

PREFACE

Manrakhan Mahto B.Ed. College, Kedal, Ranchi was established in 2012 by Manrakhan Mahto Educational Trust with the prime objective of preparing efficient and committed teachers for our country, with special emphasis on their moral growth and development. The motto of the institution **Adhyayan, Anushasan, Aastha, Abhyaas and Adhyatm** means Education, Discipline, Faith, Practice and Spirituality. So the ultimate vision of the college is inclusive education through discipline and practice which will ultimately lead to immense faith in self, i.e. enhancing self efficacy as well as faith in the almighty with a spiritual bent of mind for doing things right. Beyond providing a sound education, the institution wishes to provide the students a holistic learning experience for life. Empowerment of students for their all round development through education is the cherished goal. The students are expected to become lights of the society to illumine the world. The quest for excellence is highlighted in the vision and mission of the institution. Being affiliated to the Ranchi University, Ranchi, Jharkhand, the college follows the scholastic and co-scholastic activities as prescribed by the University.

The College is a co-educational institution admitting 100 students to the B. Ed. course under fourteen optional subjects; Commerce, Mathematics, History, English, Hindi, Chemistry, Physics, Biology, Civics, Urdu, Home Science, Sanskrit, Geography and Economics and follows the education admission procedure laid down by Ranchi University.

The vision of the college for the future are;

- i.* Develop the college into an autonomous institution.
- ii.* Upgrade the college for imparting M.Ed.
- iii.* Establish Research Centres for Ph.D. and M.Phil. programmes.
- iv.* Start a Pre – Primary Teacher Education programme.
- v.* Develop this institution into a world class centre of teacher Education- a college of teacher education with a difference.

Part 1: Institutional Data

A. Profile of the Institution

1. **Name and address of the institution:** Manrakhan Mahto B.Ed. College, Kedal, B.I.T. More, Ranchi-Jharkhand

2. **Website URL** www.manrakhanmahtobedcollege.com

3. **For communication:**

Office

Name	Telephone Number with STD Code	Fax No.	E-Mail Address
Principal- Dr. Sarbani Biswas	0651-3248572	0651-2273603	biswassarbani5@gmail.com
Vice-Principal			
Self - appraisal Co-ordinator- Ms Nilima Tirkey	7631019474		Nilima84tirkey@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Principal- Dr. Sarbani Biswas	0651-2202088	9431106726
Vice-Principal	N/A	N/A
Self - appraisal Co-ordinator- Ms Nilima Tirkey	N/A	7631019474

4. **Location of the Institution:**

Urban Semi-urban Rural Tribal

Any other (specify and indicate)

5. Campus area in acres:

6. Is it a recognized minority institution? Yes No

7. Date of establishment of the institution:

Month & Year	
MM	YYYY
08	2012

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

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

Month & Year

2f	MM	YYYY
	N/A	

Month & Year

12B	MM	YYYY
	N/A	

10. Type of Institution

- | | | | | | | | | | | | |
|---------------|---|--|--|--|---|---|--|--|--|--|--|
| a. By funding | <ul style="list-style-type: none"> i. Government ii. Grant-in-aid iii. Constituent iv. Self-financed v. Any other (specify and indicate) | <table border="1" style="width: 100%; height: 100%;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td style="text-align: center;">✓</td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> | | | | ✓ | | | | | |
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| b. By Gender | <ul style="list-style-type: none"> i. Only for Men ii. Only for Women iii. Co-education | <table border="1" style="width: 100%; height: 100%;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td style="text-align: center;">✓</td></tr> </table> | | | ✓ | | | | | | |
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| ✓ | | | | | | | | | | | |
| c. By Nature | <ul style="list-style-type: none"> i. University Dept. ii. IASE iii. Autonomous College iv. Affiliated College v. Constituent College vi. Dept. of Education of Composite College vii. CTE Viii. Any other (specify and indicate) | <table border="1" style="width: 100%; height: 100%;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td style="text-align: center;">✓</td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> | | | | ✓ | | | | | |
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11. Does the University / State Education Act have provision for autonomy?

Yes No

If yes, has the institution applied for autonomy?

Yes No

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

Sl. No	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary/ Sr. Secondary			Certificate		
				Diploma		
		B.Ed.	Graduation	Degree	1 Year	English & Hindi both
iv.	Post Graduate			Diploma		
				Degree		
				Certificate		
v.	Other (specify)			Diploma		
				Degree		

(Additional rows may be inserted as per requirement)

13. Give details of NCTE recognition (for each programme mentioned in Q.12 above)

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/ Elementary				
Secondary/ Sr.secondary	B.Ed.	ERC/7135.6.9/NCTE/ERC APP498/B.Ed./2012/12924	Continued	100
Post Graduate				
Other (specify)				

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated Vision

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

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

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

Objectives

Yes	<input checked="" type="checkbox"/>	No	
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2. a) Does the institution offer self-financed programme(s)?

Yes	<input checked="" type="checkbox"/>	No	
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If yes,

a) How many programmes?

One

b) Fee charged per programme

Rs.80,000/- p.a.

3. Are there programmes with semester system

Yes

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

Yes		No	<input checked="" type="checkbox"/>
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If yes, how many faculty are on the various curriculum development/vision committees/boards of universities/regulating authority.

N/A

5. Number of methods/elective options (programme wise)

D.Ed.

--

B.Ed.

14

M.Ed. (Full Time)

--

M.Ed. (Part Time)

--

Any other (specify and indicate)

--

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6. Are there Programmes offered in modular form

Yes		No	✓
-----	--	----	---

Number	
--------	--

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

Yes		No	✓
-----	--	----	---

Number	
--------	--

8. Are there Programmes with faculty exchange/visiting faculty

Yes		No	✓
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Number	
--------	--

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

• Heads of practice teaching schools

Yes	✓	No	
Yes	✓	No	

• Academic peers

Yes	✓	No	
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• Alumni

Yes	✓	No	
-----	---	----	--

• Students

Yes	✓	No	
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• Employers

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

Immediately

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

Yes		No	✓
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Number	
--------	--

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

Yes	✓	No	
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Number	1
--------	---

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

Yes	<input checked="" type="checkbox"/>	No	
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14. Does the institution encourage the faculty to prepare course outlines?

Yes	<input checked="" type="checkbox"/>	No	
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Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?

- a) Through an entrance test developed by the institution
 - b) Common entrance test conducted by the University/Government
 - c) Through an interview
 - d) Entrance test and interview
 - e) Merit at the qualifying examination
 - f) Any other (specify and indicate)
- (If more than one method is followed, kindly specify the weightages)

<input checked="" type="checkbox"/>

2. Furnish the following information (for the previous academic year):

a) Date of start of the academic year	22/07/2013
b) Date of last admission	16/12/2013
c) Date of closing of the academic year	27/06/2014
d) Total teaching days	227
e) Total working days	278

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	35	65	100	28	38	66	7	27	34
M.Ed. (FullTime)									
M.Ed. (PartTime)									

4 Are there any overseas students?

Yes		No	✓
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5

If yes, how many?

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

a) Unit cost excluding salary component

27,235.14

b) Unit cost including salary component

49,747.00

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

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.		45%		
M.Ed. (Full Time)				
M.Ed. (Part Time)				

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

Yes	✓	No	
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8. Does the institution develop its academic calendar?

Yes	✓	No	
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9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	79.77	15.23%	5%
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

- a) Number of pre-practice teaching days

1	0
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- b) Minimum number of pre-practice teaching lessons given by each student

0	5
----------	----------

11. Practice Teaching at School

- a) Number of schools identified for practice teaching

1	1
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- b) Total number of practice teaching days

3	0
----------	----------
- c) Minimum number of practice teaching lessons given by each student

4	0
----------	----------

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

No. of Lessons in simulation	No. 10	No. of Lessons Pre-Practice teaching	No. 15
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13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes No

14. Does the institution provide for continuous evaluation?

Yes No

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

Programmes	Internal	External
D.Ed.		
B.Ed.	20%	80%
M.Ed. (Full Time)		
M.Ed. (Part Time)		

16. Examinations

a) Number of sessional tests held for each paper

b) Number of assignments for each paper

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

	Yes	No
Computers	✓	20
Intranet	✓	
Internet	✓	
Software / courseware (CDs)	✓	
Audio resources	✓	
Video resources	✓	
Teaching Aids and other related materials	✓	
Any other (specify and indicate)	Visualiser	LCD & LED Projectors

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

Yes No

Number

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

Yes No

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

Compulsory Optional

Criterion III: Research, Consultancy and Extension

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

Number	3		37.5%
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2. Does the Institution have ongoing research projects?

Yes		No	<input checked="" type="checkbox"/>
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If yes, provide the following details on the ongoing research projects

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

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

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

N/A

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

- Teachers are given study leave
- Teachers are provided with seed money

- Adjustment in teaching schedule
- Providing secretarial support and other facilities
- Any other specify and indicate

<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>

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

Yes No

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

a. Ph.D.

b. M.Phil.

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

Yes No

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

	Yes	No	Number
International journals			
National journals – referred papers Non referred papers	N/A	N/A	N/A
Academic articles in reputed magazines/news papers	N/A	N/A	N/A
Books	N/A	N/A	N/A
Any other (specify and indicate) Papers in National seminar	✓	N/A	06

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

Yes	✓	No	
Number	4		

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

	Faculty	Students
National seminars	3	20
International seminars		
Any other academic forum (College level Seminar)	7	20

11. What types of instructional materials have been developed by the institution?

(Mark `_' for yes and `X' for No.)

Self-instructional materials	✓
Print materials	✓
Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	✓
Digitalized (Computer aided instructional materials)	✓
Question bank	✓
Any other (specify and indicate)	

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

Yes No

If yes, indicate the nature of the post.

Full-time Part-time Additional charge

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

Yes No

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

Yes No

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

16. Does the institution provide consultancy services?

Yes No

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

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

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

Criterion IV: Infrastructure and Learning Resources

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

1734.41 sq. mtr.

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

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

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

25

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

Rs. 1,50,000.00

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

Rs. 1,71,910

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

Rs. 56,490

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

5,00,000

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

Yes No

9. Total number of posts sanctioned

Teaching
Non-teaching

Open		Reserved	
M	F	M	F
03	02		02
04	01	03	02

10. Total number of posts vacant

Teaching
Non-teaching

Open		Reserved	
M	F	M	F
X	X	X	X
X	X	X	X

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

	Open		Reserved	
	M	F	M	F
Lecturers	03	02		02

Open Reserved

	M	F	M	F
Readers				

Open Reserved

	M	F	M	F
Professors				

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

	Open		Reserved	
	M	F	M	F
Lecturers	01	01	01	

Open Reserved

	M	F	M	F
Readers				

	Open		Reserved	
Professors				

c. Number of teachers from

Same state	09
Other states	01

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	
B.Ed.	1:10
M.Ed. (Full Time)	
M.Ed. (Part Time)	

13. a. Non-teaching staff

	Open		Reserved	
	M	F	M	F
Permanent	4	1	3	2

b. Technical Assistants

	Open		Reserved	
	M	F	M	F
Permanent	1			
Temporary				

14. Ratio of Teaching – non-teaching staff

1:1

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

45.3%

16. Is there an advisory committee for the library?

Yes No

17. Working hours of the Library

On working days

8

On holidays

6

During examinations

Open round the clock

18. Does the library have an Open access facility

Yes No

19. Total collection of the following in the library

a. Books	5272
- Textbooks	2957
- Reference books	2315
b. Magazines	88
e. Journals subscribed	
- Indian journals	14
- Foreign journals	
f. Peer reviewed journals	8
g. Back volumes of journals	102
h. E-information resources	
- Online journals/e-journals	03
- CDs/ DVDs	100
- Databases	
- Video Cassettes	10
- Audio Cassettes	40

20. Mention the

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

134.1

Seating capacity of the Reading room

60

21. Status of automation of Library

Yet to intimate

Partially automated

Fully automated

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

Circulation	✓
Clipping	✓
Bibliographic compilation	X
Reference	✓
Information display and notification	✓
Book Bank	✓
Photocopying	✓
Computer and Printer	✓
Internet	✓
Online access facility	✓
Inter-library borrowing	X
Power back up	✓
User orientation /information literacy	✓
Any other (please specify and indicate)	

23. Are students allowed to retain books for examinations?

Yes No

24. Furnish information on the following

Average number of books issued/returned per day

Maximum number of days books are permitted to be retained
 by students
 by faculty

Maximum number of books permitted for issue
 by students
 by faculty

Average number of users who visited/consulted per month

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

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

2%

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

		2014		2013		2012	
		Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books		226	82,665.00	96	4320.00	4899	
Other books				46	Donated by Mrs. Khushboo Singh		
Journals/ Periodicals		11	2,000.00	33	8,895.00	08	2,440.00
Any others specify and indicate	Eml. News	43	344.00	38	304.00	20	160.00
	India Today	61	1,640.00	22	675.00	5	100.00
	Newspaper (3 in Hindi and 1 in English)						
(Additional rows/columns may be inserted as per requirement)							

Criterion V: Student Support and Progression

1. Programme wise “dropout rate” for the last three batches

Programmes	Year 1	Year 2	Year 3
D.Ed.			
B.Ed.			
M.Ed. (Full Time)			
M.Ed. (Part Time)			

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

Yes No

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

10

3. Does the institution offer Remedial instruction?

Yes No

4. Does the institution offer Bridge courses?

Yes No

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

	UG			PG			M. Phil		
	I	II	III	I	II	III	I	II	III
Pass percentage	100% Result								
Number of first classes	98 Awarded								
Number of distinctions	79 Awarded								
Exemplary performances (Gold Medal and university ranks)									

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

NET
SLET/SET
Any other (specify and indicate)

	I	II	III
NET	16		
SLET/SET	12		
Any other (specify and indicate)			

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

Financial Aid	I	II	III
Merit Scholarship			
Merit-cum-means scholarship	33	10	
Fee concession			
Loan facilities			
Any other specify and indicate			

(Additional rows may be inserted as per requirement)

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

Yes No

9. Does the institution provide Residential accommodation for:

Faculty

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

Yes		No	<input checked="" type="checkbox"/>
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10. Does the institution provide Hostel facility for its students?

