistically, and ethnically diverse students offer a powerful resource for everyone to learn more in different ways, in new environments, and with different types of people. Every single person in this enormously diverse and ever-changing system has the power to serve as an invaluable resource for all others, students, teachers and the community as a whole.

File Description	Document
Documentary evidence in support of the claim	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document
Paste link for additional information	View Document

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

Response:

Ramshobha College of Education provides an education and training which enhances the student's capacity to build the connection responses towards the future teaching outcome of the student teachers.

We work upon the main three things:

Competence-based curriculum (CBC) Preparation of lesson plan & teaching activities (PLP-TA) Career

path(CP)

Quality indicators for teacher's educations

1. Clear statement for the Vision and Mission which reflects the student teachers goal & objectives.
2. The curriculum is lucid and adequate flexibility is provided.
3. The operational curriculum content is designed in such a way that it has adequate inputs for development of attributes expected in a school teacher.
4. The staff and students have access to technology and information retrieval on current and relevant issues.
5. The various courses of theoretical study are provided in order to develop an understanding and appreciation through dynamic learning experiences
6. The student function as a team of efficient professional teachers when undergo various work
7. Teachers seek to gain professional development through participating in in-house discussions and professional fore.
8. Efforts are made to upgrade professional competence.
9. The development of students is monitored.
10. The institution has qualified staff and faculty for providing guidance and counseling services.

Our institute adopts strategies for adequate technology development and to use it for learning enhancement. It has sufficient resources for regular upkeep of the student development. The teaching learning material, ICT facilities, laboratories and learning resource centre necessary for implementing the programme are available and utilized on a regular basis. Identify Learning need assessing base line implementing teaching strategies Achieving professional skills

File Description	Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

1.4 Feedback System

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

1.Students

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

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Paste link for additional information	View Document

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

Response: D. Feedback collected

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 100

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approval letter of NCTE for intake for all programs	View Document

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

Response: 94.9

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

2021-22	2020-21	2019-20	2018-19	2017-18
76	80	74	56	63

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

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

Response: 0.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	01	00	00	00

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	View Document

2.2 Honoring Student Diversity

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

Response:

Assessment is an ongoing process through which the level or extent of learning among students can be assessed or examined. The assessment process is a critical analysis for learning and understanding. There are different techniques of assessment conducted by institute at various levels to judge the efficiencies and efficacies in a student. The entry level assessment programme, which decides the potentialities and preparedness among the aspiring candidate to a considerable extent, is an important step which decided the ability of students to produce a desired result.

These procedures involve techniques like assessment programme which decides the potentialities and preparedness among. The aspiring candidate to a considerable extent.

This procedure involve techniques like-

1 Performance- based prior knowledge assessment.

The most reliable way to assess students' prior knowledge is to assign task quiz, paper) that gauges their relevant background knowledge.

2 Prior knowledge self-assessments.

Prior knowledge self-assessment asks students to reflect and comment their level of knowledge and skill across a range of items. Questions can focus on knowledge, skill or experience.

3 Classroom assessment techniques (CATs).They are generally used to assess students' understanding of material in current course, but with minor modifications they can also be used to gauge students' knowledge coming into a course or programme.

4 Concept Mapping Concept mapping are a graphic representation of student's knowledge. Students create concept maps can provide you with insight to how organize and represent knowledge. This can be a useful strategy for assessing.

5 Concept Test Concept tests are short, informal, target tests that are administered during class to help instructors gauge whether students understand key concept. They can be used both to assess students prior knowledge (coming into a course or unit) or their understanding of content in current course.

File Description	Document
The documents showing the performance of students at the entry level	View Document

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs

Response: B. Any 4 of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Relevant documents highlighting the activities to address the student diversities	View Document
Data as per Data Template	View Document

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

Response: Only when students seek support

File Description	Document
Reports with seal and signature of the Principal	View Document

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 6:1

2.2.4.1 Number of mentors in the Institution

Response: 16

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

2.3 Teaching- Learning Process

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

Response:

The uses of the methodology for teaching-learning are-

1. The development of critical thinking and creative skills.
2. The improvement of problem-solving abilities.
3. Increased student motivation.
4. Better knowledge sharing in challenging situations.
5. Brainstorming is the strategy of teaching used by the teacher in which maximum students participate by responding or presenting views on one topic. This technique encourages new ideas among students which would never have happened under normal circumstances.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Link of LMS	View Document

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

Response: 100

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

Response: 100

File Description	Document
Programme wise list of students using ICT support	View Document
Landing page of the Gateway to the LMS used	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

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

Response: A. Any 4 or more of the above

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

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

Response:

Working with teams is the first priority in any institution. Team skill is important for this. That's why successful people have rightly said that every task becomes possible through teamwork. In this, team members also work successfully in a challenging situation, the students are divided into various teams, with a team leader. The team leader correctly understands the usefulness and background of each member and distributes a task according to merit. Friendly relations and trust are established among the members of a team with a sense of mutual respect.

