



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SHAHEED SHEIKH BHIKHARI COLLEGE OF EDUCATION

**SHAHEED SHEIKH BHIKHARI COLLEGE OF EDUCATION, VILL-SUTIYAMBE,
P.O-PITHORIA, KANKE, RANCHI-834006**

834006

www.ssbce.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

It was 6th February 2010, a meeting of Founder Trustees was held at the residence of Dr. P. K. Verma. The total project was discussed with required financial involvement and then a consensus was achieved to open a B.Ed college at and around Ranchi.

The decision was to constitute a Trust by taking the first letter of the name of Trustees and this how the “PRSNM Charitable Trust” was constituted.

It was resolved to name the institution in the name of “Martyrs of the Nation” and as the first choice it was resolved to name the institution:-

“Shaheed Sheikh Bhikhari College of Education”

Shaheed Sheikh Bhikhari College of Education, Sutiyaambe, Kanke, Ranchi (Jharkhand) is established and managed by PRSNM charitable trust for human Welfare: It is recognized by NCTE Bhubaneshwar and is affiliated to Ranchi University, Ranchi to provide education in B.Ed. course to the students for both boys and girls.

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

LOCATION

The search of land required as per norms of N.C.T.E started and the role of Sri Naseem Akhtar in searching the land and its registration firstly in the name of Trust and then one acre in the name of institution was commendable.

The place was village - Sutiyaambe, Pithoria, Kanke, Ranchi, where the institution is running at present.

Vision

“ Education for All” is the vision of our College. With this in our mind the group initiated to start B.Ed College with a sole objective to produce Quality teachers for Schools and Colleges for development of Human Resources. Our extended vision is to start-integrated course as per guidelines issued in “New Education Course

Policy – 2020”. Four years B.Ed Course has also been introduced by N.C.T.E, New Delhi. Further more Post Graduate teaching (M.Ed) is also our vision for future.

Mission

- To enhance creativity and innovation by encouraging its students and members to be great achiever in the competitive educational scenario.
- To make ceaseless effort to make our vibrant human resources a competent and contributive class in knowledge society.
- To enable to make educators to be the leaders of tomorrow in educational world.
- To make them partner in progress of education and economic development of India including development of Human Resources.
- To create an atmosphere of belongingness, competitive and brotherhood, among all colour cast and creed of society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

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

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

Institutional Weakness

Transport System has been provided on hired bus basis, which sometimes fails due to unforeseen Circumstances, Traffic problem, City Law & order situation etc., However we have planned to end the dependency & shortly the College will have its own transport arrangement.

Another point is the hostel facility, which is being provided to needy students by entering into agreement with private hostel runners.

Institutional Opportunity

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

Institutional Challenge

The Challenges are numerous & are briefly mentioned below:-

1. The admission schedule is in hands of JCECE Board of State Government, who takes the entrance test & Counselling for admission of students in each session causing delay in starting the session.
2. Frequent change in the system by N.C.T.E Compels us to quickly switch to the new system announced. This breaks the momentum & initiative taken are to be left half way.
3. Power problem exist in rural areas. However we have electricity, silent Genset & Solar light System to meet this challenge.
4. Institution has no option to bring any changes in the Course Curriculum. It is the Board of Studies of Affiliating University, which Can-bring change in Course Curriculum as per changing need & requirement. The meeting of this committee is not frequent-not even yearly.
5. College is situated about 20 Km away from Ranchi Collectorate. Even then the Bus service provided enables Faculties & Students to shuttle on time.
6. Delay in admission process is the biggest challenge. Admission in the session 2023-25 started in May 2023 & ended in January 2024 taking a total period of 09 (nine) months. This is out of two year academic session. Needs improvement.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

This is an affiliated unit of Ranchi University, Ranchi, which is the State University of Jharkhand State.

The two year B.Ed Course has been duly recognized by National Council for Teacher's Education, New Delhi. Earlier it was one year course till the session 2014-15. But from the session 2015-17 it is a two year full time B.Ed programme.

Teaching-learning and Evaluation

Process of internal evaluation, achievement during the last five years, Feedback from the students are a regular phenomenon. Gender sensitization is given due care & women cell looks after the activities. SC/ST cell, N.S.S Activities are functional.

Infrastructure and Learning Resources

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

Student Support and Progression

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

provided by the institution.

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

Alumni association is functional with all Legal formalities.

Governance, Leadership and Management

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

Institutional Values and Best Practices

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

E.P.F, ESIC, Group personal accident insurance facilities have been provided to all.

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

Research and Outreach Activities

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

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHAHEED SHEIKH BHIKHARI COLLEGE OF EDUCATION
Address	SHAHEED SHEIKH BHIKHARI COLLEGE OF EDUCATION, VILL-SUTIYAMBE, P.O-PITHORIA, KANKE, RANCHI-834006
City	Ranchi
State	Jharkhand
Pin	834006
Website	www.ssbce.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	SAPNA TRIPATHI	0651-2912342	7004660590	0651-2912342	ssbcollegeofeducation@gmail.com
IQAC / CIQA coordinator	ANJU SHARMA	0651-912912342	7992483029	0651-2912342	anjusharmaa.2006@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Jharkhand	Ranchi 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	30-05-2015	158	No defined time of validity by 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	SHAHEED SHEIKH BHIKHARI COLLEGE OF EDUCATION, VILL-SUTIAMBE, P.O-PITHORIA, KANKE, RANCHI-834006	Rural	1	3676.86