Yes		No	✓
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If yes, number of students residing in hostels

Men	N/A
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Women	N/A
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11. Does the institution provide indoor and outdoor sports facilities?

Sports fields	Yes	✓	No	
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Indoor sports facilities	Yes	✓	No	
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Gymnasium	Yes		No	✓
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12. Availability of rest rooms for Women

Yes	✓	No	
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13. Availability of rest rooms for men

Yes		No	✓
-----	--	----	---

14. Is there transport facility available?

Yes		No	✓
-----	--	----	---

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

Yes	✓	No	
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16. Give information on the Cultural Events (Last year data) in which the institution participated/organized.

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	✓		03	✓		05
Inter-university		✓			✓	
National		✓			✓	
Any other	N/A					
(specify and indicate)						

(Excluding college day celebration)

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

	Participation of students (Numbers)	Outcome (Medal achievers)
State	NIL	NIL
Regional	05	02
National	NIL	NIL
International	NIL	NIL

18. Does the institution have an active Alumni Association?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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If yes, give the year of establishment

2014

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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20. Does the institution regularly publish a college magazine?

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

21. Does the institution publish its updated prospectus annually?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	40	Result Awaited	
Employment (Total)	60		
Teaching	50		
Non teaching	10		

23. Is there a placement cell in the institution?

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

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

2012-2013	2013-2014	
20		

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

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

Criterion VI: Governance and Leadership

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

Yes	<input checked="" type="checkbox"/>	No	
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2. Frequency of meetings of Academic and Administrative Bodies: (last year)

Governing Body/management	3
Staff council	6
IQAC/or any other similar body/committee	1
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	3

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

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

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

2			
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5. Furnish the following details for the past three years

a. Number of teachers who have availed the Faculty Improvement Program of the

UGC/NCTE or any other recognized organization

NIL

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

National

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International

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

3		
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d. Number of Seminars/ workshops/symposia on Curricular development, Teaching- learning, Assessment, etc. organized by the institution

2		
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e. Research development programmes attended by the faculty

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f. Invited/endowment lectures at the institution

2		
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Any other area (specify the programme and indicate)

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

a. Self-appraisal

Yes	✓	No	
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b. Student assessment of faculty performance

Yes	✓	No	
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c. Expert assessment of faculty performance

Yes	✓	No	
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d. Combination of one or more of the above

Yes	✓	No	
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e. Any other (specify and indicate)

Yes		No	✓
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7. Are the faculty assigned additional administrative work?

Yes	✓	No	
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If yes, give the number of hours spent by the faculty per week

06

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

Grant-in-aid	N/A
Fees	74,31,000.00
Donation	N/A
Self-funded courses	N/A
Any other (specify and indicate)	
Intrest on FDR	87,486.90
Application Form	1,23,400.00
Other Income	13,463.00

9. Expenditure statement (for last two years)

	2012-2013	2013-14
Total sanctioned Budget	49,00,000.00	67,25,000.00
% spent on the salary of faculty	18.40%	25.30%
% spent on the salary of non-teaching employees	8.20%	8.80%
% spent on books and journals	4.10%	2.23%
% spent on developmental activities (expansion of building)	3.1%	1.50%
% spent on telephone, electricity and water	1.63%	1.64%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	4.50%	2.50%
% spent on maintenance of equipment, teaching aids, contingency etc.	4.10%	4.60%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	4.08%	4.46%
% spent on travel	11.20%	10.60%
Any other (specify and indicate)	43.90%	39.80%
Total expenditure incurred	33,73,564.00	49,74,722.00

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

	Surplus in Rs.	Deficit in Rs.
2011-12	41,206.87	NIL
2012-13	26,86,196.97	NIL
2013-14	26,80,627.99	NIL

11. Is there an internal financial audit mechanism?

Yes	✓	No	
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12. Is there an external financial audit mechanism?

Yes	✓	No	
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13. ICT/Technology supported activities/units of the institution:

Administration

Yes	✓	No	
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Finance

Yes	✓	No	
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Student Records

Yes	✓	No	
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Career Counselling

Yes	✓	No	
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Aptitude Testing

Yes	✓	No	
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Examinations/Evaluation/

Yes	✓	No	
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Assessment

Yes	✓	No	
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Any other (specify and indicate)

Yes	✓	No	
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14. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes	✓	No	
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15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes	✓	No	
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16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes	✓	No	
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17. Does the institution have the freedom and the resources to appoint and pay temporary / ad hoc / guest teaching staff?

Yes	✓	No	
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18. Is a grievance redressal mechanism in vogue in the institution?

a) for teachers

✓

b) for students

✓

c) for non - teaching staff

✓

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

Yes		No	✓
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20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?

Yes	✓	No	
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21. Is the institution sensitized to modern managerial concepts such as strategic planning, teamwork, decision-making, computerization and TQM?

Yes	✓	No	
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Criterion VII: Innovative Practices

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

Yes	✓	No	
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2. Do students participate in the Quality Enhancement of the Institution?

Yes	✓	No	
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3. What is the percentage of the following student categories in the institution?

	Category	Men	%	Women	%
a	SC	2	2%	1	1%
b	ST	2	2%	8	8%
c	OBC	24	24%	29	29%
d	Physically challenged	Nil	Nil	Nil	Nil
e	General Category	7	7%	27	27%
f	Rural	21	21%	16	16%
g	Urban	19	19%	44	44%
h	Any other (specify)				

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	Nil		Nil	
b	ST	1	10 %	1	10%
c	OBC	3	30 %	4	40%
d	Women	5	50 %	3	30%
e	Physically challenged	Nil	Nil	Nil	Nil
f	General Category	6	60 %	5	50%
g	Any other (specify)				

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

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC	55.72	51.70	71.96	Awaited
ST	56.04	55.01	75.74	Awaited
OBC	56.81	57.28	74.62	Awaited
Physically challenged				
General Category	55.86	58.40	75.44	Awaited
Rural	56.34	54.19	73.07	Awaited
Urban	57.58	56.83	75.59	Awaited
Any other (specify)				

Executive Summary and SWOC Analysis

Manrakhan Mahto B.Ed. College, Kedal, Ranchi was established in 2012 and owned and managed by Manrakhan Mahto Educational Trust with the prime objective of preparing efficient and committed teachers for our country, with special emphasis on their moral growth and development. The college aims to make the students to illumine the world and dispel all sorts of darkness around them. The quest for excellence is highlighted in the vision and mission of the institution.

The vision of the college is Adhyayan, Anushasan, Aastha, Abhyaas and Adhyatm means Education, Discipline, Faith, Practice and Spirituality. The college strives to develop itself into a world-class centre of Teacher Education with a difference. This institution offers a wide range of programmes, which help to develop intellectually competent, morally upright, psychologically integrated and socially committed teachers for service in the emerging world scenario of education. The teaching, research, extension service and consultancy provided in the college aims to generate a new work culture for improving the practices of education. The institution utilizes all the available resources for experimentation and innovation, which lend a hand in achieving and sustaining excellence in teacher education.

The College is a co-educational institution admitting 100 students to the B. Ed. course through the admission procedure laid down by Ranchi University, Ranchi. The college is affiliated to Ranchi University, Ranchi, Jharkhand and follows the curriculum prescribed by the University. The College is recognized by the NCTE. The M.R.M. Educational Trust has been rendering yeoman service in the field of education since its inception. The founder patron's foresight gave birth to M.R.M. Educational Trust which has a CBSE affiliated higher secondary school (+2) and a proposal for establishing an institution for D.El.Ed.

The college is located at Kedal, B.I.T. More, Ranchi, district in the state of Jharkhand in a calm, environment. It is surrounded by lush green fields and the local people are mainly small scale farmers.

Manan Vidya Sr. Secondary School, Ranchi- our model school, established in 2007, is a memorable landmark in the history of Ranchi. Over the last 7 years, School has given basic education to thousands of students of Ranchi.

SWOC ANALYSIS

	<ul style="list-style-type: none"> • Tradition and Reputation of the institution • Benevolent Management • Professionally and academically oriented and co-operative teachers
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Strengths	<ul style="list-style-type: none"> • Skilled and committed administrative staff • Clean, Green and Eco-friendly environment • Good infrastructure facilities with smart class rooms • Fully automated library • Digital library with free internet facility • Research culture for individual academic excellence • Dynamism, Support and encouragement from the Management and the Principal for faculty development programmes • An IQAC with academic enthusiasm and leadership • Career guidance and coaching Classes
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Weaknesses	<ul style="list-style-type: none"> • Lack of flexibility in curriculum (as an affiliated college) • Research guide ship from mother university is still a dream
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Opportunities	<ul style="list-style-type: none"> • Autonomy for the institution • Institution with Potential for Excellence • Starting of Research Centre • More autonomy in curriculum construction • Ample scope for academic/professional enrichment • Promotion of institution-community network • More placement services • National and Global networking linkages • Capacity to undertake research projects • Involvement in social/educational extension services
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Challenges	<ul style="list-style-type: none"> • Competition from other institutions • Deterioration in the quality of students who opt for the teaching profession • Timing of the courses • Uncertainty regarding job opportunities
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VISION FOR THE FUTURE

- Attain the status of an autonomous institution
- Elevate the college for imparting M.Ed.
- Elevate the college to the status of an Institution with Potential for Excellence
- Establish a Research Centre for Ph.D. and M. Phil. Programmes
- Start a Pre – Primary Teacher Education Programme
- Global networking twinning of the college
- Develop the institution into a world class centre of education – a college of teacher education with a difference.

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

Criterion I: Curricular Aspects

1.1 Curricular Design and Development

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

The present curriculum design is suitable for meeting the overall development of the students. In addition to this the institution aims at developing global competencies in future teachers through varied activities. The following are the provisions in the institution with respect to scholastic and co-scholastic activities:

- a) Personality development programmes, Communicative English classes, SUPW & Extension activities such as hospital & orphanage visits, special school visits, conducting surveys as part of various projects (e.g. data collected as part of projects prepared for environment education) for enhancing social commitment among teacher trainees.
- b) Technical skills development (computer skills development programmes like blogging, internet browsing, power point presentations, web designing, etc.).
- c) Teaching skills (microteaching practice and macro teaching classes).
- d) Training in application of different Models of Teaching.
- e) Moral Development.
 - a. Moral/Value education classes are included in teaching practice in all schools
 - b. Value education classes based on Value Analysis model of teaching
 - c. Miss a Meal programme : Providing food for the destitutes at Cheshire Home, Ranchi
 - d. Spiritual Rejuvenation Programme: Every year all the teacher trainees are undergoing a two day spiritual rejuvenation programme and once a week the teacher trainees along with the teaching faculty have meditation classes.
- f) Aesthetic Development
 - a. El-Lit Quiz
 - b. Club Activities
 - c. Campus Cleaning and beautification programmes
- g) Mental and Emotional Development
 - a. Career guidance and Counselling programmes
 - b. Women's Counselling and Personal Counselling programmes

The following sessions are conducted for enhancing the employability skills of the teacher trainees:

- a) Microteaching sessions on various teaching skills
- b) Demonstration classes by the alumni and internal faculty
- c) Discussion sessions and Criticism classes
- d) Internship of 25 days duration
- e) Placement services

The Curriculum frame work is based on the vocational needs of the learner. Students are provided opportunities to do group projects, social surveys, documentation and literacy surveys. Further, programmes like seminars and oral presentations are organized for the enrichment of interpersonal relationship and teamwork among the student teachers. We provide hands-on training in preparing teaching aids and use of technological devices like Smart Boards (interactive white boards), Visualizer, LCD and LED projectors and OHP in all optional subjects. Action research practicums are given in order to develop the investigative mind and research skills of our students.

Thrust on National Issues

Environment

The college has an effectively functioning Nature Club. Campus cleaning and beautification, gardening, vegetable gardening, etc are some of the SUPW activities offered by the institution. The nature club organizes various programmes to create awareness about nature, the evils of pollution and exploitation of nature by man.

The world environment day is observed in all its solemnity.

The members of tourism club visit places of natural beauty and environment. Environmental sanitation programmes are conducted with the active participation of student community in the cleaning activities. Under Prime Minister Narendra Modi's SWACCHA BHARAT campaign, the student community have been assigned to look after the cleanliness and hygiene of the local community/ surroundings.

Global Trends and Demands

The present curriculum design is suitable for meeting the overall development of the students. In addition to this the Institution aims at developing global competencies in future teachers through varied activities. The following other provisions in the Institution with the respect to scholastic and co-colastic activities:

- a) Personality development programmes, communicative English classes, SUPW and extension activities such as hospital and orphanage visits special school visit, conducting surveys as part of various projects for enhancing social commitment among teacher trainees.
- b) Technical skills development (Computer Skills development programs like Blogging, Internet Browsing, PPT's presentation, WEB designing etc)
- c) Teaching Skills (Micro Teaching practice and Macro Teaching classes).
- d) Training in application of different models of teaching.

The college was established in 2012 with the purpose of providing trained teachers to the schools. The motto of the institution '**Adhyayan, Anushasan, Aastha, Abhyaas and Adhyatm**' means Education, Discipline, Faith, Practice and Spirituality. The college aims to make its students illumine the world to illumine the world and dispel all sorts of darkness around them. The quest for excellence is highlighted in the vision and mission of the institution. The vision of the college is Enlightenment, Excellence and Service through Divine Illumination i.e. spirituality. The college strives to develop itself into a world class centre of Teacher Education with a difference. This institution offers a wide range of programmes, which help to develop intellectually competent,

morally upright, physically integrated, and socially committed teachers for service in the emerging world scenario of education. The teaching, research and extension provided in the college aim to generate a new work culture for improving the practices of education. The college utilizes all the available resources, for experimentation and innovation, which lend a hand in achieving and sustaining excellence in teacher development. The programmes offered in the college promote values such as quality consciousness, eco-friendliness, sustainable development, love for fellowmen, faith in God, and uphold of Christian ideals. The institution has its own clearly stated goals and objectives.

The vision, mission, goals and objectives of the institution

The institution has well defined vision, mission, goals and objectives and these are displayed at the entrance of the main building, highlighted in the college calendar and website and also explained to the students.