Dealing with Students Diversity-

Diversity among students in education directly impacts their performance in a diverse environment, enabling them to concentrate and push themselves further when there are people of other backgrounds working alongside them.

The ability to develop relationships with fellow students. Patient caring and kind personality. Engaging students in learning.

Professional development for teachers is crucial for educators because their application of new knowledge will directly affect students' success is dependent on the updates skills their teachers.

File Description	Document
Documentary evidence in support of the claim	View Document

2.3.6 Institution provides exposure to students about recent developments in the field of education through 1. Special lectures by experts 2. 'Book reading' & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: B. Any 4 of the above

File Description	Document
Data as per Data Template	View Document

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

Response:

Dealing with Students Diversity-

Diversity among students in education directly impacts their performance in a diverse environment, enabling them to concentrate and push themselves further when there are people of other backgrounds working alongside them.

The ability to develop relationships with fellow students. Patient caring and kind personality. Engaging students in learning.

Professional development for teachers is crucial for educators because their application of new knowledge will directly affect students' success is dependent on the updates skills their teachers.

File Description	Document
Documentary evidence in support of the claim	View Document

2.4 Competency and Skill Development

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

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

Response: B. Any 6 or 7 of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Data as per Data Template	View Document

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document

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

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

Response: A. All of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	View Document
Data as per Data Template	View Document

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

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

Response: B. Any 3 or 4 of the above

File Description	Document
Data as per Data Template	View Document

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: A. All of the above

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

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

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

Response: A. All of the above

File Description	Document
Data as per Data Template	View Document

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

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

Response: A. Any 4 or more of the above

File Description	Document
Data as per Data Template	View Document

2.4.8 Internship programme is systematically planned with necessary preparedness..**Response:**

Various preparatory preparations are made for the internship program of trainee teachers in the college. Under this, information is given about the systematic planning and organizing of content using different teaching skills. The objectives and goals of teaching are conveyed. Before going to the internship program, students are given skills in the use of different steps of teaching by micro-teaching. Thereafter, the scientific technique of teaching is demonstrated by the teachers concerned. At the same time through traineeship, trainee teachers develop their critical competencies and assimilate assessment skills. The following activities are performed at the college level before going to the internship program

1. Selection of School for Internship

(a) Request letter sent to DEO from the institution.

(b) After the verification letter DEO issue a letter for practice teaching to the institution.

2. Orientation to students going for internship-

(a) During the course of time orientation classes are conducted for an internship through micro-teaching classes. (b) In micro-teaching different skills were taught to the students after that they prepare a lesson plan. (c) Trainee teachers then form groups and after completing the lesson they give feedback. (d) When the practice of each skill is completed then teachers demonstrate the final lesson plan. (e) After correction of lesson plans by teachers they are ready to go to school for practice teaching.

(f) The students are further directed to have the documentary evidence on return from their internship:

1. Planning and scheduling academic, cultural, and sports events in school

2. Planning and execution of community-related events

3. Building teams and helping them to participate

4. Involvement in preparatory arrangements

5. Executing/conducting the event

File Description	Document
Documentary evidence in support of the claim	View Document

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

Response: 5.15

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

Response: 20

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document

2.4.10 Nature of internee engagement during internship consists of

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

Response: A. Any 8 or more of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.**Response:**

Internship programs are of specific importance to make teacher training work effective. Effective monitoring mechanisms have been developed by the college to make the internship program effective and purposeful. Under this, students who go to teaching practice school are first allotted to practice school. After this, a group wise teacher is determines to monitor the internship program of trainee teachers. The

schools where the trainee teachers are sent as internship programs are closely monitored by the educational and curricular activities conducted by them and feedback is received by the principal of the school. Trainee teachers are instructed to enter the class room with the teaching learning material and teaching learning experience along with the prescribed lesson plan. Use appropriate Teaching Methods, teaching strategies and teaching tools under teaching learning Process and increase children's efficiency. The problems encountered during the teaching period of trainee teachers are also appropriately resolved by the teachers supervising the internship program. College teachers are instructed to take feedback from trainee teachers who go to internship programs at regular time intervals. The institute is emphasizing to make the outreach of internship programs fruitful.

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

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

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

Response: C. Any 2 or 3 of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document

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

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

Response: D. Any 1 or 2 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document

2.5 Teacher Profile and Quality

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

Response: 100

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document

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

Response: 43.75

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

Response: 7

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document

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

Response: 0.44

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

Response: 7

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

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

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

Response:

Modern society demands high quality teaching and learning from teachers. Teachers have to possess a

great deal and skills with regard to both teaching and assessment practices order to meet their demands and standards of quality education.

To achieve this goal teachers are regularly involved in various academic activities such as-

1. Article writing & publishing
2. Paper writing & publishing
3. Attending seminars
4. Community activities
5. Interaction with eminent persons

File Description	Document
Documentary evidence to support the claims	View Document

2.6 Evaluation Process

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

Response:

Continuous Internal Evaluation (CIE) is a process where we assess the learning of students. In our institution it takes place from the beginning of the course. They are systematically carried out and transparent way.