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, Teacher Education, Teacher Education Institution	24	UG	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	0				0				16			
Recruited	0	0	0	0	0	0	0	0	6	10	0	16
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				16			
Recruited	0	0	0	0	0	0	0	0	6	10	0	16
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				6
Recruited	4	2	0	6
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	4	2	0	6
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				3
Recruited	1	2	0	3
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	1	2	0	3
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	2	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	6	10	0	16
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	
	Others		Total	
	0		1	

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	31	0	0	0	31
	Female	69	0	0	0	69
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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	1	7	2	2
	Female	0	3	4	5
	Others	0	0	0	0
ST	Male	7	8	13	8
	Female	22	17	28	21
	Others	0	0	0	0
OBC	Male	17	16	19	20
	Female	18	26	20	25
	Others	0	0	0	0
General	Male	3	6	1	5
	Female	9	17	13	14
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		77	100	100	100

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The NCTE has not made provisions for the New B.Ed course as prescribed by NEP 2000. If permission is obtained the HEI can proceed for multidisciplinary courses
2. Academic bank of credits (ABC):	No information for creation of ABC has been issued by the affiliating university as yet. Once the change in syllabus which is done by NCTE is obtained for CBCE and notification from the affiliating university Ranchi University, the HEI is prepared to launch the ABC
3. Skill development:	The Institution runs certificate courses for the skill development of the students which are a. Food and

	nutrition b.Yoga and Meditation. The enthusiasm of the students for these courses are very high
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The Jharkhand Govt. has taken a decision to appoint a teacher in tribal and regional languages in all the schools. The HEI is trying to integrate these languages at prepared online courses.
5. Focus on Outcome based education (OBE):	We at this HEI have uploaded the PLO and CLO on our website. The students who get enrolled are provided with a syllabus in which the PLO and CLO is also mentioned. It is the endeavor of the faculty members to imbibe the outcome based education to the students
6. Distance education/online education:	Despite having all the facilities for distance education the affiliating university does not allow for distance education or online education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club is not formed as yet in the HEI but during general discussion voter literacy is described to the students. From this session onwards ELC will be formed.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Since the ELC has not been formed as yet it is virtually non functional.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Since the ELC has not been formed as yet it is virtually non functional.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to	Nothing has been done as yet.

advancing democratic values and participation in electoral processes, etc.	
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	From this session onwards the IQAC of the HEI proposes to form the ELC and see to it that the students being enrolled have their voter cards with them.

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	77	100
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
60	60	60	60	60
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	77	93	96
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	77	93	96
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	77	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..**

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

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

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
4545998.88	2850439.58	1563490.32	3057697.22	2562780

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

3.2

Number of Computers in the institution for academic purposes..

Response: 25

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

The HEI follows the NCTE syllabus as prescribed. No modification or review and revision can be done in this syllabus. There is no provision in the course for revision or review as per the NCTE guidelines. The affiliating University approves the NCTE syllabus. Meeting are held at the University level for any change in the syllabus which are forwarded to the NCTE for incorporation in the syllabus. The onus is on the NCTE for upgradation of the syllabus.

But the HEI has started value added courses for the welfare of the students.. These courses are so designed to include local context and situations. The skill enhancement is the basis of these value added courses.

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
Any other relevant 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: B. Any 4 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
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
URL to the page on website where the PLOs and CLOs are listed	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: 88.89

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

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	18	18	18	18

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

1.2.2**Average Number of Value-added courses offered during the last five years****Response:** 0.4**1.2.2.1 Number of Value – added courses offered during the last five years**

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

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant 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:** 42.35**1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	102	100	0	0

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	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
Any other relevant information	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: 24.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
119	0	0	0	0

File Description	Document
List of students enrolled and completed in self study course(s)	View Document
Data as per Data Template	View Document
Certificates/ evidences for completing the self-study course(s)	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

The Institution always promotes the students to participate in academic. Regular class room teaching is conducted in the institution in the present of mentor who regulate and teaches the students for more efficiency when they are employed as teachers.

Whithin the curriculum for the first year students 4 weeks and for second year students 16 weeks of teaching experience at designated schools is medatory. the students has to submit a certificate issued by the designated school principal. the principal also gives appraisal report of the performance of the student trainee.

The HEI has a system of conduct of seminars, lecture series and interaction with eminent academicians.

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:

Within the syllabus of NCTE it self varied educational systems are taught to the students.

The syllabus is show designed as to make aware the students to the constitutional values of education. The Background of policy of education in British India. Brief history of policies between 1947-86, 1986 and after and policy framework for public education in India.

Expert lectures by eminent academicians, legal profession and persons knowledgeable to the NEP are regularly held in the institution. The library has policy documents related to all the latest educational policies which is the rich source to the students knowledge. The practical aspect for the students to familiarized with the diversities in school system of education is obtained from the training, which is part of the curriculum, the students undergo during their period of stay in the HEI.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	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:

The students trainee are made to undergo systematic class room teaching on varied subjects as prescribed by NCTE the curriculum has a lot of relevant understanding for teacher education plan. During the two years stay in the institution the students undergo four weeks (first year curriculum) and another sixteen weeks (second year curriculum). During these periods the students trainees undergo rigorous training programme in the school assigned by JCERT (Govt. of Jharkhand, Ranchi). On completion of their training activity their performance is appraised by the school authority training is sufficient to provide curricular experience.