Our motto- '**Adhyayan, Anushasan, Aastha, Abhyaas and Adhyatm**' means Education, Discipline, Faith, Practice and Spirituality'. The students are expected to become lights to illumine the world and to dispel all sorts of darkness around them. Light is a symbol of knowledge, it reflects the traditional Indian prayer '*asthoma sath gamaya, thamasoma jyothirgamaya, mrithyorma amrutham*'.

2. Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies).

The curriculum of B.Ed. programme was revised during the year 2009. Continuous and comprehensive evaluation, grading, and semesterisation are the major features of the present teacher education curriculum. Most of the faculty members serve in academic bodies of the University like Board of Examiners, Curriculum Revision Committee, etc. We tried our best to align the curriculum with the institutional goals and objectives. The institution takes frequent feedback from the faculty, students, alumni, employers and academic experts for formalizing the desirable changes. It was the first step towards updating the existing B.Ed. curriculum of the Ranchi University, Ranchi.

- Semesterisation
- Continuous evaluation

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

In the newly revised curriculum there is provision for the multi-skill development of teacher trainees through computer assisted instruction, use of multi-media, e-learning, web based learning, interactive learning, individualized instruction, computer fundamentals including application software, free software, etc. In addition to this, the college provides training for Microsoft power point – creation, animation and presentation, blog preparation, designing and web pasting and other internet related skills. With the help of the language laboratory, the students get opportunities for communication skills development. Remedial teaching is arranged for needy students in communicative English every year. In addition to the service of the English teacher we

seek the help of former students who are well versed in English. Microteaching sessions offered in the college contribute to the development of the multi-skills in teaching of the student teachers. They are given training in the different skills involved in teaching like questioning, stimulus variation, use of black board, skill of explanation, introducing a topic, reinforcement etc. Each student has to take three micro teaching lessons in a simulated set up. Micro-teaching classes are recorded and replayed and feedback is provided. We have purchased for this purpose, one video cameras, which is effectively utilized by the students under the guidance of the teacher educators. The present curriculum design is suitable for meeting the overall development of the students. In addition to this the Institution aims at developing global competencies in future teachers through varied activities. The following other provisions in the Institution with the respect to scholastic and co-scholastic activities:

- e) Personality development programmes, communicative English classes, SUPW and extension activities such as hospital and orphanage visits special school visit, conducting surveys as part of various projects for enhancing social commitment among teacher trainees.
- f) Technical skills development (Computer Skills development programs like Blogging, Internet Browsing, PPT's presentation, WEB designing etc)
- g) Teaching Skills (Micro Teaching practice and Macro Teaching classes).
- h) Training in application of different models of teaching.

To give the idea of world citizenship, values of international understanding are inculcated through various activities. Various international days like Human Rights Day, World Environment day, Save Earth Day, Aids Day, International Women Day, World day of Water, World Labour Day and Teachers Day are celebrated to make the students aware on all global issues.

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

Gardening is offered as an elective paper in a B.Ed. curriculum. Usually one third of the students opt for this paper during their B.Ed. programs. The college has an effectively functioning Nature Club. Campus cleaning and beautification, gardening, vegetable gardening, etc. are some of the SUPW activities offered by the institution. The Nature Club organizes various programmes to create awareness about Nature, the evils of pollution, and exploitation of Nature by man. The World Environment Day is observed in all its solemnity. The Ozone Day, Earth Day, Wetlands Day, World Habitat Day, Bird Watching Day, etc. are also observed in the college. The members of the Tourism Club visit places of natural beauty and environment. Environmental sanitation programmes are conducted with the active participation of student community in the cleaning activities. SWACCHA BHARAT Campaign was undertaken by the college the student community have been assigned to look after the cleanliness and hygiene of the local community/ surroundings. Seminars and exhibitions, Nature trails and various eco-friendly activities are also held in the college.

VALUE EDUCATION

The student practice values by providing food and clothing to the destitute of Cheshire Home and by visiting Old Age Homes, special schools, rehabilitation centres. The teachers are the role models for the students in this respect. A major unit in "The Philosophical and Sociological Bases of Education", a common course for the B.Ed. programme is devoted to teaching values. Value Education equips a students against the prevalent social evils and helps

them to become ideal citizens of our country. In addition to this spiritual rejuvenation programmes, value education classes are conducted by eminent personalities every year. Value Education sessions are conducted every week for inculcating values like fraternity, equality and secularism in the minds of the learners. We impart training to the students to be respectful in their behavior and to have faith in the fundamental rights and duties of an Indian citizen. We prepare students for life so as to face its challenges and hardships with courage and conviction.

The students practice values by providing food to the destitute and by visiting old-age homes, special schools, rehabilitation centres, etc. The teachers are the role models for the students in this respect. A major unit in 'The Philosophical and Sociological Bases of Education', a common course of the B.Ed. programme, is devoted to teaching Values. The major areas discussed in the unit are: the meaning of values and classification of traditional and constitutional values of the Indian democracy. Value education equips the students against the prevalent social evils and helps them to become ideal citizens of our country. In addition to this, spiritual rejuvenation programmes, value education classes etc. are conducted by eminent personalities every year. An hour per week is set apart for value/moral education. Value Education sessions are conducted every week for inculcating values like fraternity, equality and secularism in the minds of the learners. We impart training to the students to be respectful in their behaviour and to have faith in the fundamental rights and duties of an Indian citizen. Although skill development is crucial for the success of students in the job market, skills are of less value in the absence of appropriate value systems. We are keen on preparing the students for life so as to face its challenges and hardships with courage and conviction.

I.C.T.

'Educational Technology' is one of the main papers offered in B.Ed. curriculum. The college offers training for all students in basic computer application skills. In addition to this, the institution provides state-of-the-art infrastructure like ICT classrooms equipped with LCD, LED projectors, interactive white-board, computer laboratory and internet facilities. The college has a modern media lab and language lab to improve the communication skills of its students. The computer lab equipped with 25 computers offers LAN facility. The college library is fully automated. A section is set apart for CD collections in the library. Free Internet service is provided in the library, Computer lab, faculty room, administrative room, etc. LCD projectors are available in all the classrooms, computer lab and the auditorium. The members of the faculty actively participate in the curricular development processes of B.Ed. programmes, by referring to the different websites, blogs, etc. of various reputed institutions.

5. Does the institution make use of ICT for curricular planning? If yes give details.

'Educational Technology' is one of the main papers offered in B.Ed. curriculum. The college offers training for all students in basic computer application skills. In addition to this, the institution provides state-of-the-art infrastructure like ICT classrooms equipped with LCD, LED projectors, interactive white-board, computer laboratory and internet facilities. The college has a modern media lab and language lab to improve the communication skills of its students. The computer lab equipped with 25 computers offers LAN facility. The college library is fully automated. A section is set apart for CD collections in the library. Free Internet service is provided in the library, Computer lab, faculty room, administrative room, etc. LCD projectors are available in all the classrooms, computer lab and the auditorium. The members

of the faculty actively participate in the curricular development processes of B.Ed. programmes, by referring to the different websites, blogs, etc. of various reputed institutions. The college gets suggestions from various practice teaching schools for revising the curriculum. The teachers of schools where students are sent for practice teaching also give valuable feedback about the performance of the students as well as the theoretical aspects and soft skills to be included in the curriculum. The college has purchased Life Chat software to provide Guidance and Counselling to teacher trainees. The college campus is Wi-Fi enabled to usage an open access to internet.

1.2 Academic Flexibility

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

As the institution is an affiliated college under Ranchi University, Ranchi, there is limited scope for academic autonomy and flexibility. Nevertheless, the college tries to be flexible by providing the students freedom in their choice of elective courses, SUPW activities, and curriculum transaction. We offer value education, computer education, development of technological skills, personality development, communicative skills development, etc. A number of common, core and elective courses are offered for the B.Ed. The core courses offered for B.Ed. are Commerce, Mathematics, History, English, Hindi, Chemistry, Physics, Biology, Civics, Urdu, Home Science, Sanskrit, Geography and Economics. The Institution offers complementary electives like Guidance and Counselling, Elementary Education, Environmental Education, Health and Physical Education and Special Education. In addition to this, the college provides spoken English programmes for improving the communication skills of its students. Besides this, students take initiative in arranging literacy training among rural people and help them in qualifying Equivalency Education Programmes at school level (7th and 10th). The college has also helped to set up a Library for Rural Mothers in the nearby Kedal village. The teacher educators keep record of instructional planning, create and utilize self assessment proformas, ask peers to review their work, work with mentor, used technology to give varied learning experiences. In the classroom they used inferential and open ended questions to stimulate reflection among students. The teachers educators extend personal responses by considering the view of others, share personal thoughts and feelings, give assignment projects and seminars. They engage the students in peer teaching , group discussion and social service.

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

As the institution is an affiliated college under Ranchi University, Ranchi, there is limited scope for academic autonomy and flexibility. Nevertheless, the college tries to be flexible by providing the students freedom in their choice of elective courses, SUPW activities, and curriculum transaction. We offer value education, computer education, development of technological skills, personality development, communicative skills development, etc. The institution offers degrees and diploma courses like B.Ed. is self- financing courses, whereas B.Ed. is an aided programme. A number of common, core and elective courses are offered for the B.Ed. The core courses offered for B.Ed. are English Education, Commerce Education, Mathematics Education, Physical

Science Education, Natural science Education and Social Science Education. The institution offers complementary electives like Guidance and Counselling, Elementary Education, Environmental Education, Health and Physical Education and Special Education. In addition to this, the college provides spoken English programmes for improving the communication skills of its students. Besides this, students take initiative in arranging literacy training among rural people and help them in qualifying Equivalency Education Programmes at school level (7th and 10th). The college has also helped to set up a Library for Rural Mothers in the nearby Kedal village. To provide varied learning experience to the students, academic calendar is prepared before the beginning of the session every year. In the campus students are encouraged to celebrate festivals, birthday of great men, national and International days. Extension lectures and talks are arranged to provide diverse learning experience to the students. Visit to orphanage, old age home, blind schools provide varied learning experiences. Discussions, brain storming, projects, assignments and activities provide variety of classroom experiences. Internet facilities made available to the students so that they can have an access to content material related to curriculum. Various activities are made integral part of the course curriculum such as community service programmes, environment protection awareness, value education and measures for the upliftment of the society.

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

Value added courses have been introduced by the Institution. For developing communication skills the teacher trainees are specially trained to make presentations and participate in debates, group discussions and brain storming sessions for developing the written skills. They are made to participate in essay writing competitions and other English writing comprehensions. For developing the I.C.T. skills in the teacher trainees the students are given topic from their prescribed syllabus and they have to make PPT's presentations in the class. Moreover there is free internet service in the college premises for the students to get trainee for preparing Blog, designing and WEB pasting and other Internet related skills. With the help of Language Laboratory the students get opportunities for communication skills opportunities. For developing life skills the students are given the freedom to opt for craft and gardening as their optional. They are given special training in tailoring and cutting and making compost and manure from the college wastes. The students are encouraged to participate in community orientation work. They are made to take literacy classes, conduct hospital visits and awareness programmes, give free tuition for poor students and visit special schools and interact with inmates and provide support for their learning. As far as the social responsibility goes various programs are held in the college to create awareness on issues like AIDS, Eye donation, Blood donation, Life style diseases, Women empowerment, Human rights etc. The college admits poor tribal students every year and helps them to avail of scholarships and provides special care and assistance for the successful completion of the course. Teachers normally take remedial classes for this poor tribal students.

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

i. Interdisciplinary/Multidisciplinary

The institution offers complementary electives like Guidance and Counselling, Elementary Education, Environmental Education, Health and Physical Education and Special Education.

In addition to this, the college provides spoken English programmes for improving the communication skills of its students. Besides this, students take initiative in arranging literacy training among rural people.

ii. Multi-skill development

In the newly revised curriculum there is provision for the multi-skill development of teacher trainees through computer assisted instruction, use of multi-media, e-learning, web based learning, interactive learning, individualized instruction, computer fundamentals including application software, free software, etc. In addition to this, the college provides training for Microsoft power point – creation, animation and presentation, blog preparation, designing and web pasting and other internet related skills. With the help of the language laboratory, the students get opportunities for communication skills development. Remedial teaching is arranged for needy students in communicative English every year. In addition to the service of the English teacher we seek the help of former students who are well versed in English. Microteaching sessions offered in the college contribute to the development of the multi-skills in teaching of the student teachers. They are given training in the different skills involved in teaching like questioning, stimulus variation, use of black board, skill of explanation, introducing a topic, reinforcement etc. Each student has to take three micro teaching lessons in a simulated set up. Micro-teaching classes are recorded and replayed and feedback is provided. We have purchased for this purpose, one video camera, which is effectively utilized by the students under the guidance of the teacher educators.

iii. Inclusive education

The college admits physically challenged students every year and helps them to avail of scholarships and provides special care and assistance for the successful completion of the course. Teachers prepare notes especially for the poor tribal students and they are used effectively by the students. The college offers an elective paper in Special Education to make the students aware of the need for the excluded.

iv. Practice teaching

The practice teaching programme is planned in accordance with the college and university calendar, and the calendar and time table of the practicing schools. After getting the permission from the Heads of the practicing schools, the student teachers are given orientation and sent to the respective schools for collecting the teaching units and time table. As part of the pre-practice teaching training programme, simulation classes are taken and observed by all students and each student has to record 5 discussion lessons, 5 demonstration lessons by experts, 10 criticism lessons, 3 microteaching lessons and 2 lessons using innovative methods. Experienced and effective teachers are invited and they take classes in different subjects in real classroom situations. After that the teacher trainees interact with these teachers. Each student teacher takes one criticism lesson in his/her optional subject. Training for conducting classes in physical education, value education, child study, preparation of year plan, unit plan and blue print, achievement test and scoring key are given effectively. In addition to this, the seminar presentations by the students in each course give a clear perspective on different aspects of the teaching learning process. Discussions held after each seminar presentation and the feedback and evaluation given by the faculty also enrich the training of the teacher trainees. The training in teaching consists of following phases.