Continuous Internal Evaluation is a form of educational examination that evaluates a student's progress throughout a prescribed course. It is offered used as an alternative to the final examination system. It reduces the burden and tension related to the final examination. In addition, it acts as a link which provides data related to students' performance. This gives teachers an opportunity to evaluate the students. Moreover, it also helps students in continuous learning. Continuous Internal Evaluation has a prominent role to play in everyone's life.

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

Evaluation process is communicated to students through college website syllabus, copies, notice boards and class mentors. Evaluation process is also explained to students on the day of orientation programme

during first year. Staff meetings are conducted periodically to review the evaluation process. Display all unit/midterm/surprise test marks within a week of the test. Encourage the students for appearing for betterment examination after the unit/ midterm results. Attend and solve grievances of students if any. The speed, volume and effectiveness of organizations of its health, that is the needed maintenance of the organization so that it can continue to move forward with its aim and vision.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document

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

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

Response: A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	View Document

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

The institution has grievance redressal cell and is working transparently. Grievance redressal cell play an active role in the College for effective operation of examination. Special initiatives are taken for successful examination in the 2 yrs. B.Ed. course. At the college level, B.Ed. first year students appear in three unit tests. Before the unit test is conducted, a meeting with the faculty members is held for successful implementation of the examination.

After the successful completion of the Unit Tests and in case of any grievances from the students appropriate measure are taken. Similarly, students of B.Ed. second year also have three unit tests and the problems related to it are solved. B.Ed. final year examination is conducted by the university. Even at this stage, if the student has any examination related complaint, it is resolved and forwarded to the Ranchi University for appropriate redressal.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document

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

Response:

Academic calendar is prepared by principal in consultation with HOD(s).

In the beginning of the academic session the students are apprised of academic calendar and same is uploaded on college website and displayed on notice boards and at strategic locations.

Only head of the institution can incorporate minor changes in academic calendar which he may deem fit considering the unforeseen circumstances. The schedule of all examinations is given in academic calendar.

The courses teachers announce the syllabus and display question bank for CAT-I, CAT-II, Assignment-I and Assignment-II as per the academic calendar.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document

2.7 Student Performance and Learning Outcomes

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

Response:

Learning outcomes are statements of what a student is expected to know, understand and/or be able to demonstrate after completion of a process of learning. Learning outcomes are needed to be used as they help students learn more effectively through transparency. It helps instructors to design their teaching and learning approach and materials. It helps instructors more precisely to tell their colleagues and students what a particular activity is that appropriate assessment approaches and instruments are employed. An institution must specify PLO's for each separate degree programme and concentration within a degree. PLO's will tend to be broader in nature. PLO's assessed during, after or not at all. Some PLOs may be over arching. Each secure must specific CLOs. They are specific. They fulfill the requirements of one or more of the programme learning outcomes. The CLOs should be mopped to the PLOs to ensure that CLOs are met. India has one of the largest and divers education systems. In the world privatization, widespread expansion increased autonomy in new and emerging areas have improved access to higher education. At the same time it has also led to wide spread concern on the quality and relevance of the higher education. All the skill development that one can observe today can be attributing to the impact of science and

technology. We need to imply a visible as administration traditional method of delivering higher education have become less motivating to a large no of students. Contributing to nation building and skills development students the institutions should demonstrate a drive to develop themselves in to centers of excellence. Excellence in all that they do will contribute to the overall development of the system of higher education of the country as a whole.

File Description	Document
Documentary evidence in support of the claim	View Document

2.7.2 Average pass percentage of students during the last five years

Response: 95.71

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

2021-22	2020-21	2019-20	2018-19	2017-18
97	94	89	97	91

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document

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

Response:

CLOs are the big ideas, skills or competencies students should be able to articulate, put in to action or utilize after their course experience. When faculty constructs or adjusts their curriculum part of the process includes affirming both the objectives and the course learning outcomes. Sometimes the difference can be difficult to discern as they both play an important role in the learning process.

Students learning outcomes are the specific observable or measurable results that are expected. SLOs describe a student's ability to synthesize many discrete skills using higher level thinking skills and to produce something that asks them to apply what they have learned.

One of the primary goals PLO assessments is to provide insight about how learning might improve in a given programme- whether it is online in a classroom or happening in another context.

As with CLOs dialogue is central to the process rather than understanding success as programme competition, PLO assessment provide insight into what students are actually learning in relation to the big ideas of the courses and the programme they have to complete.

2.7.4 Performance of outgoing students in internal assessment

Response: 67.96

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

Response: 70

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

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

Response:

The performance of the student is monitored by continuous, internal assessment (C.I.A). The C.I.A has the following components tests assignment seminar. The C.I.A accounts for 30% marks for full course and 15% marks for half a course. The students are provided with the details through the college hand-book at the beginning of the year. Besides teaches-in-college of the class explains the various methods at the beginning of each course. The revision marks are put up on the notice boards. Answer scripts are returned to the students after evaluation. Students are assigned projects; they are encouraged to take part in group discussion. Students are encouraged to take part in various competitions. Self-evaluation, class evaluations and teacher's evaluation are undertaken regularly. Test of developed skill or knowledge. The most common type of achievement test is a standardized test developed to measure skill and knowledge learning in a given grade level, usually through planning instruction, such as training or classroom instruction.