Distinguished educationist deliver expert lectures in the HEI for enhancing the curricular experience.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant 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: C. Any 3 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Any other relevant information	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

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: 95.4

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

2.1.2

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

Response: 83.33

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

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

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:** 0.42**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

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

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:

The admission in the Institution is done through common entrance Test conducted by JCECEB, Govt. of Jharkhand, Jharkhand. Students from varied institution are admitted to the HEI. They have different

background of the institution and need to be guided in this new course of B.Ed.

Once admitted they are made conversant to the syllabus, PLO & CLO and the rules of the HEI in orientation program prior to distribution of classes during the period of their stay in the HEI remedial classes, which is in their routine are regularly conducted in which on need basis the students interact with their teacher to remove their problems.

Further there is a Counseling Cell headed by a senior faculty who deals with emotional, Psychological problems apart from academics of the students. Internal Examination is conducted once in a year which provides information about the week students. Help is provided to such students who do not perform well in the examination in the remedial classes.

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	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: A. Any 5 or more 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
Photographs with caption and date, if any	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: Whenever need arises due to student diversity

File Description	Document
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document
Photographs with caption and date	View Document

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 10

2.2.4.1 Number of mentors in the Institution

Response: 10

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:**

To inculcate an inclination towards teaching, the students are regularly involved in quiz, debates, group discussion and other such Government sponsored activities for eg. Latest being “FIT INDIA WEEK” which was a grand success.

When the students are sent for school teaching they are told to make the participation of children there in varied extracurricular activities which increase the learning participation of the students.

In their Internal Examination questions are such set that the curiosity towards the learning process is aroused. Theory followed by practical and outreach program is conducted.

The library is WIFI connected there the students access online different sites where data is available.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Link for additional information	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: 87.5

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

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

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
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

2.3.4

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

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

Response: B. Any 3 of the above

File Description	Document
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document
Link of resources used	View Document

2.3.5

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

Response:

There are a number of stages in the progression of the students from the time they take admission in the HEI till they leave the HEI after completion of the course. A relationship develops between the students

and the teachers of HEI from day one the teachers play role of mentor to the students.

1. Preparation of lesson plan by the students aided by the teachers so that students learn how to teach this is the theoretical aspect which is practically implemented when these students go to different schools for practice teaching which is also part of their curriculum. On return from the school teaching the student trainee reports to the mentor (Faculty). The mentor and mentee discuss the problems faced in school teaching and resolve them. This increases the teaching ability of the student trainee.
2. Internal Examination, conducted once in a year is another method for continuous mentoring of the students trainee

File Description	Document
Documentary evidence in support of the claim	View Document
Link for additional information	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: A. Any 5 or more of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document

2.3.7

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

Response:

The creativity is increased and enhanced during teaching assignment process in allotted schools by the State Government. Students in the class asks various questions related to the topic and the reply enhance the academic knowledge of the teachers / Students. They learn the process of innovative teaching by using digital board/ Interactive board & thro' question answer session. The more you teach, the more you acquire Knowledge and creates interest in teaching by using latest teaching Skills. The usual Black-board teaching is still in operation.

One month teaching assignment in first year of B.Ed course & four months teaching experience in second year B.Ed course brushes the students which help them to get employment thro' Campus interview.

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: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	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
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document
Any other relevant information	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
Any other relevant information	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: A. All of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document
Any other relevant information	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: C. Any 3 of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	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
Report of the events organized	View Document
Photographs with caption and date wherever possible	View Document
Documentary evidence showing the activities carried out for each of the selected response	View 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
Samples of assessed assignments for theory courses of different programmes	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

The curriculum for B.Ed Course (Two Years) has inbuilt assignment for the students to go for the school teaching (4 weeks in the first year and 16 weeks in the second year). The HEI provides a list of 200 students (100 of first year and 100 of second year) according to the Method the student has opted for. The JCERT, Govt. of Jharkhand provides the list of school names and name of the students assigned to these schools.

The students in their Micro Teaching lessons are taught the methodology of class room teaching, preparation of question paper, evaluation of answer sheets and tabulation of marks. This is done prior to the departure of the students to their respective schools. The students during their tenure

in the HEI imbibe the different ICT utilization which is taught to them in the class room teaching. This is utilized when the trainee students proceed for teaching practice in schools.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

2.4.9

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

Response: 2.44

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

Response: 41

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: C. Any 4 or 5 of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	View 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:**

The students after their enrollment in the HEI are Provided with syllabus, PLO & CLO and class routine. After four months of teaching learning in the HEI the students are to proceed for school teaching. Prior to this the administrator/Principal moves a letter to Jharkhand Council of Educational Research and Training, Govt. Of Jharkhand for assignment of schools to the student trainees. List of students are also enclosed method wise to JCERT for the allotment of schools.

The students are provided with a CHECK LIST by the HEI to be completed and brought back to the HEI after completion of their school training all the papers are to be certified by the Principal of the assigned school.

The faculty members of the HEI visit these schools for motivation, welfare and problem solving of the students trainees during their period of school trainee.

File Description	Document
Documentary evidence in support of the response	View Document
Any additional information	View Document

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: B. Any 4 of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	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: C. Any 3 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
English translation of sanction letter if it is in regional language	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: 12.5

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

Response: 2

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: 7.75

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

Response: 124

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

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**

- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

The HEI is a well knit institution of the administration, faculty and staff. Any problem which arises is solved by open discussion among all members any new idea for benefit of education is threadbare discussed and applied during class room teaching.