- Micro-teaching
- Link Practice
- Discussion lessons
- Demonstrations classes by experts
- Criticism classes
- Practice teaching at schools

v. School experience / internship

Practice teaching is conducted at 11 High Schools and Higher Secondary Schools. The heads of the schools and teachers provide immense help for the successful completion of the practice teaching session. About 10 teacher trainees are allotted to each practice teaching school on the basis of the availability of facilities, number of students in the school, and divisions or batches of classes, convenience of the trainees and transport facilities. The following are the schools allotted for practice teaching: -

Sr. No.	Name of the School
1	Ram Tahal Chaudhary High school
2	St. Mother Teresa High School
3	Chotanagpur Public School
4	Chotanagpur Inter College
5	D.A.V. Nandraj Public School
6	Loyola Convent School
7	Manan Vidya
8	R.T.C Public School
9	Prem Chand High School
10	Prem Chand Mahto Inter College
11	Vikas Residential School

The student teachers have to prepare detailed lesson plans and submit them to the teacher educator for corrections. Teacher educators give the necessary corrections. Teaching aids which are to be used in the schools are also scrutinized by the teacher educators. The concerned subject teachers in the schools also check the lesson plans and the teaching aids prepared by the teacher trainees before they go to the class. In the practice teaching schools, each student teacher, besides taking a minimum of 40 lessons in the concerned subject, has to take three classes in Physical Education, one in Health Education, and three in Value Education/ Moral Education.

vi. Work experience /SUPW

The Clean Project and extension programmes are successfully carried out under the able guidance of the faculty. The college conducts Adult education programme in one of the Continuing Education Centres at the nearby village. Our students under the guidance of their teachers collect and distribute food for the inmates of Cheshire Home, a centre for mentally challenged persons. The activities under socially useful productive work are effectively carried out under the able leadership of the faculty. SUPW in the college incorporates the following different programmes: Student teachers conduct social surveys to study various

social issues. Student teachers under the guidance of their teacher educators conduct literacy classes for the illiterate and the semi-literate. Various programmes are held at the college to create awareness on issues like AIDS, Eye donation, Blood Donation, Life Style Diseases, Women Empowerment, Human Rights, etc. among the students. Student teachers visit the local hospitals and have talks with the patients and authorities. Student teachers prepare documents on various topics of current significance. The student teachers prepare charts, models, etc. that can facilitate the teaching-learning process. These aids are distributed among the local schools and teachers. The student teachers offer free tuition to the pupils (in neighbouring schools and orphanages) who are weak in studies and not able to afford tuitions. The student teachers help in the beautification of the college campus and are also trained in gardening, nurturing herbs, and making vermi compost. The student teachers are given training in stitching and knitting. The student teachers are trained in preparing articles that can be used in decorations. Electronic Educational Content Preparation- The student teachers are guided in the preparation of technology assisted teaching-learning materials. The student teachers visit special schools and interact with inmates and provide support for their learning.

vii. Any other (specify and give details)

(Also list out the programmes/courses where the above aspects have been incorporated).

N/A

1.3 Feedback on Curriculum

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

The Institution takes feedback from the students on the courses, the teachers and the curriculum at the regular intervals. From this year the college has arranged sharing of experiences from alumni with the current batch of teacher trainees. Apart from this the alumni give valuable feedback to the institution as well as the teacher trainees. During the PTA meetings, parents give suggestions and feedback in the academic activities. Practice teaching sessions is a good opportunity for getting feedback from the prospective employers. The institution provides a student teacher diary for getting evaluation from the teachers and heads of schools concerned, where students are sent for practice teaching. Recently the institution has developed a questionnaire which is to be given to students for collecting feedback on the curriculum and syllabus at the end of the course.

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

Yes, the feedback collected from students, teachers, alumni, employers and teachers of other schools is discussed and analyzed in the college and reported to the University and Management.

3. What are the contributions of the institution to curriculum development? (Member of BOS/ sending timely suggestions, feedback, etc.)

The members of the faculty have rendered services in various sub-committee of curriculum revision. All members of the faculties are the members of the theory and practical examination board of Ranchi University, Ranchi. At the institution level, all efforts are directed towards the continuing cultivation of rich curriculum update.

1.4 Curriculum Update

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

During last five years, Educational Technology has been introduced in the B.Ed. course as a compulsory paper. The introduction of E.T. has definitely helped the students to gain access of computer teaching and learning which is very vital today. E.T. has help students in matters of PPT's presentations, Blog preparation, Designing and WEB pasting and other related skills.

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

The institution takes feedback from students on the courses, the teachers and the curriculum at regular intervals. Every year, the college arranges sharing of experiences of the alumni, where at least three of the alumni members share their experiences with the students. Apart from this, the alumni give valuable feedback in the annual alumni meeting organized by the institute. During the Parent Teacher Association (PTA) meetings, the parents give suggestions and feedback regarding the academic activities. The institution provides a student-teacher diary for getting evaluation from the teachers and Heads of Schools concerned, where students are sent for practice teaching. The institution has developed a questionnaire which is given to students for collecting feedback on the curriculum and syllabus at the end of the course. The feedback collected from students, teachers, alumni, employers and teachers working in various schools, etc. is discussed and analyzed in the college and the findings are conveyed to the University. Our faculty members participate in the events that are organized by the different institutions and university to revise the existing curriculum.

1.5 Best Practices in curricular Aspects

1. What is the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?

B.Ed. curriculum was updated twice during the last five years (2007-2012). In addition to this, minor changes have been incorporated from time to time. In this revision the scheme of the B.Ed. programme has included common courses, core courses, complementary electives, teaching competence, co-curricular activities, extension activities, study tours, etc. The college under the

recent NCTE guidelines has decided to introduce two year B.Ed. programme from 2015-16 academic year onwards. The Faculty receive feedback from various stakeholders like students, academic experts, employers, parents and Alumni regarding curriculum revision and the various suggestions are incorporated in the curriculum after checking their relevance and practicability. Introduction of ICT integration in pedagogy is one of the quality enhancement measures, fully Wi-Fi campus, usage of smart-boards and multimedia projectors and online counseling are the measures for quality enhancement.

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

The college conducted a number of seminars and workshops for the development of curriculum and curriculum transaction in collaboration with the university and All Jharkhand Training College Teachers Association, CTE, and Ranchi University, Ranchi. Eminent educationist have been resource persons for various occasions. In the modern changing world, no institution can’t sustain unless it relentlessly march towards excellence. Realizing this fact Manrakhan Mahto B.Ed. College of Teacher Education organizes seminars and workshops on various themes such as curriculum transaction, lesson plan writing, evaluation, practice teaching, practical examinations, etc. Further, to cope with the needs of the revised syllabus the college coordinated the workshops for providing information. The teachers required more clarification regarding the new pattern and its implementation. The seminars and workshops conducted in our college helped the teachers of various disciplines to clarify their doubts on grading pattern. It was organized in collaboration with All Jharkhand training College Teachers Association and Ranchi University, Ranchi. The workshops helped to promote academic deliberation for the effective use of new curriculum. Catering to demands of present day the college is bound to provide value based education to prospective teachers. It encourages students to participate like a Seminars, Group discussion and quiz based on topics of syllabus. Celebration of important days are done to create practical awareness among students.

Additional Information to be provided by Institutions opting for Reaccreditation/ Re-assessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to Curricular aspects and how have they been acted upon?

N/A

2. What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

N/A

Criterion II: Teaching-Learning and Evaluation

2.1 Admission Process and Student Profile

- 1. Give details of the admission processes and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?**

Admission to the B.Ed. course is announced every year by the Government of Jharkhand. Applications are invited through advertisements in leading newspapers and the rank list is prepared, giving weightage to marks in the qualifying examination, additional qualifications, caste, community, income, locality, etc. The weightage admissible to each applicant is published in the website of the government agency. The minimum marks for B.Ed. admission is 50% in open category. The rank list is published and if there are any grievances, they are dealt with. Admission is carried out as per government regulations. In our institution 85% of the seats are filled from the list prepared by the government on the basis of merit and reservation policy. 15% of the seats are filled from the list prepared by the management on the basis of merit. Students selected for the course have to submit the following certificates at the time of admission: Transfer Certificate from the college last attended, S.S.L.C Book, Mark lists of the qualifying degree (complete set), Degree diplomas (Qualifying certificates), Relieving order (in the case of teachers), a recent conduct certificate, etc. They have to pay the fees along with the special fees and Caution Deposit. Stipends and subsistence allowance are paid as per government rules to such students as are declared eligible. Admission to the course is subject to the rules and regulations of the Government/ University/NCTE. A proforma is given to the students at the time of admission. The guardian and the students have to sign an anti-ragging statement at the time of admission. The college strictly follows the rules and regulations prescribed by Government in this regard. Seats are reserved for SC,ST and OBC candidates as per the rules of the Central and State Government. There is relaxation of 5% marks in favour of SC/ST/OBC candidates.

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

The information regarding B.Ed. programme provided the prospective students through the advertisement in the newspapers and the website of the college. From this year i.e. 2015-2017, there is going to be state level centralized admission process. Detail information total number of seats under various categories and subject combination are displayed on the institution website. The institution provides full information to candidates about admission and completion requirements for B.Ed. programme, fee structure, financial aid and student support services to information brochure of the college. This information brochure also includes scheme of examination, norms of practical work, internal examination, attendance, college timing, leave rooms, co-curricular activities, tutorials, college rules and regulations. All these details are provided in the college website.

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

Admission process is systematically administered based on the predetermined criteria laid down by the NCTE, government of Jharkhand and Ranchi University, Ranchi. Reservation policy and equity are followed by the college. While admitting students under the free choice quota, the management admits students who are highly meritorious and who come from the downtrodden sections of the society and the college collects only merit fee from them. We have students from all over Jharkhand for B.Ed. Reservation policy is strictly followed by the institution and we are interested in admitting students from different categories. Transparency is maintained in the entire admission process. When the admission process is over, the list of the students is sent to the concerned authorities. At the college level the admission committee which comprises of senior member of the committee, monitor the admission process.

4. Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (e.g. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged).

Students belonging to SC/ST/OBC categories are admitted in the college and they are entitled to get stipend from the government. Book bank facility and remedial classes for the needy and backward students are provided in the college. As part of the student support programme, grievance redressal cell is functioning in the college to redress the grievance of the students. Students are supported by mentoring system, resulting in many first division and high percentage. Placement cell, guidance and counseling cell are extending all help to the students and providing services such as employment opportunities and providing reading material for competitive exams.

5. Is there a provision for assessing student's knowledge/ needs and skills before the commencement of teaching programmes? If yes give details on the same.

Yes, the college has provision of assessing students before the commencement of teaching programmes for B.Ed. This diagnostic assessment is done in the orientation sector which are specially organized to guide the students as well as to assess their knowledge and requirements. Soon after the admission college organizes orientation programmes and counseling session to all students. They are oriented about the course structure, curriculum transaction, teaching practice, optional subjects, examination pattern and assessment method etc. Teachers also give an overview of opportunities and challenges in the field of studies and help the students to understand their own strength and weaknesses so that they make right decisions about optional subjects.

2.2 Catering to Diverse Needs

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

The present curriculum design is suitable for meeting the overall development of the students. In addition to this the institution aims at developing global competencies in future teachers through varied activities. The following are the provisions in the institution with respect to scholastic and co-scholastic activities:

- a) Personality development programmes, Communicative English classes, SUPW & Extension activities such as hospital & orphanage visits, special school visits, conducting surveys as part of various projects (e.g. data collected as part of projects prepared for environment education) for enhancing social commitment among teacher trainees
- b) Technical skills development (computer skills development programmes like blogging, internet browsing, power point presentations, web designing, etc.)
- c) Teaching skills (microteaching practice and macro teaching classes)
- d) Training in application of different Models of Teaching
- e) Moral Development
 - a. Moral/Value education classes are included in teaching practice in all schools
 - b. Value education classes based on Value Analysis model of teaching
 - c. *Miss a Meal* programme : Providing food for the destitutes at Cheshire Home, Ranchi.
 - d. *Spiritual Rejuvenation Programme*: Every year all the teacher trainees are undergoing a two day spiritual rejuvenation programme
- f) Aesthetic Development
 - a. El-Lit Quiz
 - b. Club Activities
 - c. Campus Cleaning and beautification programmes
- g) Mental and Emotional Development
 - a. Career guidance and Counselling programmes
 - b. Women's Counselling and Personal Counselling programmes

The following sessions are conducted for enhancing the employability skills of the teacher trainees:

- a) Microteaching sessions on various teaching skills
- b) Demonstration classes by the alumni and internal faculty
- c) Discussion sessions and Criticism classes
- d) Internship of 40 days duration
- e) Placement services

The Curriculum frame work is based on the vocational needs of the learner. Students are provided opportunities to do group projects, social surveys, documentation and literacy surveys. Further, programmes like seminars and oral presentations are organized for the enrichment of interpersonal relationship and teamwork among the student teachers. We provide hands-on training in preparing teaching aids and use of technological devices like Smart Boards (interactive white boards), Visualiser, LCD and LED projectors and OHP in all optional subjects. Action research

practicum's are given in order to develop the investigative mind and research skills of our students.

The students practice values by providing food to the destitute and by visiting old-age homes, special schools, rehabilitation centres, etc. The teachers are the role models for the students in this respect. A major unit in 'The Philosophical and Sociological Bases of Education', a common course of the B.Ed. programme, is devoted to teaching Values. The major areas discussed in the unit are: the meaning of values and classification of traditional and constitutional values of the Indian democracy. Value education equips the students against the prevalent social evils and helps them to become ideal citizens of our country. In addition to this, spiritual rejuvenation programmes, Value education classes etc are conducted by eminent personalities every year. An hour per week is set apart for value/moral education. The weekly classes on values Education are sometimes are managed by some priests and father of the local area. The teacher trainees have to take three value education classes during their internship at schools.

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

The teaching learning process caters to the individual differences among the students. The institution provides academic assistance through tutorial programme and remedial teaching. Educationally disadvantaged students get personal attention. Remedial teaching for disadvantaged groups is a regular practice here. Gifted students are identified right at the onset of the course and are assigned additional work responsibilities etc suitable to their talent and needs. A best student award is instituted by the college for the best outgoing students for each year. Slow learners get more attention like repeated teaching, personal correction, additional coaching, remedial programs etc. Different strategies are adopted for slow learners, advanced learners, learners with learning difficulties and physically challenged learners. Advanced learners are supplied with enriched materials, question bank and given scope for peer teaching. Learners with learning difficulties are suggested to integrate new information, prepare their own essays and make generalization on the basis of information collected. For the physically challenged learners library facility and auditorium on the ground floor.