File Description	Document
Documentary evidence in respect to claim	View Document

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description

Document

Data as per Data Template

[View Document](#)

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

Response: B. Any 3 of the above

File Description	Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Data as per Data Template	View Document

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

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

Response: B. Any 3 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document

3.2 Research Publications

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description	Document
Data as per Data Template	View Document

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

Response: 0.06

3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
00	01	00	00	00

File Description	Document
Data as per Data Template	View Document

3.3 Outreach Activities

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

Response: 14.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	07	13	21	19

File Description	Document
Data as per Data Template	View Document

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

Response: 14.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	07	13	21	19

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	100	100

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

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

Response:

College of Teachers' Training & Education organizes and participates in various outreach activities with a dual objective of not only sanitizing students about various social issue and also contribute to community and strengthen community participation. Our institution takes part in various initiatives like Swachh Bharat initiative under which the institute has constructed public toilets. Awareness literacy programme, International Women's Day, Jharkhand Sthapna Diwas and International Yoga day is celebrated every year to ensure healthy body and mind.

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

Students are encouraged to participate in Nukkad Natak for aware Villagers, Beti Bachao Beti Padhao Rally connecting the students with the larger social issue in the community and making them socially.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document

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

Response: 25

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

2021-22	2020-21	2019-20	2018-19	2017-18
05	05	05	05	05

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document

3.4 Collaboration and Linkages

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

Response: 2

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	02	02	02	02

File Description	Document
Data as per Data Template	View Document

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

Response: 4

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

Response: 4

File Description	Document
Data as per Data Template	View Document

3.4.3 Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

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

Response: B. Any 5 or 6 of the above

File Description	Document
Data as per Data Template	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

All round growth of students is driving force of the Institute. Apart from regular classroom studies, the student are encouraged to actively participate in other activities also. Regular computer classes, yoga classes, handicraft courses are some example of the allied activities offered by this Institutes. The Institute is having well equipped computer lab facilitate the same. The Institute has established a fitness center which is regularly used by various students. We encourage students to avail the facility. Regular yoga classes are part of the curriculum.

Adequate Information and Communications Technology (ICT) enabled classroom and practical labs are available.

The Institute follows curricular and syllabi designed by Ranchi University. It conducts a range of value adding courses for overall development. Feedbacks from stakeholders are taken to improve all aspect.

Regular sports activities including annual sports is organized in the campus which has its own playground. Latest ICT equipments substantially contribute to teaching and learning process. The classes are conducted by Qualified Full Time Teachers. Requisite number of faculty as per NCTE norm is available in the Institution. Remedial classes are also organized whenever required. Fee concession facility provided by the Institute to deserving candidate as per need.

In modern time Power point Presentation (PPP) is very effective. Students are also encouraged to participate in teaching and learning by this way.

File Description	Document
List of physical facilities available for teaching learning	View Document

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

Response: 33.33

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

Response: 03

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

Response: 09

File Description	Document
Data as per Data Template	View Document

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

Response: 0.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
126717	126717	69155	55306	0

File Description	Document
Data as per Data Template	View Document

4.2 Library as a Learning Resource

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

Response:

Library management system has been intended to automate, oversee and care for the general handling of even enormous scale libraries. This product is fit for overseeing Book issues, Returns, calculating fine and balances of installment due from members, creating different reports for record keeping and review purposes as per end client prerequisites. Increasingly over this product is completely good with bar code based utilization of bar codes for library management facilities the ordinary assignments of huge libraries, where the number of exchanges surpass a few thousands in number. Also, the product can work even without bar codes consistently. The bar code age and printing procedure is a built-in highlight of this software.

A modern integrated library management system. Print your own barcodes. Simple, clear search interface all users. Easy way to enter new books easy way to check-in and check-out. Easy to maintain database.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Web-link to library facilities	View Document

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

Response:

The institute is in the process of acquiring and developing remote access to library resources for teachers and students. Frequent interruption in the internet service is posing hurdle in implementation of the above process.