The HEI has a numbers of MOU's with others educational institute and general colleges. Exchange of faculty and students are done between these institution and colleges on a regular basis. Further the faculty members participate in seminars and webinar to increase their proficiency in education. The HEI conducted a seminar on "Women empowerment through NEW EDUCATION POLICY 2020" which was held on 21/03/2023. The seminar was highly successful and new ideas were perceived by the faculty members.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document

2.6 Evaluation Process

2.6.1

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

Response:

The HEI has a number of systems for continuous internal evaluation of the students.

- 1.They are assigned to prepared assignments on different papers which are evaluated and errors rectified by the concerned faculty of the paper
- 2.Regular debates are organized between the students on topics related to education. The faculty act as judge and after conclusion of the debate new ideas are floated among the students. This helps in clearing the views on the topic of the debate.
- 3.Before going to school internship the students in there Micro Teaching classes prepare the methodology for teaching the school students. Groups of 10 to 12 students are formed and each student trainee gives a lecture among themselves with respect to the prepared Micro Teaching. A faculty of the HEI acts as observed during this group discussion.
- 4.The performance and a certificate of the student trainee are obtained from the Principal of the school before their departure from school internship.
5. Lastly one internal examination is conducted by the HEI. The answer sheets are evaluated by the faculty members result tabulated and displayed on the notice board.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document
Any other relevant information	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
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Annual Institutional plan of action for internal evaluation	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

It is a normal process to bring out error in the marks obtained in any examination this is human nature. If any short of grievance is raised by the students it to be rectified as soon as possible. The mechanism of redressal is well defined in the regulation of the HEI.

According to notice served by the Principal the rectification is as follows: -

1. Any grievance of the student related to evaluation should be obtained in a written application by the COE and handed over to the Grievance cell

2. The redressal of the grievance raised by the student has to be resolved within 15 days of receipt of grievance and if any change in marks is observed it is to be notified on the notice board and on the website.
3. Till date no grievance of any sort related to examination has been obtained in the HEI.

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:

The process of internal examination is not mandatory according to NCTE and Ranchi University norms. But the HEI for the benefits of the student conduct one internal exam per year. This internal examination is also a method of assessment of the caliber of the students and also finds the weakness of the students.

The internal examination of the HEI is conducted every year without fail. The timing of the examination is mentioned in the academic calendar it generally occurs before the educational to worth of the students. The evaluation of answer books, tabulation of marks and publication of result is done generally within 15 days after the end of the internal examination.

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:

At the time of admission and during induction of the students the prospectus is handed over to the students. The prospectus contained the PLO's and CLO's. The Principal in the time of induction explain and emphasizes the utility and used of the PLO's and CLO's.

The faculty members to have studied the PLO and CLO discusses with the students in their class room

teaching. Special emphasis was taken for the preparation of PLO and CLO on the basis of syllabus provided by NCTE and incorporates all the needs of the syllabus. The learning teaching process is perfectly aligned with the PLO's and CLO's.

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: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	77	93	96

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document

2.7.3

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

Response:

At the time of admission and during induction of the students the prospectus is handed over to the students. The prospectus contained the PLO's and CLO's. The Principal in the time of induction explain and emphasizes the utility and used of the PLO's and CLO's.

The faculty members to have studied the PLO and CLO discusses with the students in their class room teaching. Special emphasis was taken for the preparation of PLO and CLO on the basis of syllabus provided by NCTE and incorporates all the needs of the syllabus. The learning teaching process is

perfectly aligned with the PLO's and CLO's.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document

2.7.4

Performance of outgoing students in internal assessment

Response: 100

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

Response: 100

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 students to take admission in this HEI come from varied streams viz science, commerce, humanities and social sciences. The B.Ed course is specific course in which topic from all streams are to be studied. This is the new experience for the entrants the faculty members in the HEI take lots of efforts to inculcate the theories and practices to these students. We are proud to state that at the end of their session become competent enough to face the intricacies of school teaching.

The effort of the faculties of the HEI is reflected in the end examination result of Ranchi University which is 100% pass and having more than 70% marks.

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..

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

File Description

Document

Data as per Data Template

[View Document](#)

3.1.2

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

Response: 0

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

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

3.1.3

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

1. Seed money for doctoral studies / research projects

2. Granting study leave for research field work

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

File Description	Document
Sanction letters of award of incentives	View 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
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document

3.1.4

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

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

Response: C. Any 2 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

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: 0.06**3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

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

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
E-copies of outer jacket/content page of the journals in which articles are published	View Document
Data as per Data Template	View Document
Link for additional information	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****3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

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

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View 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: 5.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	0	2	01	3

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

3.3.2

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

Response: 56.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
68	65	0	70	67

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: 60.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
69	70	0	75	73

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:

The HEI is situated rural tribal dominated area where literacy rate is very low. The influx of information is very low. Although mobile is very common in the hands of the inhabitants of this area they are more concerned with playing games, listening to music and other sundry items. The news of national importance is not of relevance to these people. Keeping this approach in mind the HEI regularly has outreach programs in the villages around the HEI. The students and the faculty members make it a task on themselves to sensitize the inhabitants to the national issues through Prabhat Pheri, Posters and contact with the rural villages. It has been observe that the local population visits the HEI to get knowledge about these national issues.