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

An orientation programme is organized for all the students every year at the commencement of each programme. The curriculum, syllabus, rules and regulations, infrastructure, library, ICT facilities, evaluation schemes, clubs, associations, co-curricular activities, etc. are explained to the students as part of the orientation programme. An interaction programme with the former students under the auspices of the Alumni Association is arranged to acquaint the students with the institution, course and the profession. A printed copy of the syllabus is given to each student in the first week of the course itself. The structure of the semesters, grade, weightage, weighted courses offered, criteria for internal and external evaluation, details of practical work, etc. are given in detail in the printed syllabus. The annual calendar prepared with all details regarding the vision, mission, goals, objectives, the course, profile of the institution, faculty, rules and regulations, working days, co-curricular activities, SUPW, tests and evaluation, educational tour, facilities, clubs and associations, extension programmes, etc. is distributed among the students. In the B.Ed. programme, fourteen electives are offered and the students are free to opt one among them

according to their interest. Students are free to select one among the twelve SUPW activities offered by the institution. The Socially Useful Productive Work (SUPW), a curricular programme, offers various activities to develop social awareness, responsibility, dignity of labour, social as well as life skills among the students. Some of the activities are:

- i. **Hospital visits** – the student teachers visit the local hospitals, give them awareness about food habits, life style diseases, etc. and talk to the patients and offer words of consolation.
- ii. **Free tuition for poor students** – the student teachers guide the students of the model school in their studies
- iii. **Survey**- student teachers conduct social surveys to study various social issues.
- iv. **Literacy classes**- student teachers under the guidance of their teacher educators conduct literacy classes for the illiterate and semi-literate.
- v. **Awareness Programme**- programmes are conducted to create awareness on issues like AIDS, Eye donation, Blood donation, Life style diseases, Women Empowerment, Human Rights, etc. among the students.
- vi. **Documentation** – student teachers prepare documents on topics of current significance.
- vii. **Preparation of Teaching Aids.** – student teachers prepare charts, models, etc. that can facilitate the teaching learning process. These aids are distributed to the local schools and teachers.
- viii. **Campus cleaning and Beautification**- The student teachers help in the beautification of the college campus and are also trained in gardening and nurturing herbs, vermi composting, pipe composting, etc.
- ix. **Stitching and Knitting** – The teacher trainees are given training in stitching and knitting.
- x. **Interior Decoration** – The teacher trainees are trained in preparing articles for decorations.
- xi. **Electronic Educational Content Preparation**- The trainees are guided in the preparation of technology assisted teaching-learning material.
- xii. **Energy conservation and conscientisation** – Trainees select any of the nearby area particularly rural area and conduct awareness programmes on energy conservation and practical training for saving energy.

4 How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?

In the newly revised curriculum there is provision for the multi-skill development of teacher educators through computer assisted instruction, use of multi-media, e-learning, web based learning, interactive learning, individualized instruction, computer fundamentals including application software, free software, etc. In addition to this, the college provides training for Microsoft power point – creation, animation and presentation, blog preparation, designing and web pasting and other internet related skills. With the help of the language laboratory, the students get opportunities for communication skills development. Remedial teaching is arranged for needy students in communicative English every year. In addition to the service of the English teacher we seek the help of former students who are well versed in English. Microteaching sessions offered in the college contribute to the development of the multi-skills in teaching of the student teachers. Teacher educators are also given training in different skills involved in teaching like questioning, stimulus variation, use of black board, skill of explanation, introducing a topic, reinforcement etc. Micro-teaching classes are recorded and replayed and feedback is provided. We have purchased

for this purpose one video camera, which is effectively utilized by the students under the guidance of the teacher educators. All the teacher educators are well qualified and have thirst for knowledge. They are motivated to attend and participate to seminars, Conferences and workshops. They keep themselves updated through books, journals, internet surfing and field experience. Teachers maintain instructional plans in their files to all subjects allotted to them. These are prepared considering the diversified needs of students. The newly formed IQAC designs a proforma for self appraisal by teachers as well as for student's assessment of teachers to enhance the quality of teaching and learning. The head of the institution takes feedback of the teachers from students and their guardians.

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

In the newly revised curriculum there is provision for the multi-skill development of teacher trainees through computer assisted instruction, use of multi-media, e-learning, web based learning, interactive learning, individualized instruction, computer fundamentals including application software, free software, etc. In addition to this, the college provides training for Microsoft power point – creation, animation and presentation, blog preparation, designing and web pasting and other internet related skills. With the help of the language laboratory, the students get opportunities for communication skills development. Remedial teaching is arranged for needy students in communicative English every year. In addition to the service of the English teacher we seek the help of former students who are well versed in English. Microteaching sessions offered in the college contribute to the development of the multi-skills in teaching of the student teachers. They are given training in the different skills involved in teaching like questioning, stimulus variation, use of black board, skill of explanation, introducing a topic, reinforcement etc. Each student has to take three micro teaching lessons in a simulated set up. Micro-teaching classes are recorded and replayed and feedback is provided. We have purchased for this purpose one video camera, which is effectively utilized by the students under the guidance of the teacher educators. Our college organizes seminars, debates, discussions, quiz and various competitions on the topics like women education, value education, inclusive education and social evils etc. This makes the students aware about these issues and sensitizes them towards these burning challenges.

Practice teaching/Internship

The student teachers are trained in teaching skills in a carefully graded pattern beginning with Micro teaching sessions, Discussion lessons, and Demonstration classes by experts and Criticism classes before they go for their practice teaching/internship. The college offers forty days of internship during which the teacher trainees go to schools for the actual teaching experience. The students actively engage in the internship programme with well-equipped teaching manuals, instructional materials, teaching aids, etc. The teacher educators, the principal of the college, subject teachers and heads of the respective practice teaching schools, inspect these teaching sessions and give feedback and suggestions to the trainees for better performance. A specially designed Student Teacher's Diary is provided to each student. The diary has provisions for noting down the profile of the school, environmental background of the school, details of the classes taken, students' self-reflection on their classes, remarks by the school teacher and teacher educators, comments by the physical education teacher as well as by the head of the school and the principal. During this internship they have to visit at least two schools and observe the classes

of the B.Ed. trainees and note down the observations in the student's diary given to the trainees. It is conducted in three spells. For the first year students there is a try out training for 4 days. This institution conducts various extracurricular activities to find out the hidden stars among students and nourish their various talents. The course ensures all-round development of the teacher trainees by providing various curricular and co-curricular activities. A community living camp is designed for the students to develop cooperation and acquire a sense of social life. This fifteen days' camp gives training in yoga, aerobics, puppet making, creative writing etc.

SUPW –

Socially Useful Productive Work and extension programmes are successfully carried out under the able guidance of the faculty. The college conducts Adult education programme in one of the Continuing Education Centres at the nearby Kedal village. Our students under the guidance of their teachers collect and distribute food for the inmates of Cheshire Home, a centre for mentally challenged persons. The activities under socially useful productive work are effectively carried out under the able leadership of the faculty.

1. Survey- Student teachers conduct social surveys to study various social issues.
2. Literacy classes- Student teachers under the guidance of their teacher educators conduct literacy classes for the illiterate and the semi-literate.
3. Awareness Programmes – Various programmes are held at the college to create awareness on issues like AIDS, Eye donation, Blood Donation, Life Style Diseases, Women Empowerment, Human Rights, etc. among the students.
4. Hospital visit- Student teachers visit the local hospitals and have talks with the patients and authorities.
5. Documentation – Student teachers prepare documents on various topics of current significance.
6. Preparation of Teaching Aids. – The student teachers prepare charts, models, etc. that can facilitate the teaching-learning process. These aids are distributed among the local schools and teachers.
7. Free tuition for poor students – The student teachers offer free tuition to the pupils (in neighbouring schools and orphanages) who are weak in studies and not able to afford tuitions.
8. Campus Beautification- The student teachers help in the beautification of the college campus and are also trained in gardening, nurturing herbs, and making vermi compost.
9. Stitching and Knitting – The student teachers are given training in stitching and knitting.
10. Interior Decoration – The student teachers are trained in preparing articles that can be used in decorations.
11. Electronic Educational Content Preparation- The student teachers are guided in the preparation of technology assisted teaching-learning materials.
12. Special Schools visit – The student teachers visit special schools and interact with inmates and provide support for their learning.

2.3 Teaching-Learning Process

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

The institution makes effective use of ICT for curricular planning. Information regarding the latest trends in the curriculum of teacher education is gathered through the internet and the necessary updates are made. We use educational technology for all the scholastic and co-scholastic programmes. Teachers use multi-media learning packages, instructional materials and power point presentation for taking classes. LED and LCD projectors, OHP, Visualizer and Interactive Whiteboard are used by our teachers in the teaching learning process. Some special programmes are listed below.

Active Learning Practices

1. Prepared Mathematics calendar of the year 2013
2. Conducted work shop on chart preparation and displayed collection of sample charts
3. Prepared album of resource materials to teach mathematics
4. Prepared power point of biographies and contributions of great mathematicians
5. Conducted work shop on preparing power point presentation
6. Thought for the day programme to give training to face the audience and accure good communication
7. Preparation of resource materials (video clippings- down loaded)
8. Inter class quiz on mathematics (experience to conduct a quiz).
9. Manuscript Magazine.
10. Collection of web site address and details for references.
11. Collection of resource materials from magazines and news papers.
12. Conducted multiple intelligence test to all students to give an awareness of their intelligence.
13. Geometry in real life- collection of ample examples from real life (CD Form).
14. Collection of Mathematics puzzles and games
15. Collection of power point materials to support secondary school teaching

Activities for Students’ Multi-dimensional Assessment

1. Self-concept is assessed using Self Concept Inventory.
2. Creativity is assessed using Baquer Medhi Verbal Creativity Test
3. Body mass index
4. Fat Analysis using Fat analyzer
5. Scientific attitude test
6. Online Multiple Intelligence Test

Awareness on important days; issues related to health, food habits, life style diseases; vegetable gardening; importance of exercise; conservation of water, electricity and energy; common misconception related to health, hygiene, types of healthy food, diseases etc are discussed in the class.

- Conscientisation on pipe composting and vermin composting
- Programme on SWACHH BHARAT and love for trees.
- Seedlings are distributed to students to foster the habit of planting trees.

Instructional materials are developed and PPT’s presentations are made by the students.

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

Student centered learning is the pivotal point of the teaching learning activities of the institution. To make learning more active and student centered, students are divided into small groups and the constructivist mode of teaching is practiced. Various techniques are adopted for ensuring participatory and student centered learning. We use small group techniques such as - brain storming, buzz session, and learner centered methods such as, discussion, project method, dialogue method, problem solving method, individual assignments, experiential learning strategies, co-operative and collaborative learning strategies.

Problem solving method is practiced for socially relevant projects by students. Consequence analysis (for example - peace value model) model of teaching and scientific problem solving techniques are employed for teaching topics related to pollution, sustainable development, healthy food habits, energy conservation, environmental protection, life style diseases, etc. We make use of a variety of teaching methods, strategies and techniques like models of teaching, micro-teaching, modular approach, programmed instruction, etc. We provide computer classes both theory and practicals to all our students. Models of Teaching such as: Concept Attainment Model, Inquiry Training Model, Advance Organizer Model, Jurisprudential Inquiry Model, Synectics Model, etc. are applied in teaching different subjects. Cooperative learning technique is also employed in the classes.

We use the micro-teaching technique for developing the various teaching skills of our teacher trainees. The college provides training in the preparation of ICT based learning materials, including blogging and web based learning. Students are provided training for preparing instructional materials for programmed learning.

Analysis category systems- Teacher trainees conduct Action research on various topics of current relevance during the practice teaching/ internship period. Each teacher trainee has to conduct a case study of an exceptional child in his or her class during the internship period. Our teacher training programme includes criticism sessions based on the lessons taken by each student by the peers under the supervision of teacher educators. Training for preparation of teaching aids is provided by conducting workshops on preparation of teaching aids. Experts in the field are invited to conduct demonstration classes during pre-practice teaching training. Library periods are allotted in the time-table for students to avail of the library resources and develop their library skills. Formative and summative evaluation of students' performance is done. Students evaluate teachers using the prescribed proforma. All our classrooms are equipped with a computer, an LCD projector and an OHP. We have installed instructional software in these computers and the students are free to use it to make the learning process more individualistic, self-paced, self-monitored and effective. As there is free internet access in the college the trainees can download information and make use of it for preparing learning materials for teaching at schools. The weekly timetable includes periods for practical sessions at the computer lab, technology lab and language lab.

Student centred learning practices	
Individual interaction and guidelines	Brain storming
Encouraging to raise questions in the class	Buzz session
Lecture cum discussion method	Assignment

Project	Small group discussion
Group work	PPT'S presentation by students
E-learning	WEB based learning
Test Paper	Multi Media learning
Action research	Self note preparation
Supervised Study	Practice to use new technology
Individualized Laboratory method	Debate
Role Play	Cooperative learning
Collaborative learning	Interdisciplinary method
Field Trip	Demonstration method

3. What are the instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning? Detail any innovative approach/method developed and/used.