File Description	Document
Details of users and details of visits/downloads	View Document
Landing page of the remote access webpage	View Document

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

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

Response: C. Any 2 of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
Data as per Data template	View Document

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

Response: 257820.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
415384	415384	415384	42950	0

File Description	Document
Data as per Data Template	View Document

4.2.5 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 4.38

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

Response: 101

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

Response: 104

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 98

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 102

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 103

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

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

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	View Document

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

The Institute has a 24*7 Wi-Fi facility in the college campus for the student and faculty members to avail Internet connection at any place in the college. IT facilities are well developed, adequate number of computers with printers, scanners and high speed Internet are available in office examination section, computer room, store and library. Free Wi-Fi facility is provided to the students in the institution. They can access Internet facility through their mobile phones, tablet or laptop in the college campus. All the departments have LCD projectors, overhead projectors, printers and scanners. The computers and printers of all the department's have software installed in them and the hardware is also maintained from time to time. Most of the department's have computers, most of which have Internet facility like Wi-Fi for preparation of PowerPoint presentation as teaching learning materials. Most of the departments have LCD for PowerPoint presentation of students at PG level. Installation of software and maintenance, an upgradation of hardware is done on contractual basis. Expert help is taken by the college for the maintenance and repairs of computers. The campus is well connected with a well planned telecom network with intercom facilities. Wi-Fi zones are set at various locations, such as reading halls. Hostels, department's corridors, and the lawn area. Staff and students can access this facility on their laptops by registering themselves. Lab assistants are available to support students and faculty in their queries. The entire campus is monitored by CCTV facility. The CCTV installed at strategic places help monitor the campus activities. Information about upcoming events is available on the website. This information includes a time and date along with details about the event. Following the completion of the event, pictures, and minutes of the event are also uploaded for easy access. This allows the parents to be aware of the programs we conducted in college as well. For easier communication, circulars, including important notices to students and parents, are also posted online. The academic calendar, as well as the course information, is also updated in the beginning of every academic year. The technology at College is constantly updated. Effective utilization of Infrastructure is insured through appointment of adequate and well qualified lab technicians and administrator. Renewal of AMC is done at the beginning of the Academic year for the deployed software application. The Institute has always been reviewing the current needs and accordingly the Internet bandwidth is upgraded from time to time. Upgradation is done according to the strength of the students each year. The quantity of desktop computers, printers, projectors, UPS, CCTV. Desktop computers. Laptops, switch, Projectors, scanner are increased according to the strength of the students from time to time for each financial year.

4.3.2 Student – Computer ratio for last completed academic year

Response: 2:1

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document

4.3.3 Internet bandwidth available in the institution

Response: 200

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

Response: 200

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

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

Response: C. Any 2 or 3 of the above

File Description	Document
Data as per Data Template	View Document

4.4 Maintenance of Campus and Infrastructure

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

Response: 3.79

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

2021-22	2020-21	2019-20	2018-19	2017-18
263092	571737	649871	457973	459120

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

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

Response:

The college ensures optimal allocation and utilization of the available financial resources for maintenance and upkeep of different facilities by holding regular meetings of various committees constituted for this purpose and using the grants received the college as per the requirements in the interest of students. The microscopes used for biological and geological experiments are annually cleaned and maintained by the concerned departments and record of maintenance is maintained. The requirement and list of books is taken from the concerned departments are involved in the process. Regarding the maintenance of indoor Badminton/ Volleyball court . Centralized computer laboratory established by college and more funds are used to maintain computers in the college. The college has a building committee for maintenance and upkeep of infrastructure. At the departmental level, HoDs submit their requirements to the Principal regarding classroom furniture and other. The college development fund is utilized for maintenance and minor repair of furniture and other electrical equipments.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

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

Response: C. Any 2 or 3 of the above

File Description	Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Data as per Data Template	View Document

5.1.2 Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document

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

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

Response: E. Any 1 or none of the above

File Description	Document
Samples of grievance submitted offline	View Document
Data as per Data Template for the applicable options	View Document

5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)

Response: C. Any 2 of the above

File Description	Document
Data as per Data template	View Document

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 13.03

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	07	17	19	18

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Annual reports of Placement Cell for five years	View Document

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

Response: 20.62

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 20

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

Response: 00

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

Response: 00

File Description	Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document

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

Response: 1.28

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

2021-22	2020-21	2019-20	2018-19	2017-18
04	00	00	02	00

File Description	Document
Data as per Data Template	View Document

5.3 Student Participation and Activities

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

Response:

During the establishment of our institution there contribution for students are very satisfactory. Students council is an organisation conducted by students and supervised by adults. The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out school activities and service projects in addition to planning and service projects. In addition to planning events that contribute to school spirit and community welfare, the students council is the voice of the student body, they help share student ideas, interests and concerns with the school wide community.

Functions of student's council:

The student council helps share students idea, interest and concerns with teachers' and school principal. They open also help raise fund for school wide activities including social events committee project helping people in need and school reform most schools participate in food drives, fun dressers and parties. Many members learn skills that were an extension of their formal education? They should share with their teachers the burden of work in the school by farming committees of discipline, literacy activates, culture, functions and sports, etc, even now in many schools no permission has been made for students committees. In such schools committees should be established and the students should be gradually given the opportunity to takes up responsibilities. A students council can be do many thing for the school with assistant of such committees. The aim of producing ideal citizens for such democratic set up can be realized through students councils Students councils usually do not have funding authority and generally must generate there operating funds through fundraisers such as can washes and bake sales. Some student's councils have a budget from the student councils have a budget from the student councils have a budget from the school, along with responsibility for funding variety of students activities within a school. The school council funding of the following objectives. To give various opportunities students take part in different co-curricular activities. To share the burden of teachers to manlier discipline

File Description	Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document

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

Response: 39

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

2021-22	2020-21	2019-20	2018-19	2017-18
39	39	39	39	39

File Description	Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document

5.4 Alumni Engagement

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

Response:

Alumni Association organizes social events, publish newsletters or magazines & raise funds for the organization. They provide a variety of benefits & services that help alumni in maintaining connections to their educational institution & fellow graduates. To keep a roster of all alumni and their relevant data. Maintain the updated & current information of all alumni. To encourage & promote close relations among the alumni them selves. To promote a sense of belonging to the person who attended particular institution among the alumni by being in regular contact with them. To provide information regarding their graduates, faculties and students to the alumni.