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: 7

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

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

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: 1.2

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

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

File Description	Document
Report of each linkage along with videos/ photographs	View Document
List of teachers/students benefited by linkage exchange and research	View 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: 7

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: 7

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document

3.4.3

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	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:

To promote teaching-learning process, the College has six classrooms with white Board, one smart classroom with Interactive Board and one smart classroom with latest Digital Board. Laboratories are fully equipped with equipments, chemicals, models, water running sinks, psychological testing devices etc., we have one sports room in which all indoor Games are available via- table tennis, Chess, Ludo, Carrom etc. For outdoor games like Football, Volleyball, Cricket all equipments are available. We have a small exercise Gym in the sports room. Sufficient play field is also there. I.C.T room a fully equipped with 26 sets of computer & Wi-Fi- facility is available.

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

4.1.2

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

Response: 50

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

Response: 2

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

Response: 4

File Description	Document
Geo-tagged photographs	View 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

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

2022-23	2021-22	2020-21	2019-20	2018-19
6.05	17.77	7.98	35.00	35.28

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The digitization of Library has been done, which enables students to use the books in an easier way. The library management system has been installed in which foot falls, issue of books, return of books and use of DELNET can be done. There are altogether 5500 books available in the Library, Journals, magazine, daily news paper etc are available.

For Digital E-library, the link www.delnet.in with user name: **jhrur** has been provided by the University, which is displayed in the Library. Four sets of computer have been placed in the Library for students to use the link and access the books available.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document

4.2.2

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

Response:

Now a days the world has become digital and flow of information and knowledge has become very easily available it appears that they digital world holds more importance than hard covered books the students as well as faculties are more prone to acquiring information from the digital space. In this context SSBCE has lots of link available and e-journals in its library.

Ranchi University has provided the E-Library facility and has given the link to access the books.

The link has been displayed on the Library and this facility is being used by the teachers and students of the College. Approximately 66000 books can be accessed by using this link.

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: 4.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
6.9	6.29	0.63	5.15	3.29

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

4.2.5

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

Response: 3.59

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: 96

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: 145

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: 27

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: 71

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: 77

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

4.2.6

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

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

Response: D. Any 1 of the above

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:

4.3.1: Institution updates its ICT facilities including Wi-Fi

The HEI is connected through BSNL land line and Jio service provider. The total campus is WiFi enabled with land line extension to library, computer lab and IQAC room

The computer lab is fully equipped with running 25 sets of computer in which Wi-Fi facility is available.

Regular renewal fee of Wi-Fi continuity is paid by the College to provide uninterrupted facility to the students. The HEI has a in house computer operator who as an expert in ICT handling.

The campus within the boundary wall provides Wi-Fi facility and hence students use their laptop in the Garden also during leisure period.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document

4.3.2

Student – Computer ratio for last completed academic year

Response: 4

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

4.3.3

Internet bandwidth available in the institution

Response: 100

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

Response: 100

File Description	Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document

4.3.4

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

1. Studio / Live studio
2. Content distribution system
3. Lecture Capturing System (LCS)

4.Teleprompter**5.Editing and graphic unit****Response:** D. Any 1 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: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
3.19	2.57	1.73	17.60	4.46

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

4.4.2

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

Response:

The College has a set norm for utilizing physical, academic & support facilities. The Library is always open during the working hour of the College, Besides this a period has been provided after the end of class to use the Library.

The Physical education faculty provides adequate training & time to students for their physical fitness.

Classroom, Smart class rooms, I.C.T resource centre, sports room are arranged in such a way that it can be used anytime and are always in running condition.

The HEI has regular attendance of students in the Yoga classes which are open for all the students. An annual sport is observed every year in which the students actively participate.

File Description	Document
Appropriate link(s) on the institutional website	View Document

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
Photographs with date and caption for each initiative	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
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: A. All of the above

File Description	Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	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: B. Any 3 or 4 of the above

File Description	Document
Report of the Placement Cell	View Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View 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: 6.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	3	7	12	7

File Description	Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	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: 63

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 62

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

Response: 1

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

File Description	Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document

5.2.3

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

Response: 2.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	6	2	0	0

File Description	Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document

5.3 Student Participation and Activities**5.3.1**

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

Response:

As per the regulation of the Ranchi University election to student council has not taken place for the last five years. Despite the formal announcement of election the HEI forms its own nominated student's council which gives its suggestions in any event organization in the HEI. Student support council always plays a positive role for academic development of the students. The input of the students makes communication simplified.

Student council organizes Group-discussion, elocution, debate to empower students with good

oratory and to increase their vocabulary. This prepares them to face the interview board during their campus selection time and even after that.

File Description	Document
List of students represented on different bodies of the Institution 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: 12.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	2	5	10	17

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 is functional but not registered. At least two meeting of Alumni association is organized by them. They maintain their record of the meeting and contribute towards development of the College.

The Bye-laws has been notarized and a Bank account in the name of "Shaheed Sheikh Bhikhari College of Education - Alumni Association" has been opened at "Punjab & Sind-Bank" Ranchi. The

financial contribution received from the members is deposited in this account for future development.

Apart from donation by the Alumni in cash and kind a sum of Rs.50/- per students is fixed as registration fees. The students to take admission are charged Rs.50/- for which a receipt of Alumni association is given and the said amount is deposited in the alumni association fund.