Innovative methods such as models of teaching, co-operative learning, brain storming, buzz sessions, brain trust, dialogue method, blog based learning strategies, etc. are practiced in the institution. Teacher trainees are trained in the use of models of teaching like; concept attainment model, advance organizer model, jurisprudential inquiry model, synectics model, inquiry training model, value analysis model, peace value model, etc. The student teachers prepare their lesson plans in the Constructivist approach, Issue based learning strategy, etc. Even in practice teaching sessions group activities, projects, discussion are given importance. Computer training classes are conducted for the B.Ed. students to get acquainted with power point presentations, statistical analysis and report typing. Apart from classroom teaching there is field visit for students which provides firsthand experience to students. Some methods of interactive learning experiences are:

- Stimulated teaching
- Model based teaching
- Teaching model concept, concept attainment model
- Teaching with constructive approach
- Experimental teaching
- Learning through ICT and interactive teaching
- Peer learning
- Workshops and seminars
- Group discussion and brainstorming sessions
- Use of language laboratory
- Project based learning
- Demonstration and observation
- Drill and practice
- Action research
- Publishing wall magazines
- Preparing teaching aids
- Organizing exhibitions and cultural events

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

Apart from class room teaching there is the field visit for students (subject-wise) which provides firsthand experience to students. Exhibitions, poster competitions, observance and celebration of important days, documentation, peer teaching, projects, study tours, talks by eminent persons, seminars, debates, etc. are other means of transacting the curriculum. Internet facility is utilized by the entire faculty in their day-to-day teaching. The college library has separate collections of books, journals and CDs on different disciplines. The library works on all working days round the year except public holidays and Sundays. In the optional subject classes, all students have to prepare and conduct seminars on different topics in the syllabus and present it in the class using PowerPoint, OHP, interactive white boards, etc. Workshops are arranged for teacher trainees for preparation of questions, teaching aids, etc. Preparation of innovative products under SUPW through workshops is arranged every year by the institution. We avail of the support and guidance of eminent resource persons in this field. The multi-media packages prepared are: Amoeba in Motion, Hydra catches Water Flea, Food Chain, Respiration in Amoeba, Respiration in Man, Cellular Respiration, Heart Anatomy, Fish Breathing, Circulatory system in Man, Heart Beats, Human Heart, Digestion Process, Plant Thigmotropism, Paramecium- Cyclosis, Peristalsis, Mimosa, Pudica-Movements, Gas Exchange, Germination, etc. The institution provides for training in two additional models of teaching namely the value analysis model and the peace value model. Teacher trainees take classes based on the value analysis model during the moral science periods at the time of internship. The student teachers are assigned group projects for investigation on different topics in their concerned area of study. This sort of work cultivates the attitude of tolerance, co-operation and brotherhood among the student teachers. The student teachers participate actively in the Micro Teaching sessions. The student teachers are divided into mixed ability groups and are given orientation for peer teaching. Seminars and symposia are conducted by student teachers in their respective subjects and in other core subjects and various activities such as:-

- Group project
- Individual project
- Field trip
- Preparation of instructional materials
- Individual use of computer and media lab
- Free internet access
- Individualized practicum

5. Does the student teachers use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill.

Microteaching sessions contribute to the multi skill development in teaching of the student teachers. The students are given training in the different skills involved in teaching like

- Skill of questioning
- Skill of stimulus variation
- Skill of using blackboard
- Skill of explanation

- Skill of introducing a topic
- Skill of reinforcement
- Skill of illustrating with examples
- Skill of probing questions

Each student teacher has to take three micro-teaching lessons in at least three major skills in a simulated set up. The classes are recorded with the help of video cameras and the lesson plans are entered in the teaching records. The micro-teaching skills are evaluated by the teacher educator and the peer group with the help of the evaluation proforma prepared by the faculty of the college. These evaluation proformas are prepared during the academic discussions of the faculty in various seminars on micro-teaching. Every year the faculty sits together and discusses the effective conduct of the micro-teaching practices in the institution. The classes are recorded and replayed and evaluated. The feedback is given accordingly. Based on this, suggestions are given for the effective use of the teaching skill in the link practice lessons and macro teaching sessions. This practice helps the trainees to implement the teaching skills in their respective classes.

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

Practice teaching in schools is a systematically planned and well arranged programme. The practice teaching plan is developed in cooperation with the school authorities and mentor teachers. The feedback given by the guide teachers, heads of the school and teacher educators of the previous years is analyzed and changes are incorporated in planning. The Principal personally visits the practice teaching schools and makes arrangement for the programme. The practice teaching programme is planned in accordance with the college and university calendar, and the calendar and time table of the practicing schools. After getting the permission from the Heads of the practicing schools, the student teachers are given orientation and sent to the respective schools for collecting the teaching units and time table. As part of the pre-practice teaching training programme, simulation classes are taken and observed by all students and each student has to record 5 discussion lessons, 5 demonstration lessons by experts, 10 criticism lessons, 3 microteaching lessons and 2 lessons using innovative methods. Experienced and effective teachers are invited and they take classes in different subjects in real classroom situations. After that the teacher trainees interact with these teachers. Each student teacher takes one criticism lesson in his/her optional subject. Training for conducting classes in physical education, value education, child study, preparation of year plan, unit plan and blue print, achievement test and scoring key are given effectively. In addition to this, the seminar presentations by the students in each course give a clear perspective on different aspects of the teaching learning process. Discussions held after each seminar presentation and the feedback and evaluation given by the faculty also enrich the training of the teacher trainees. The training in teaching consists of following phases.

- Micro-teaching
- Link Practice
- Discussion lessons
- Demonstrations classes by experts
- Criticism classes
- Practice teaching at schools

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

During the practice teaching session, the teacher educator provides feedback to the trainee immediately after the observation of each class. The principal also gives necessary feedback to each student after observing their classes. In addition to this, the supervising teachers at school provide the necessary guidance and feedback to the teacher trainees. The teacher trainees have to submit a report regarding the details of infrastructure of the school (No. of classes, students, staff, type of school, medium etc.) and performance of the students assigned to them. A student-teacher's diary at the time of internship is given to all the B.Ed. trainees. This is a special feature of our institution. The objectives of internship, profile, evaluation proforma, brief report of the school, self-reflection and evaluation, comments by the school teacher, comments by the teacher educator, comments from the head of the school and college, time table, etc. are included in the particulars of the diary. The students submit this diary to the principal immediately after the completion of the practice teaching. As part of the internship programme the teacher trainees participate in all the activities of the schools like morning assembly, co-curricular activities of the school, sports and games, and involve themselves in the organization of different activities, class charge for supervised study, value education classes, moral education classes, conducting diagnostic tests, remedial teaching, child study, action research, etc. and provide personal guidance and counseling. They are intended to learn the pattern of organization of the practice teaching school (Time table, coordination etc.). Each student does a project on major philosophies and its practice in schools and they submit the report. The teacher trainees involve themselves in the organization of arts and sports programmes, organization of the school library, various clubs, PTA meetings, preparation of manuscripts and newsletter, etc. apart from their subject teaching lessons. The student teachers who are trained in the use of various modern technological equipment avail of whatever technological equipment are available at the practice teaching schools.

On the last day of practice teaching, the teacher educators arrange formal meeting of the student teachers with the principals of their respective practicing schools to exchange views to improve the training programme.

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

Yes, the practice teaching sessions are developed in partnership with the practice teaching schools, its principals and the mentor teachers. The feedback given by the guide teachers, Head of the schools and Teacher Educators of the previous years is analyzed and changes are incorporated in planning. The Principal personally visit the Practice Teaching Schools and made arrangements of the programme. The Practice Teaching programme is planned in accordance with the college and University calendar, and the calender and time-table of the Practicing schools. After getting the permissions from the schools, the student teachers are given orientation and sent to the respective schools for collecting the teaching units. As part of pre-practice teaching programme simulation classes are taken and observed by all students. Practice Teaching is conducted at 11 schools High Schools and Higher Secondary Schools and Head and The heads of the Schools and teachers provide immense help for the successful completion of the Practice Teaching sessions. The student teachers have to prepare details Lesson Plans and submit them to the teacher educators for corrections. Teaching aids are also scrutinized by the teacher educators. The concerned subject teachers in the schools also check the lesson plan and teaching aids prepared by the teacher trainees before they go to the class.

During the Practice Teaching, the teacher educators provides feedback to the Trainees immediately after the observation of each class. The Principal also gives necessary feedback to each students. Practice teaching is conducted at 11 High schools and Higher Secondary Schools. The heads of the schools and teachers provide immense help for the successful completion of the practice teaching session. About 10 teacher trainees are allotted to each practice teaching school on the basis of the availability of facilities, number of students in the school, and divisions or batches of classes, convenience of the trainees and transport facilities. The following are the schools allotted for practice teaching:

1	Ram Tahal Chaudhary High school
2	St. Mother Teresa High School
3	Chotanagpur Public School
4	Chotanagpur Inter College
5	D.A.V. Nandraj Public School
6	Loyola Convent School
7	Manan Vidya
8	R.T.C Public School
9	Prem Chand High School
10	Prem Chand Mahto Inter College
11	Vikas Residential School

The student teachers have to prepare detailed lesson plans and submit them to the teacher educator for corrections. Teacher educators give the necessary corrections. Teaching aids which are to be used in the schools are also scrutinized by the teacher educators. The concerned subject teachers and the teaching aids prepared by the teacher trainees before they go to the class. In the practice teaching schools, each student teacher, besides taking a minimum of 40 lessons in the concerned subject, has to take three classes in Physical Education, one in Health Education, and three in Value Education/Moral Education. During the practice teaching session, the teacher educator provides feedback to the trainee immediately after the observation of each class. The principal also gives necessary feedback to each student after observing their classes. In addition to this, the supervising teachers at school provide the necessary guidance and feedback to the teacher trainees. The teacher trainees have to submit a report regarding the details of infrastructure of the school (No. of classes, students, staff, type of school, medium etc.) and performance of the students assigned to them. A student-teacher's diary at the time of internship is given to all the B.Ed. trainees. This is a special feature of our institution. The objectives of internship, profile, evaluation proforma, brief report of the school, self-reflection and evaluation, comments by the school teacher, comments by the teacher educator, comments from the head of the school and college, time table, etc. are included in the particulars of the diary. The students submit this diary to the principal immediately after the completion of the practice teaching. As part of the internship programme the teacher trainees participate in all the activities of the schools like morning assembly, co-curricular activities of the school, sports and games, and involve themselves in the organization of different activities, class charge for supervised study, value education classes, moral education classes, conducting diagnostic tests, remedial teaching, child study, action research, etc. and provide personal guidance and counseling. They are intended to learn the pattern

of organization of the practice teaching school (Time table, coordination etc.). Each student does a project on major philosophies and its practice in schools and they submit the report. The teacher trainees involve themselves in the organization of arts and sports programmes, organization of the school library, various clubs, PTA meetings, preparation of manuscripts and newsletter, etc. apart from their subject teaching lessons. The student teachers who are trained in the use of various modern technological equipment avail of whatever technological equipment are available at the practice teaching schools.

9. How do you prepare the student teachers for managing the diverse learning needs of students in schools?

Curriculum of the B.Ed. is so planned that it gives variety of learning experiences to the student teachers that helps them to manage diverse learning needs of the students of the school. It helps the student teachers to understand different types of learners, their developmental processes, problem faced by them and ways to eradicate these problems. Besides, the orientation programme is also conducted before the commencement of practice teaching in which teacher educators give them knowledge about the concepts of inclusion, exceptionalities and gender differences. Different strategies are adopted during practice teaching to cater to educationally backward learners, gifted learners, learners with learning difficulties, emotionally disturbed children, creative children and physically challenged children.

The student teachers are taught to manage the diverse learning needs of students in schools in the following manner:-

- a) Remedial classes
- b) Tutorial classes
- c) Projects
- d) Discussions
- e) Role Play
- f) Group Work
- g) Individualized attention
- h) Cooperative learning

10 What are the major initiatives for encouraging student teachers to use / adopt technology in practice teaching?

They use Audio Visual methods as per availability in the practice schools. They make PPT's for all the subjects and they are encouraged during pre practice teaching days to make use OHP, internet, voice recorders, smart boards, CD players etc. Since every school is equipped with computer lab, the student teachers can use computers during practice teaching. Our college supplies CD's and DVD's to our student teachers to use them in practice teaching.

2.4 Teacher Quality

- 1. Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details.**

Practice teaching in schools is a systematically planned and well arranged programme. The practice teaching plan is developed in cooperation with the school authorities and mentor teachers. The feedback given by the guide teachers, heads of the school and teacher educators of the previous years is analyzed and changes are incorporated in planning. The Principal personally visits the practice teaching schools and makes arrangement for the programme. The practice teaching programme is planned in accordance with the college and university calendar, and the calendar and time table of the practicing schools. After getting the permission from the Heads of the practicing schools, the student teachers are given orientation and sent to the respective schools for collecting the teaching units and time table.

- 2. What is the ratio of student teachers to identified practice teaching schools? Give the details on what basis the decision has been taken?**

Practice teaching is conducted at 11 High schools and Higher Secondary Schools. The heads of the schools and teachers provide immense help for the successful completion of the practice teaching session. About 10 teacher trainees are allotted to each practice teaching school on the basis of the availability of facilities, number of students in the school, and divisions or batches of classes, convenience of the trainees and transport facilities. The following are the schools allotted for practice teaching:

1	Ram Tahal Chaudhary High school
2	St. Mother Teresa High School
3	Chotanagpur Public School
4	Chotanagpur Inter College
5	D.A.V. Nandraj Public School
6	Loyola Convent School
7	Manan Vidya
8	R.T.C Public School
9	Prem Chand High School
10	Prem Chand Mahto Inter College
11	Vikas Residential School

The student teachers have to prepare detailed lesson plans and submit them to the teacher educator for corrections. Teacher educators give the necessary corrections. Teaching aids which are to be used in the schools are also scrutinized by the teacher educators. The concerned subject teachers in the schools also check the lesson plans and the teaching aids prepared by the teacher trainees before they go to the class. In the practice teaching schools, each student teacher, besides taking a

minimum of 30 lessons in the concerned subject, has to take three classes in Physical Education, one in Health Education, and three in Value Education/Moral Education.