File Description	Document
Details of office bearers and members of alumni association	View Document

5.4.2 Alumni has an active role in the regular institutional functioning such as 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support

Response: D. Any 1 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document

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

Response: 5

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

2021-22	2020-21	2019-20	2018-19	2017-18
01	01	01	01	01

File Description	Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document

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

Response:

The Alumni Association organizes constructive and value oriented work at the institutional level. Trainee teachers of B.Ed. are made aware of the importance and effectiveness of the curriculum by the Alumni Association. Curious behavior towards curriculum and course-related activities is encouraged. The alumni associations share their experience as well as expose trainees to challenges and problems related to the academic profession. The Alumni Association periodically introduces trainee teachers to new employment opportunities and desired qualifications for it. The alumnae carry out activities like Enforcement Motivation and Stimulation. It is the effort of the Alumni Association to make students aware of their knowledge and skills.

To guide and assist alumni who have recently completed their course of study and engage them in productive thing which is useful for the society. To let them acknowledge their gratitude to their institution which they have attended.

File Description	Document
Documentary evidence in support of the claim	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision

Since its very inception, RAMSHOBHA COLLEGE OF EDUCATION has followed a vision that is dynamic, versatile, and expansive. Named after the visionary educationist, Sri Ramshobha Singh, the institute follows the path illuminated by his long-standing struggle to liberate education from being an inaccessible luxury of the privileged few, and turn it into a true fundamental Right. It is a constant endeavour to not just impart education to the pupils who pass through these walls but to lead them on a path illuminated by diverse skills, an indomitable spirit of inquiry and curiosity, and an unquenchable thirst to not just improve the quality of their own lives but to reach for greater goals of social upliftment. The focus of learning at RAMSHOBHA COLLEGE OF EDUCATION lies in creating successful individuals who better their lives and societies, but the aim is higher, it is to redefine the very meaning of how learning for one, can bring about learning for all.

Mission

1. To make education accessible to all irrespective of socio-cultural barriers, surpassing them in the spirit of collective learning and growth.
2. To create opportunities for global standard platforms and be an enabling agent in the path of creating self-reliant individuals.
3. To impart a fresh lease of life on changing modicum of evolved pedagogies, in order to create citizens of tomorrow.
4. To assist in overall awareness of social responsibilities, inculcate respect for creating meta-valent forms of learning, and increase the participation and representation of marginalized groups and factions of the surrounding geographies.

File Description	Document
Vision and Mission statements of the institution	View Document

6.1.2 Institution practices decentralization and participative management

Response:

The institution has constituted various committees cells for smooth functioning of the institutions. The process of decentralization and participated management practiced in the institution are as follows.

Admission Committee: - The committee maintaining admission record for the how session and checks the documents of the newly admitted B.Ed. Students.

Cultural Committee – the committee arranges various functions, important day celebrations, annual day celebration etc and maintain record in the form of photograph, news and activities in the register.

Grievance Redressal Committee: - The committee address and settles the grievance of the students and teaching and non-teaching staff through sensible and satisfactory interaction and guidance and solve the problem.

Time table Committee:- maintains time table for the whole session for B.Ed. and D.El.Ed class wise . Maintains adjustment register for the smooth functioning of the time table and assigns periods to the teachers accordingly.

Examination Committee:- This committee held, meeting before and after every Internal test to plan date sheets, format of question paper, allocation of duties, maintaining answer sheet record of the students of both practical and theory paper. Maintain the internal marks of each subject and also send the record to university for the addition of internal marks all B.Ed. and D. El. Ed students.

Discipline Committee:- the committee maintains discipline during day to day activates, morning assembly and in various functions organized by the college.

Career Guidance/ Counseling/ Placement cell:- The committee organizes career oriented workshop for the outgoing students and provide details of placements and conduct counseling session for day to day personal, educational and vocational guidance etc.

Reacerch Committee:- The Committee organize seminar and arranges all the necessary through the maintain the records for the same.

Anti-Ragging Committee:- The committee organised and ragging session for sensitise students and to maintains disciplined environment in the college and the complaints against ragging and maintain the recodes of the same.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document

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

Response:

The Finance audited by certified C.A. All academic activities are displayed on the website and put on the notice board also.

College always using financial transparency there timely, meaningful and reliable disclosures about a Institution’s financial performance. College need to provide transparent financials to raise capital.