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: C. Any 2 or 3 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document
Documentary evidence for the selected claim	View Document

5.4.3

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

Response: 2

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

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

File Description**Document**

Data as per Data Template

[View Document](#)**5.4.4**

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

Response:

The concept of Alumni association was needed in the HEI. The HEI is very small unit comprising of a total of 200 students per year. The students mostly belong to rural ST population and to inculcate the concept of Alumni and its contribution to the alma mater the faculty members and administration took steps which has been fruitful.

The role of Alumni association is very positive, Members contribute physically, mentally, financially to support the students to stand on their own feet. Sometimes Counseling of students takes place in counseling room to motivate them as per need.

Students with outstanding talents are empowered with innovative method of teaching by the members of Alumni Association.

This is also a regular phenomenon.

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:

S.S.B. College of Education has three layer of Governance. The first is for day to day activities, which is looked after by the Principal who works with the participatory approach with her faculties & non-teaching staff.

The second is the Governing Body of the College. The University Representative nominated by Hon'ble Vice Chancellor monitors that the UGC & University norms are being followed.

The third layer is the Trustee of PRSNM Charitable Trust, under whose banner & blessings, the College is running.

All the three always keeps a mind to fulfill the vision & mission of the Institution and all the committees' works with innovative mechanism to ease the process of administration.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View Document

6.1.2

Institution practices decentralization and participative management

Response:

Institution practices are normally divided into two parts (i) Academic & (ii) Administrative, besides this the innovative ideas evolved by the management and faculties has been named as the Best Practices of the University & College.

The first one is the promotion of education in Primary institutions located at and around Sutiyaambe

village. The College fulfills the basic requirement and provides them the reading materials and stationeries as a support to the community.

Secondly awareness programme is carried out related to maintenance of good health & hygiene, education for all, food for all and above all livelihood for all.

Recently the “Grain Bank” concept has been initiated. In this of the villagers failed to get a livelihood for a particular day and does not earn to light the stove in the house in the evening. Then on recommendation of Mukhiya & Sri Bahadur Munda local resident of village, the College provides the grain to such family.

All these Concept are running simultaneously and due to this the College is running smoothly with support of Gram-Samaj.

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:

Transparency comes from the peoples participation in the management system. The day book maintenance in the College contains entries of all day to day receipt and expenditure and is open to all persons of the management.

The academic transparency is well shown by the working of various committees constituted to run the College smoothly. All committees are functional and College routine is so planned by the routine committee that courses are to be completed before the examination (Internal & External) and maintains the academic calendar

The administrative transparency is very clear. The meeting of Governing Body of the College and of PRSNM Charitable Trust is organized after every 3-4 months in which all academic, developmental, financial and future plans are discussed and approved.

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:

Institution has definite strategies plan. We have applied to start D.El.Ed course. The College has been inspected by N.C.T.E team and deficiency was received. That has been complied and College is still waiting for final orders.

Secondly after assessment by N.A.A.C we will start process of four year integrated B.Ed course as per new education plan. Furthermore the infrastructure has been adequately developed for Post Graduate level courses.

M.Ed course will also be taken up after the process of accreditation by N.A. A.C. Besides all these under Strategies plan, we are extending support to downtrodden people to pursue their higher studies.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	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 records of the College clearly indicate that the functioning of all institutional bodies is very effective as per the policy of the trust.

The meetings of the Governing Body of the College and the Management Committee of the Trust takes place every 3-4 months to review the running of the College. The decisions taken by these bodies are complied well within the time frame.

The committees constituted for the smooth running of the College are functional. Meetings are held regularly at short intervals.

The appointment procedures have been clearly spelt out and the process as laid down by U.G.C. norms, State Government, and affiliating Ranchi University is strictly followed. This is well recorded.

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: C. Any 3 or 4 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document

6.2.4

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

Response:

All committees constituted are duly notified by the Secretary and Principal of the College. Each committee has separate meeting register in which the proceedings of the meeting are well recorded with date of meeting and agenda.

The committees meet at least twice in a year or even more frequently as per need of the College. Decisions taken are recorded and compliance of the decision taken earlier is presented by the Coordinator of the committee in the next meeting.

Only due to the functional activities of all such committees, the College is running smoothly. Major decisions are always made by the committees. For instance, all purchases are decided by the Purchase Committee constituted for the purpose and so on.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Action taken report with seal and signature of the Principal	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:

For the welfare of faculty, non-teaching staff and students, the Welfare Committee is functional.

In every session the committee members authorize a faculty to issue bonafide certificates and students belonging to Scheduled Caste and Scheduled Tribe categories are helped to file their applications to the State Government for award of scholarship.

The Scholarships so awarded is paid directly to the students by the State Government in their Bank Account. The College also maintains a record of such benefit.

Secondly a sum of Rs. 3000/- (Rupees Three Thousand) only is less charged as the welfare scheme for Scheduled Caste and Scheduled Tribe students since the beginning and is well recorded in books of accounts of the College.

The College management also extends financial help to their faculty for academic enhancement and Development Programs as well as in Faculty empowerment strategies.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries 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: 42.5**6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
32	1	0	1	0

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
E-copy of letter/s indicating financial assistance 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: 49****6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
28	3	4	10	4

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	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: 7.5

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

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

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 College has evolved a format to evaluate the performance of faculties and non-teaching staff.

At the end of each academic year all are required to fill up the "Annual Performance Appraisal" form. This is evaluated first by the Academic Committee, followed by the Principal and then by the Secretary, who is a very senior retired faculty of Ranchi University having very long University administration experience. Each faculty members have their personal file in which the performance appraisal is kept.