3. Describe the mechanism of giving feedback to the students and how it is used for performance improvement.

During the practice teaching session, the teacher educator provides feedback to the trainee immediately after the observation of each class. The principal also gives necessary feedback to each student after observing their classes. In addition to this, the supervising teachers at school provide the necessary guidance and feedback to the teacher trainees. The teacher trainees have to submit a report regarding the details of infrastructure of the school (No. of classes, students, staff, type of school, medium etc.) and performance of the students assigned to them. A student-teacher's diary at the time of internship is given to all the B.Ed. trainees. This is a special feature of our institution. The objectives of internship, profile, evaluation proforma, brief report of the school, self-reflection and evaluation, comments by the school teacher, comments by the teacher educator, comments from the head of the school and college, time table, etc. are included in the particulars of the diary. The students submit this diary to the principal immediately after the completion of the practice teaching. As part of the internship programme the teacher trainees participate in all the activities of the schools like morning assembly, co-curricular activities of the school, sports and games, and involve themselves in the organization of different activities, class charge for supervised study, value education classes, moral education classes, conducting diagnostic tests, remedial teaching, child study, action research, etc. and provide personal guidance and counseling. They are intended to learn the pattern of organization of the practice teaching school (Time table, coordination etc.). Each student does a project on major philosophies and its practice in schools and they submit the report. The teacher trainees involve themselves in the organization of arts and sports programmes, organization of the school library, various clubs, PTA meetings, preparation of manuscripts and newsletter, etc. apart from their subject teaching lessons. The student teachers who are trained in the use of various modern technological equipment avail of whatever technological equipment are available at the practice teaching schools. Observation schedules are developed by the college and they are supplied to the teachers to record their observations and discuss them with the student teachers. This helps the students to get correct feedback. Video recording of some selected micro teaching is done which gives very feedback to the students of their strength and weaknesses. Peer teachers regular observations in their notebooks. The respective school teachers observe our student teacher's lessons and give useful tips.

4. How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?

- Panel discussions:- Institute organizes panel discussions with pupil teachers to sensitize the trainees about the needs of the schools.
- Theoretical discussions and sensitizing programmes:- Before the start of the teaching sessions Theoretical discussions and sensitizing programmes are held on educational policies and educational needs of the schools. The students are thus apprised of the

local of the school and the types of learners they are going to face. Student teachers are apprised about RTE, ban on corporal punishment, child labour, inclusive education and human rights.

- Interactive sessions with the principals of practicing schools: The Principal of our college calls for a joint meetings of the Principals and students discuss with them the importance of practice and educational needs of the school.
- Pre Visits: Pre visits to the schools are done by the student teachers and the concerned teaching educators of the college.

5. How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?

The students and faculty keep pace with the recent developments in the school subjects and teaching methodologies through workshops, seminars, conferences etc. The faculty of the college are earnest in updating their knowledge by doing different additional courses and participating in conferences and orientation and refresher courses. All these knowledge updating features get reflected in the classrooms and help the students in the acquisition of knowledge and skills. The faculty members and students are engaged in interactive sessions, seminars, educational exhibitions, current topics, enriched library, inter college competition and consulting publication and peers.

6. What are the major initiatives of the institution for ensuring personal and Professional/career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies, etc.)

The institution encourages the teaching staffs to participate workshops, seminars, conferences etc. The faculty of the college are earnest in updating their knowledge by doing different additional courses and participating in conferences and orientation and refresher courses. All these knowledge updating features get reflected in the classrooms and help the students in the acquisition of knowledge and skills. The college has so far organized two seminars for updating the knowledge of the faculty regarding current educational development. Recently a National Seminar on **EDUCATIONAL LEADERSHIP** is organized by the college. The teaching staff are encouraged to write articles and present papers at the local and National level.

7. Does the institution have any mechanism to reward and motivate staff members for good performance? If yes, give details.

Yes, the institution has performance appraisal system and 360 degrees feedback system to access the performance of the staff and accordingly them for good performance. Every year on Teachers Day the best faculty is rewarded and this act as a motivation to other staff members. The Principal of the institution as a democratic appreciates the achievements of the staff in the open meeting and the Management appreciates the teaching faculties with reward. Duty leave is granted to teachers for attending workshops, Seminars and other courses for the development. Management supports teachers whenever they wish to study further.

2.5 Evaluation Process and Reforms

1. How are the barriers to student learning identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality, etc.)

Mechanism adopted to identify barriers to student learning are communicated and addressed through the following ways:

- Grievance Cell: Grievance/suggestion box is installed in the college. The box is opened once in a fortnight and grievances received and discussed in the student cabinet, staff council and office staff. The matters are attended and resolved by the Principal and the Director.
- Guidance and Counselling Cell: It is there to solve the problems of the students. It also provide feedback on Guidance and Counselling required on personal carrier and educational fronts. Moreover online guidance and counseling is the special features of the college.
- Staff council: Matters relating to staff are discussed in the staff council meeting once in a month and it is the nerve center of the college.
- Student Cabinet: The student Cabinet with student representatives is very active and discusses problems of students bi-monthly.
- PTA : We respect them as stakeholders and we organize PTA meeting three times in a session. It is another platform to identify barriers to student learning.
- Remedial coaching: It is given to slow learners.
- Teacher quality: The newly formed IQAC is actively engaged in improving teacher quality and learning problems of students.
- Supply of enriched materials to talented students: Provision is made in the library foe enriched material for gifted students.
- Infrastructural problems and students' facilities: These are discussed in PTA, staff meetings and CR meetings.

2. Provide details of various assessment /evaluation processes (internal assessment, midterm assessment, term end evaluations, external evaluation) used for assessing student learning?

The teacher educators systematically evaluate the assignments on the basis of punctuality, review, content, conclusion, and references. PPT's presentation is assessed on the bases of innovation of topic, reference, content, conclusion and presentation. For the evaluation of projects and surveys; punctuality, experimentation, data collection, compilation, involvement, etc. Attendance is considered for internal assessment in the following manner; above 90% - grade A, between 85% and 90% - grade B, between 80% and 85% - grade C, between 75% and 80% - grade D, and below 75% of attendance Grade E. A minimum of 75% average attendance for all the courses is needed to appear for the examination. All the components (attendance, assignments and test papers) are systematically included in the teachers' diary and work record and grades are given on the basis of that. After the completion of the course all the teacher educators have to submit the diary and work record to the Principal and get it signed. Grievances are dealt with through a three-tier system – teacher level, college level, and university level. The evaluation scheme involves

techniques such as assignments, class tests, unit tests, weekly tests, revision, model examinations, practicals and viva-voce examinations. The institution follows a consistent, continuous and comprehensive evaluation procedure to evaluate the achievements of the student teachers and their performance in different areas of study. Assignments/Projects related to each paper are given. We assess the teaching competence of the students by observing their performance during the practice teaching session. Evaluation is also done during the peer teaching and simulated teaching sessions. Practical work and preparatory course in teaching and teaching competence (practice teaching) are also observed by the faculty. Three our tests based on external examination pattern are conducted during the session. The entire process of assessment is computerized and the information about the criteria of assessment and weightage is at the beginning of the session. Declaration of results and distribution of mark list is done within the scheduled dates. They are displayed on the notice board. Internal assessment is awarded as per University rules.

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

Based on the internal assessment, the students are communicated about their performance. The faculty as well with discussion with the head of the institution finds out new ways and means for improving the performance of the students as well as transaction of curriculum. Based on the performance the faculty involve in remedial teaching, small group discussion, brain storming and etc. Students' three term assessment are communicated in the class and displayed in the notice board. Student assessment record is maintained by individual teachers. The performance of the students and curriculum transaction are reviewed in the staff meeting and the student cabinet. The IQAC plans for the remedial teaching and improvement and also improvement of curriculum transaction through feedbacks.

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

The ICT is used for gathering personal information of the students, details of their work, extra work done, teaching notes, content and learning experiences- of the entire course, attendance of the students, internal assessment of students-grade given to students with respect to assignments/projects, test paper etc, proforma for evaluating and assignment project and sample questionnaires and feedback from students as well as staff regarding the course, curriculum transactions, teaching methods of faculty etc. Annual University examination results are displayed in the college website.

2.6 Best Practices in Teaching -Learning and Evaluation Process

1. Detail on any significant innovations in teaching/learning/evaluation introduced by the institution?

Since the college has vast number of tribal students who hail from extremely down trodden and backward area, they are provided with additional care and attention to cope up with the course and successfully complete it. Gifted students are given additional activities such as; conducting seminars, quiz programmes, social surveys, and literacy classes. They undertake innovative

projects and assignments. These works are pasted in the form as well as in the e-form in blogs and websites. We give special training for blog designing, web posting, etc. Coaching programmes for group discussion, personal grooming, personality development and spoken English etc. are conducted for the students every year. There is a plan to start an online coaching programme in collaboration with the Corporate Educational Agency under the college management. Last year 16 of our students cleared NET and 12 SLET/SET. Teachers use multi-media learning packages, instructional materials and power point presentation for taking classes. LED and LCD projectors, OHP, Visualizer and Interactive Whiteboard are used by our teachers in the teaching learning process. To make learning more active and student centered, students are divided into small groups and the constructivist mode of teaching is practiced. Various techniques are adopted for ensuring participatory and student centered learning. We use small group techniques such as - brain storming, buzz session, and learner centered methods such as, discussion, project method, dialogue method, problem solving method, individual assignments, experiential learning strategies, co-operative and collaborative learning strategies. Models of Teaching such as: Concept Attainment Model, Inquiry Training Model, Advance Organizer Model, etc. are applied in teaching different subjects. Cooperative learning technique is also employed in the classes. The value education classes are given in value analysis model, peace value model, etc. and the college prepared instructional materials and teacher guide for value education. In order to make the practice teaching more effective and to monitor it, a student-teacher's diary is given to all the B.Ed. trainees at the time of internship. The objectives of internship, profile, evaluation proforma, brief report of the school, self-reflection and evaluation, comments by the school teacher, comments by the teacher educator, comments from the head of the school and college, time table, etc. are the particulars of the diary. The students submit this diary to the principal immediately after the completion of the practice teaching. All the faculty keeps teachers' diary and work record. The personal information, time table, academic calendar, monthly abstract, details of work engaged, extra work done, teaching notes – content and learning experiences – of the entire course, attendance of students, internal assessment of students – grades given to students with respect to assignments/seminars/projects, test paper, attendance, etc., proforma for evaluating assignment, seminar, project, survey and a sample sheet for calculating internal assessment, etc are included in the teachers' diary and work record. After the completion of the course all the teacher educators have to submit the diary and work record to the Principal and get it signed. It helps teachers in planning, executing and evaluating their works systematically and scientifically. The management and the head of the institution can assess the performance of teachers in an objective way with the help of this work record. Two mediums (Hindi and English) for different subjects are followed while teaching. Self learning is fostered through individual assignments, self study materials and encouragements to use learning resources.

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

An important aspect of the teaching learning process in our institution is, students are asked to make PPT's presentation on topics and share it with the entire class. This has dual benefits- 1. Each and every students have to actively participate in the learning process for preparing the PPT's. 2. The PPT's are shared among the entire class. The teachers lecture cum notes plus the student's effort in studying a particular topic and making PPT's definitely help a lot for enhancing the overall performance in the examination. Due to this factor our result is cent percent with 98 students who appeared in the B.Ed. examination getting first division, out of which 79 got

distinctions. Teachers use multi-media learning packages, instructional materials and power point presentation for taking classes. LED and LCD projectors, OHP, Visualizer and Interactive Whiteboard are used by our teachers in the teaching learning process. To make learning more active and student centered, students are divided into small groups and the constructivist mode of teaching is practiced. Various techniques are adopted for ensuring participatory and student centered learning. We use small group techniques such as - brainstorming, buzz session, and learner centered methods such as, discussion, project method, dialogue method, problem solving method, individual assignments, experiential learning strategies, co-operative and collaborative learning strategies. Models of Teaching such as: Concept Attainment Model, Inquiry Training Model, Advance Organizer Model, etc. are applied in teaching different subjects. Cooperative learning technique is also employed in the classes. The value education classes are given in value analysis model, peace value model, etc. In order to make the practice teaching more effective and to monitor it, a student-teacher's diary is given to all the B.Ed. trainees at the time of internship. The objectives of internship, profile, evaluation proforma, brief report of the school, self-reflection and evaluation, comments by the school teacher, comments by the teacher educator, comments from the head of the school and college, time table, etc. are the particulars of the diary. The students submit this diary to the principal immediately after the completion of the practice teaching. All the faculty keeps teachers' diary and work record. The personal information, time table, academic calendar, monthly abstract, details of work engaged, extra work done, teaching notes – content and learning experiences – of the entire course, attendance of students, internal assessment of students – grades given to students with respect to assignments/seminars/projects, test paper, attendance, etc., proforma for evaluating assignment, seminar, project, survey and a sample sheet for calculating internal assessment, etc are included in the teachers' diary and work record. After the completion of the course all the teacher educators have to submit the diary and work record to the Principal and get it signed. It helps teachers in planning, executing and evaluating their works systematically and scientifically. The management and the head of the institution can access the performance of teachers in an objective way with the help of this work record.

Additional Information to be provided by Institutions opting for Reaccreditation / Re-assessment

- 1. What are the main evaluative observations/suggestions made in the first assessment report with reference to Teaching Learning and Evaluation and how have they been acted upon?**

N/A

- 2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.**

N/A

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

1. How does the institution motivate its teachers to take up research in education?

Though the institution is just three year old it is constantly motivating teachers to take up research in education. The institution has made repeated attempts to get registered as a research center of Ranchi University, Ranchi. The process to get the sanction is going on. There is attempt to get UGC sponsored Research Projects by the faculty. Out of Ten faculty members two of them have Ph.D. and three of them are persuing their Ph.D. programme .

The institution encourages Action Research. The projects undertaken for action research are: life style diseases, obesity, study on the bag burden of school students, (study on the size and weight of school bags) and weight of the students conducted under the faculty supervision. During the practice teaching session, every teacher trainee undertakes a detailed study of children with special needs. They give special care, guidance and counselling in consultation with the supervising teacher and submit the report to the college. The ‘student teachers diary’ itself is a product of action research conducted by the institution.

2. What are the thrust areas of research prioritized by the institution?

The institution came into existence only in 2012, hence no major research work has been done. But in the future the thrust areas of interest which will be prioritized by the institution include cognitive and non-cognitive areas. These are:

- Mathematics education
- Science education
- Social science education
- Language education
- Commerce education
- Value education
- Peace education
- Women empowerment
- Human rights education
- Models of teaching
- Educational administration and evaluation
- Educational psychology
- Special education and learning disabilities
- Inclusive education
- Continuing education
- Health and physical education
- Constructivist approach, etc.