To make institution financial transparent, well communication with students / parents and to improve fee collection etc., a software is installed in College.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

Internship strategic plan- The institution has successfully implemented the student internship strategic plan in which the students who are enrolled for two year B.Ed. course have compulsorily undergo one month internship in first year and four months internship in the second year. The students are mentally made ready for the internship programs because the actual training as a teacher begins from this program. The list of the schools is procured from D.E.O., HRD, and Govt. of Jharkhand for the internship of the students. The faculties of the HEI are deputed to visit these schools and monitor the internees allotted to these schools. This leads to a proper relationship between the internees and the students. It also plays an important motivational role for the internees.

File Description	Document
Documentary evidence in support of the claim	View Document

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

Response:

The governing body approves and monitors the policies and plans. The main committee is managing appointment, admission and members of different committees from time to time. On the basis of which the Principal forms various committees for monitoring and facilitating several activities organised in the college. The interviews were conducted by the institution before that appointment was made on the merit basis along with by university representative, along one external and one internal expert. Service Book of all teaching and non-teaching staffs were updated every year and kept in the office. The rules and regulations are properly mentioned in the appointment letter. All the papers are uploaded on the website.

File Description	Document
Documentary evidence in support of the claim	View Document

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

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

Response: A. Any 6 or more of the above

File Description	Document
Data as per Data Template	View Document
Annual e-governance report	View Document

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

Response:

The institution has constituted various committee/ cell for the effective functioning of the instituting and the list of committees/ cells and their minutes of meeting and action taken reports / decisions has been uploaded.

File Description	Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies**6.3.1 Effective implementation of welfare measures for teaching and non-teaching staff is in place**

Response:

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

1. Loan Facility
2. Advance salary facility
- 3.Residences for male teachers.

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

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Income Expenditure statement highlighting the financial support to teachers	View Document
Data as per Data Template	View Document

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

Response: 25

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

2021-22	2020-21	2019-20	2018-19	2017-18
05	05	05	05	05

File Description	Document
Data as per Data Template	View Document

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

Course and any other similar programmes**Response:** 25**6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
04	04	04	04	04

File Description	Document
Data as per Data Template	View Document

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

The institution has performance appraisal system for teaching and non-teaching staffs. Teaching staffs- The institution has a performance appraisal system for teaching staffs. The self-appraisal focuses on the following aspects.

1. Achievements
2. Areas of Improvement
3. Actions the employee took to improve from their previous review
4. Professional goals

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document

6.4 Financial Management and Resource Mobilization**6.4.1 Institution conducts internal or/and external financial audit regularly****Response:**

The institution is self-financed. It mainly depends on the fees amount collected from the students. The institution conducts external financials audits. External Audit the accounts of the institution are audited annually by the statutory auditors by. College of Teachers Training & Education. The statutory auditors audit the financial and statutory compliance aspects of the college.

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description

Document

Data as per Data Template

[View Document](#)

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

Response:

The resource mobilization policy focuses on achieving the goals and target of the institution ensuring accountability and transparency. The availability of funds is essential for any organization, society, family or cooperatives, but the mobility of funds is even more important. If the mobility is in right direction, coordinated, then the level of progress is high otherwise it becomes ineffective even though the funds are available. Therefore mobilization of fund is important for the development of organization. For the development of the Academic process and infrastructure development, the Institute has a well defined mechanism to monitor effective and efficient utilization of available financial resources. Budget of the institution is prepared by Principal together with top management every year taking into consideration all expenditures. The Trust sanctions and fulfills the needs which are urgently required. The Account Department spends a particular amount of the income on the activities relating to health and personality development like sports, yoga etc. Maintenance and upgradation of the facilities are provided from the college from time to time Like infrastructure, funds for electricity, water, Internet, and telephone bills. To upgrade the students, professors and employees, various programs such as guest lectures, seminars, discussions are organized. They are also encouraged to participate in different institution research work. Some percentage of funds is spent on maintenance of apparatus and purchase. Fund is kept safe for miscellaneous expenses and for certain emergency situations. This fund is beneficial at the time of need and the development of the college.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document

6.5 Internal Quality Assurance System

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

Response:

The Internal Quality Assurance Cell (IQAC) constantly reviews the strategies and processes in practice in order to sustain and improve quality among faculty members. Basically two method is been apply. That is as follows –

(1) Review and feedback of newly joined faculty member. In this method cell observe their academic marks, percentage, and academic progress, of the newly joined faculty member. The performance indicators are research publications, paper presentation in international seminar / national seminar / Conference/ workshop and other academic achievements and extra-curricular activates etc. The review committee conducted the meeting every year where the faculty member preset, their achievements. Faculty members are encouraged to participated and present research paper in various conference/ workshop/ seminar.