Faculties are also advised to improve themselves. This is simply for promotion and not for punishment. The institution is the place of learning- learning by doing is followed.

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:

Internal and external audits of account are a part of our financial management system. Account keeping works from financial year 2012-13, 2021-22 i.e. for ten years was reviewed in the financial year 2022-23, by a separate chartered accountant.

The internal audit for financial year 2023-24 has been carried out separately and is well recorded. The point suggested for better upkeep of account is complied by the accountant under the direct supervision of the Treasurer of the trust.

The external audit after end of each financial year is carried out. The audited statement of account is kept in safe custody and annual return of Income tax is also filed through our Chartered Accountant.

Besides all these activities the income-expenditure part is reviewed by the Secretary on short interval in continuity.

All these efforts help us to maintain a proper accounting system in the College.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document

6.4.2

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

Response: 0

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

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

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View 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:

Fees from the students is the only source of income of the College. To facilitate students and guardians, the management has provided the option of payment of fees in few installments. This needs regular monitoring and failing on this part leads to accumulation of dues.

A time schedule for payment of fee has been evolved and is strictly followed, so that the financial problem should not arise to run the College.

Payment of salaries and other statutory requirement needs fund support. Till date we have maintained this. We feel proud to say that full was paid to faculties and non-teaching staff even during Corona epidemic in 2021. The College got appreciation for this.

The fee structure is also very less in comparison to other Colleges running B.Ed courses. The government should evolve a process to implement uniform fee structure in all Colleges running B.Ed/M.Ed courses.

The practice run by the College helps in mobilization of fund.

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 (I.Q.A.C) was constituted in 2018 under the chairmanship of former Principal Dr. Akhilesh Kumar Singh. It was reconstituted in April 2022 under the chairpersonship of Dr. Sapna Tripathi, our present Principal.

I.Q.A.C studied the norms and functions of cell and started preparations of accreditation of College by N.A.A.C. The pace became very slower due to Corona epidemic in 2021 and 2022.

After the end of this period, the preparation started at a rapid rate. As per required norm all points mentioned in Criterion-1 to 7 were fulfilled and then I.I.A.Q was submitted in April 2024. After its acceptance the I.Q.A.C is working day and night to submit S.S.R. and hopefully it will be submitted before the due date.

It is the effort of I.Q.A.C that the infrastructure and academic, and allied extra and co-curricular activities has developed in the College within a very short span. Hopefully it will continue and College will come upto a National level Institution.

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 college has an inbuilt mechanism to assess the academic standards of the institution.

The academic achievement is reviewed after every three months and course completion is given top priority as per the academic calendar. I.Q.A.C plays a key role in ascertaining the academic achievements.

Sometimes I.Q.A.C directs to arrange extra-classes for completion of course.

Teaching assignments in the first year and Second year of the B.Ed course is the good examples of the learning process. We have observed that students knowledge is upgraded, oratory become very good, develops skill to express himself/herself and learns the process to attract students while teaching in the classes.

All these activities are monitored by IQAC, and suggestions are always welcomed to further improvement.

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: 4.8

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

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

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
Link for additional information	View Document

6.5.4

Institution engages in several quality initiatives such as

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

Response: 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:

Academic incremental improvement and administrative incremental improvement are two different things in our opinion.

For academic improvement, up gradation in the course curriculum are requested from the University's Board of Studies. These requests are duly considered, and new relevant topics are included in the curriculum as needed.

Further academic enhancement for faculty members occurs through their participation and presentation of papers in seminars, symposiums, workshops, and conferences. The college management financially supports such activities.

Administratively, the service conditions of all staff members are managed by the Governing body management. Incremental benefits in salary, support for educational upgrades, Employee Provident Fund (EPF) facilities, medical and personal accident insurance, and ESIC (Employees State Insurance Corporation) are provided to ensure good service conditions for faculty members in the college. Some of these benefits have been in place for the last decade, and the management expects to continue providing them for an extended period.

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 institution operates on the principle of energy conservation. The G+3 buildings are fully electrified, and electricity is used only in those sections where it is required to meet the objective of the institution.

Electricity connections from the Jharkhand State Electricity Board have been taken. To meet the load shedding process one inverter has also been installed.

Secondly, we have a silent Genset, which meets the College requirement in case of disruption of power supply.

For campus lighting solar lights have been installed which are automatic. They start with sunset and automatically switch off after sunrise.

Thus the College is having uninterrupted power supply in the College.

File Description	Document
Institution energy policy document	View Document

7.1.2

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

Response:

We have a safe waste management system. In every floor the dry and wet dustbin has been provided with instructions to one and all to use the dustbin as per guided instruction. Visitors cannot see a piece of paper blowing with the wind in corridors or even in the campus of the College.

These dustbins are cleaned on regular intervals to avoid any infection.

The college has constructed two waste collection pits clearly designated for:

- Wet waste pit
- Dry waste pit

These waste pits are also cleaned on short intervals with payment support system provided by Ranchi Municipal Corporation.

This process of waste management is a continued process which helps the college to maintain a clean environment in the campus.

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: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View 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: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View 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:

To keep the campus cleanliness, we have employed two ladies Grade-IV staff members, who always sweep the floors of the buildings and keep furniture and other gazettes dust-free on a rotational basis.

Additionally, two sweepers are also there for cleaning all toilets/washrooms of the building. They are working on visit basis and cleans the toilet every alternate day service.

For sanitation all safety measures have been taken. We are thankful to our Banker Punjab & Sind Bank, main road, Ranchi, who has provided the college with a sanitary vending machine under their Corporate Social Responsibility (CSR) scheme. This has been installed in the ladies' toilet area.

The college is surrounded by a high boundary wall and thus is free from grazing problems. Various forest species, fruit species, flowering plants, and some root crops were planted in the campus. The year 2024 gave us a good crop of papayas and mangoes. Pot plants are also in the campus and inside building to give a green- cover look. This can be witnessed anytime.

All these cleanliness efforts, sanitation measures, green cover initiatives, and waste management practices contribute to making the campus a pollution-free zone.

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:** C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	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

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.01023	0.000725	0.002335	0	0.00204

File Description	Document
Data as per Data Template	View Document

7.1.8

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

Response:

The community practices shared with our village partners during our lifetime experiences have been implemented in the college campus.

A multi-tier cropping system such as root crop eg. Zimikand, seasonal vegetables on the surface, fruit species like Guava, Mango and Papaya and lastly forest species all along the boundary wall have been planted.

Zimikand when harvested are again re-planted with buds immediately. The seed of mango and papaya are also being recycled. So is the case of harvesting seasonal vegetables. To add to it the flowering plants/pot plants adds a green cover in the campus.

This way the local practices and community knowledge both are being used in the College. Some plant saplings are also distributed to our village partners as a participatory approach.

7.1.9

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

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

Response: B. Any 3 of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Link for additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICES - 1

Management of the College promotes the authorities of the college which includes Principal, Teaching Faculties and Non teaching faculties to adopt “Best- Practices” in the institution. The better part is that the students of ongoing sessions are involved in this and works as the implementing partner in the Best Practices.

‘At and around’ area of the College was surveyed and in addition to the N.S.S. Activities - one primary school has been adopted in the village - Sutyambe, Pithoria, Kanke Ranchi.

The best practice is that the Study materials / Charts / Slate / chalk / Play boxes/ Alphabet Calendar / Animals Calendar / Pen & Pencil etc. are distributed every year to the needy students of Primary school. The better part is that no discrimination is made and items for group use and individual use to all students are equally distributed.

This way the College is trying to meet the basic need of this primary institution. Photographs are taken and are kept in an album for record of the College.

In addition to this activity all students of Primary School, Sutyambe are invited to participate in the function of “Republic – day” and “Independence-day”. This enthuses the patriotic feeling among these kids, which are the future of the nation.

As planned this will continue for longer duration.

BEST PRACTICES - 2

Management of the college took another initiative during Corona Pandemic in the year 2020.

Guidelines by the Ministry of Health of Central and State Government were being issued. Institutions were closed for three months from Mid march to mid June 2020. During this period all were confined at Home. Online classes and Study materials thro’ Whatsapp group were under progress for maintaining the academic session.

Amidst this, few faculties and Counted Students on initiative of few Non- teaching staff came forward to help the needy persons of the society. Management was also approached for assistance. All joined hands under leadership of the Principal and then Free-distribution of “Masks” and “Sanitizer” started in the nearby localities of the College. We got positive response from the society and this process of health care is still continuing.

A Sick room with Bed / Health Kit/ Wheel Chair and primary medicine has been established in the College building. Not only the students but the nearby citizens are also getting help on this line.

The College management takes care to fetch them to the nearby hospital for further treatment & best health care.

The number of Girl students are almost 60% of the total admissions in each academic session. Hence a “Sanitary-Pad” Vending machine provided by Punjab and Sind Bank, Main Road, Ranchi, has been provided to the College, which has been installed in the Girls Common room for better hygiene in the Campus. Here it is pertinent to mention that Punjab & Sind Bank, Main Road, Ranchi is the college banker.

This best practice will continue for a longer period with support from the management.

File Description	Document
Photos related to two best practices of the Institution	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:

"Education for all" is the basic motto of the Institution.

With this vision, the college management always tries and promotes the student to bring the percentage of dropout to zero.

First the installment facilities have been provided for payment of fees. Secondly to deserving students but belonging to below poverty line the waiving of tuition fee upto 10% of the course is also allowed. This needs recommendation of Principal and final approval of the management through the Secretary.

Those who are unable to pay the course fee on time i.e. at the time of filling examination forms are also allowed to fill up the examination form by submitting an undertaking in writing. This allows us to bring the percentage of drop outs to zero.

Some of them pay the fee later on and some could not. Approximately, Rs 20/- lakhs (Rupees twenty lakhs) in a decade has been left on this ground. Student passing out are working but are never reminded as a good gesture by the management.

To add to it we feel proud to say that the college has a minimum course fee structure of Rs.145000 as compared to others institution such as affiliated Colleges and even constituent Colleges running B.Ed course. Which charges in the tune of Rs.180000 to Rs.200000. This is well known to the University administration.

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

5. CONCLUSION

Additional Information :

The HEI is situated in a rural area populated by scheduled tribe. There is a moterable road near the HEI which facilitates easy transportation.

As regards academics, the required number of faculties are employed in the HEI. Adequte emphasis id given to the smooth transition of knowledge to the students.

There are facilities such as bus, canteen, language lab, toilet for disabled etc for the welfare of students.

NSS schemes are employed properly in the HEI

Concluding Remarks :

The HEI has all the facilties and academic environment for smooth transition of knowledge and extra curricular skills.