(2) Enlighten enclave in this method alignment enclose in initiative of Internal Quality Assurance Cell to introduce the faculty and students of the college to a discussion on the contemporary national and global. The topic covers areas such as politics, public affairs, economics, science and literature or anything of interest. The enclave also encourages students to share their thoughts and ideas.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document

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

Response:

The institution reviews its teaching-learning process by various committees like academic committee, examination committee, placement cell etc. The academic committee reviews the result and plan activities for the academic growth of the institution. Various quality initiatives for improving the teaching- learning process are taken by the institute.

Organizing seminars, workshops, faculty enrichment programs and training for faculty as well as students.

Value-added courses for students has been initiated. Use of ICT in teaching and learning is encouraged. E-resources for various courses are regularly shared with students. Feedback from students, alumni and parents is taken up and the data is analyzed.

Posted the feedback form and analysis report on the HEI website.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document

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

Response: 2.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	00	00	00	00

File Description	Document
Report of the work done by IQAC or other quality mechanisms	View Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document

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

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document
Link to the minutes of the meeting of IQAC	View Document

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

Response:

Development of academic and administrative skills through internship programs. The trainee teachers of the college are provided 4 months of teaching practice in the schools as preserves training. They are interviewed for academic and administrative qualities through an internship program. During which period, the psychological and technical aspects of teaching and learning are interrelated and any discrepancies are resolved.

Awareness programs are organized to promote education, health and environmental consciousness in the community. From time to time institution organizing maternal and child nutrition awareness programs.

File Description	Document
Relevant documentary evidence in support of the claim	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

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

A 10 kwon grid solar power plant has been installed to cater the power need of the entire institution without polluting the environment.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document

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

Response:

Disposal of waste is being made in eco-friendly manner. It is a common practice and the same is being adhered strictly. The Institute monitors regularly that no waste should be kept out of designated area. Separate waste bins are kept for biodegradable and non-degradable waste. A new waste and water management committee has been formed which is responsible for maintaining cleanliness in the institute and proper disposal of waste. The committee is also taking pro-active steps to involve students in the process of waste management so that Institute promises are clean and healthy. The committee sorts out the waste and uses it to make composts. Vermicomposting pit has been prepared in the college campus for preparation of vermiform posting.

File Description	Document
Documentary evidence in support of the claim	View Document

7.1.3 Institution waste management practices include

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

Response: B. Any 3 of the above

File Description	Document
Documentary evidence in support of each selected response	View Document

7.1.4 Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

Response: B. Any 3 of the above

File Description	Document
Documentary evidence in support of the claim	View Document

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

Response:

The institute has planted about 100 trees on its campus. It provides a green cover and a sufficient pollution-free environment. The institute's waste and water management committee ensures a clean environment which intern means a healthy environment. A vast portion of land is covered with grass which helps in reducing dust and provides fresh & healthy air. The college is situated in a remote part of town which ensures reduced noise pollution and gas and smoke-free zone. The institute has got a proper water management system. The rainwater does not drain off the campus hence it is a source of water harvesting also. The waste and water management committee ensures waste. Water is properly disposed of and that college stays free of water clogs.

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

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: A. All of the above

File Description	Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document

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

Response: 0.82

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

2021-22	2020-21	2019-20	2018-19	2017-18
126717	78963	69155	55306	188922

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document

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

Response:

The location of the institute is in a remote area of college. The institute is running a school for the deprived children of that area. The students coming to the school also get food in addition to education. On regular basis, the awareness program is organized in nearby villages. The motive of awareness program rural upliftment. We are frequently aware them regarding the need of education and health. We frequently hold meetings to spread awareness regarding social evils like intoxication, dayanpratha(witch craft), and not succumb to false claims and practices of ojhas(Witch craft). Health camps are also organised on regular

basis. We also organise Legal help camps so that the illiterate residents get aware regarding their legal rights. The institute celebrates the local community by holding events live food festival or cultural events in which local community participates in great number. It is through these events that they spread their knowledge and culture to the young generation.

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

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

Response: C. Any 2 of the above

File Description	Document
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document

7.2 Best Practices

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

Response:

College has formed a particular working committee for NAAC. We have appointed under the committee 7 members incharge criten wise. All member is a very labourious, sincere, honest and dedicate towards their work, they works very carefully.

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document

7.3 Institutional Distinctiveness

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

Response:

One of the major causes in the surrounding tribal village is the Legal Battle mostly arising out of small disputes. Considering this, the Institute regularly arranges Legal Literacy camps with the help of some prominent advocates, students and other members of Ramshobha College of Education. We are running a Legal Literacy Club with the help of which people sort out their differences out of court. The students actively participate in making local people vocal for their Legal Rights.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document

5. CONCLUSION

Additional Information :

our institution has started a new process of self assessment in this a student judges his own progress and identifies his problems which he later discusses with his mentor the second incentive that we have taken up is a very serious effort towards personality build up and correction and intense workout is done to in still logical and critical thinking towards problem solving and prior to arriving at a decision

Concluding Remarks :

Summing up the declarations made under different headings it can be perceived that the institution is bent upon utilising its resources including human resources towards putting up a functioning institution which AIMS at not only producing an educator of the highest capabilities but also a strong and just human being.