3. Does the institution encourage Action Research? If yes give details on some of the major outcomes and the impact.

The institution encourages Action Research. The projects undertaken for action research are: life style diseases, obesity, study on the bag burden of school students, (study on the size and weight of school bags) and weight of the students conducted under the faculty supervision. During the practice teaching session, every teacher trainee undertakes a detailed study of children with special needs. They give special care, guidance and counselling in consultation with the supervising teacher and submit the report to the college. The ‘student teachers diary’ itself is a product of action research conducted by the institution. An action research has been conducted on obesity of the B.Ed. students in collaboration with Life Style Diseases Forum of Indian in collaboration with prominent professional organizations and associations. The teachers actively participate in National Seminars and present papers. Some of the faculty members are resource persons at the seminars.

4 Give details of the Conference / Seminar / Workshop attended and/organized by the faculty members in last five years.

Ever since the inception of the college in 2012 the faculty members organized and attended various seminars/workshops to enhance their knowledge and disseminate among the teacher trainees. The details are as follows:-

Topic- Seminar	Place	Year
Educational backwardness in Jharkhand: causes and remedies	Manrakhan Mahto B.Ed. college	2012-13
Importance of Value Education at secondary level	Manrakhan Mahto B.Ed. college	2013-14
Role of NCTE and NAAC in teacher training programme	Manrakhan Mahto B.Ed. college	2013-14
National Seminar on Educational Leadership	Manrakhan Mahto B.Ed. college	2014-15

Topic-Debate	Place	Year
SARVA SIKSHA ABHIYAAN	Manrakhan Mahto B.Ed. college	2012-13
Will India be a developed country by 2020	Manrakhan Mahto B.Ed. college	2012-13
Should the college students be participate in political affairs	Manrakhan Mahto B.Ed. college	2013-14
Naxalism in Jharkhand: Problem and Solution	Manrakhan Mahto B.Ed. college	2013-14
New pattern CCE in CBSE curriculum	Manrakhan Mahto B.Ed. college	2013-14

Topic-PPT's	Faculty	Year
Issues in Indian Education-Problems of Primary, Secondary, Higher, Technical, Adult Education, Women Education, Language problem-The three language	Mrs. Sangita Kumari	2012-13

formula		
Heredity and Environment: Meaning, Importance and Role of Heredity and Environment and its Educational implication	Ms Nilima Tirkey	2012-13
Management approaches: Manpower approach, Social demand approach, Cost benefit approach, Social justice approach, Decision making concept and techniques	Mrs. Sangeeta Kumari	2012-13
Classification of teaching learning materials, Verbal materials, Audio materials, Visual, Non projected and projected materials. Computers new technologies like Email, Internet etc, emerging communication: Communication satellite, teleconferencing, interactive broadcasting, telephone, fax, language laboratory	Mrs. Chetna Pandey	2012-13
Types of agencies in Education- Formal, informal and non formal	Mrs. Sangita Kumari	2013-14
National policy of Education 1986 with reference to Secondary Education	Mr. Awadhesh Kumar	2013-14
Individual difference its meaning, nature, causes, influence of individual differences on learning and their Educational implications	Ms Nilima Tirkey	2013-14
Administrative structure of Indian Education: Central government, State Government Inspection and supervision concept, defects in existing system, new trends and methods	Mrs. Sangita Kumari	2013-14
Computers in new technology like Email, Internet etc Meaning, nature and scope of Educational Technology	Mr. Shiv Prakash	2013-14

3.2 Research and Publication Output

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

The college has taken initiatives to equip its classrooms with computer, LCD projector and OHP. Teachers and students are always taking classes using LCD projectors. Interactive blackboards are available in the computer lab. The college has an English language lab which is of immense help for enhancing the communicative and spoken English of the students. The multimedia teaching learning process is of immense help to the faculty members as well as student teachers. The college has well established computer lab with 25 networked computer, internet, Visualizer, Printers, LCD projectors, interactive boards etc. The college has got SPSS licensed software for its computers. The LCD projector allows the teachers as well as trainees to share activities videos, PPT's presentations etc. Video camera is used for Micro teaching and recorded videos are useful for getting feedback of each class. Diagrams are displayed directly from textbooks using Visualizer. The PPT's presentations, Multimedia packages, IT based teaching aids etc are used by students in pre practice, practice teaching and

post practice sessions. They make use of the multimedia rooms in schools and presentations are made. Laptops are used by student teachers for making classroom presentations. For practice teaching students are using CD-ROMS based on school subjects which are available in the Library. Free internet access is allowed to all students and faculty of the college. The college has two interactive white boards which make classroom presentations easy by integrating a wide range of information into a lesson such as a picture from the internet, a graft from a spreadsheet, a text from the Microsoft word file etc. The Library is fully automated. Each students has to develop two teaching aids during Macro teaching practice to the college. The faculty prepared question banks for the last three years for the benefit of the students. The faculty has used and develop programmed instruction material in the form of teaching learning modules for the school students as well as B.Ed. students. Model Macro as a well as micro lessons are recorded and available in CD's.

2. Give details on facilitates available with the institution for developing instructional materials?

The institution has a well equipped Computer Lab, Technology Lab and Language Lab. Free internet access is provided to all the students and staff. The classrooms are furnished with computer, LCD and smart board. The college uses modern ICT facilities for developing instructional materials and their effective use. The students are given training in the development of instructional materials, blogs, and websites. During practice teaching session, they are making use of these instructional materials for making their instruction more effective. The institution has given training to teacher educators and school teachers in preparing instructional materials in the area of value education and peace education. In addition to this the faculty members have attended different programmes for the development of the instructional materials and use of packages. Our teachers are eager to attend various programmes offered in this regard. There is WI- Fi connection, well established educational technology lab, Psychology Lab, CD ROMS and Video CD's for guidance, well established library, SPSS version 20 and 21 for analysis.

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

Yes, every year B.Ed. students are trained and motivated to deliver ICT based lessons in their practice teaching as well as in their skill-in-teaching examination. Apart from this the following are the ICT-technology related instructional packages developed by the institution.

- Using any one MS-Office application by all students with the help of mentors and faculty.
- Computer based diagnostic testing in Science (class 9) by Ms Nilima Tirkey.
- Computer based creativity training programme.

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

a. Organized by the institution: Since this is a newly formed college, hence any training programme on material development has not been organized.

b. Attended by the staff: But our teachers are attended workshops on material development, models of teaching organized by RTC B.Ed. college in 2013-14. Training is provided to staff

i.e. peer workshops are conducted by the faculty vis-à-vis computer literacy, capital SPSS, personality development.

c. Training provided to the staff

The teaching staff have been provided training in developing instructional and other materials by some eminent academic professional last year.

5. List the journals in which the faculty members have published papers in the last five years.

Our faculty members are in the process of publication of papers related to different aspects of education and its influence.

6. Give details of the awards, honours and patents received by the faculty members in last five years.

The Principal Dr. Sarbani Biswas was best educationist by Mahatma Gandhi society. Two of our faculty members are awarded Ph.D. in the last three years and two of our faculty members have qualified NET and three of them are currently pursuing the Ph.D. programme. So far any major honours and patents have not been received yet.

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

The faculties enthusiastically applying for UGC sponsored projects. Hopefully they might be given a chance by the UGC. Some of the minor projects which the faculty members have undertaken are as follows:-

- a) Illiteracy in Jharkhand
- b) Attitude of female students towards empowerment.

3.3 Consultancy

1. Did the institution provide consultancy services in last five years? If yes, give details.

The institution provides consultancy services to educational institutions and teacher educators. The areas of consultancy are research, statistical analysis of data and preparing project proposals. The faculty of the institution is competent to undertake consultancy. The SPSS (20th version) is installed in computers of the college and consultancy for statistical analysis of data using this package is provided to the student teachers. The staff are consultants to different educational institutions all over Jharkhand. They also act as resource persons for various colleges, schools, community centers and social organizations. The institute provides consultancy services even to the student teachers free of cost for their future development and academic advancement.

- 2. Are faculty/staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicize the available expertise.**

The institution provides consultancy services to educational institutions, research scholars and teacher educators. The areas of consultancy are research, statistical analysis of data and preparing project proposals. The faculty of the institution is competent to undertake consultancy. The major areas of competence of staff members and the steps initiated by the institution to publicize the available expertise are listed below.

- Research design
- Statistical analysis of quantitative data
- Preparing Proposals for projects
- Models of teaching
- Guidance and counseling
- Educational Evaluation
- Educational technology and models of teaching
- ICT
- Emotional Intelligence

The SPSS (20th version) is installed in ten computers of the college and consultancy for statistical analysis of data using this package is provided to the research scholars. The amount raised using the SPSS is credited in the college account. The staffs are consultants to different educational institutions all over Jharkhand. They also act as resource persons for various colleges, schools, community centers and social organizations.

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

The consultancy services are rendered free of cost now.

- 4. How does the institution use the revenue generated through consultancy?**

The revenue is not generated through consultancy at this moment.

3.4 Extension Activities

- 1. How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's)**

The local community is benefited from the institution through the contribution of the institution through various extension activities, community outreach programmes, partnering with NGO's. namely, miss-a-meal programme, starting a library for rural mothers, preparing the illiterates to continue their education, extension classes, career guidance and consultancy in different agencies under the government. The other extension activities of the college are:

- Our faculty is invited to schools and colleges, to deliver talks and interactive lectures, as resource persons on various topics.
- Our faculty and students provide free service in Cheshire Home, the rehabilitation centre for mentally challenged. Twice in a month our students and staff visit the centre and interact with them and supply meals to them (300 inmates). We provide financial support to them, which is generally contributed by students and staff. We also provide a platform for the inmates, to interact with the students, perform cultural programmes before the students and staff of the college.
- Provide free service to A.G. Church School Continuing Education Centre help is given for the 10th standard equivalency education programme of government of Jharkhand and State Literacy Mission.
- Our library is utilized by research scholars from other universities and institutions.
- The schools and other educational institutions are approaching us for the placement services.
- Free tuition – free tuition for poor students in the neighboring schools, especially the model school is an extension activity of the college. Our students concentrate mainly on English, Mathematics and Sciences.
- Blood donation - The College has extended its services to the humanity through Blood Donor's Forum. The students of the college are vigilant in donating blood for the needy in emergency situations.
- Back to school programme has benefitted the community.

2. How has the institution benefited from the community? (Community participation in institutional development, institution-community networking, institution-school networking, etc.)

The institution is benefited from the community. The community participation is assured in institutional development, institution-community networking, institution-school networking, etc. The inmates of the house of destitute share their creative talents before the teacher trainees. With the help and collaboration of these agencies the institution has arranged a large number of Seminars and conferences for the academic fraternity of the country. The institution receives scholastic and co-scholastic help from the above mentioned agencies. Our model school Manan Vidya run under the same Management School extends cooperation for pre-practice teaching sessions. Our students get training in conducting awareness programmes for school children and children belonging to special education schools. They get good exposure to serve the marginalized through different extension services. The schools situated in the vicinity (10 kms. around) facilitate teaching practice for B.Ed. students. The linkage with other teacher education institutions opens the avenue for providing consultancy service for research work, statistical analysis of the data, project works, etc. The faculty of the college helps other colleges with respect to the preparation of Learning Portfolios and preparation of the self study materials for the students. Involvement of parents is taken in the preparation of institutional plan.

3 What are the future plans and major activities the institution would like to take up for providing community orientation to students?

The activities which the institution would like to take up in future are:-

- Awareness programmes on Human Rights, Women empowerment, water conservation, environment cleanliness(SWACHH BHARAT) etc.
- Social activities as participation in different camps.
- Organization of rallies
- Literacy programme for weaker section
- Extension lecture on contemporary issues, such as democracy, role of youth, emotional problems of a child, learning environment etc

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

Yes, there are so many projects completed by the teacher educators and B.Ed. students related to environment awareness, AIDS awareness, social economic status, importance of education, awareness about girl child education etc.

5 How does the institution develop social and citizenship values and skills among its students?

Through the observance of republic day, Independence day, celebration of festivals/celebration and observation of important days like Diwali, Christmas etc conducting environmental awareness programme, Energy conservation awareness programme, Observance of AIDS and diabetes' day, etc. The institution strives to develop social and citizenship values and skills among its students. Organization of awareness programmes such as legal awareness, environmental awareness, right to information etc. Students are motivated to use library facilities to become aware about the cultural ethos, social values and to develop National character. SUPW activities develop social values computer lab and ICT develop computer skills and technology based skills. Co-curricular projects develop social skills and citizenship values.

3.5 Collaborations

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

The institution established linkage with NCTE, NCERT and CBSE (New Delhi).

2. Name the international organizations, with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.

Not yet established

3. How did the linkages if any contribute to the following?

- **Curriculum Development**

The curriculum is developed by Ranchi University, Ranchi. The faculty members usually attend the meeting of the University and gather important information regarding curriculum development

- **Teaching**

Various journals and study materials of NCTE and NCERT are helpful in enhancing the teaching quality. Eminent educationist are invited to deliver lectures on various aspects of teaching such as methodology of teaching, types of teaching, problems regarding teaching etc.

- **Training**

Suggestions and guidance of teachers and Heads of practicing schools provide guidelines to improve the teaching strategies. The students teachers are imparted training for the overall development of personality apart from training in making instructional materials/teaching aids.

- **Practice Teaching**

The schools in the locality facilitate actual classroom teaching practice. Our model school Manan Vidya School which run under the same management extends cooperation for pre-practice teaching sessions. Our students get training in conducting awareness programmes for school children and children belonging to special education schools. They get good exposure to serve the marginalized through different extension services. The schools situated in the vicinity (10 kms. around) facilitate teaching practice for B.Ed. students.

- **Research**

Though not much work has been done in research, the linkage with other teacher education institutions opens the avenue for providing consultancy service for research work, statistical analysis of the data, project works, etc. The faculty of the college helps other colleges with respect to the preparation of Learning Portfolios, planning preparation of the self study materials for the students

- **Consultancy**

The institution provides consultancy services to educational institutions, research scholars and teacher educators. The areas of consultancy are research, statistical analysis of data and preparing project proposals. The faculty of the institution is competent to undertake consultancy. The major areas of competence of staff members and the steps initiated by the institution to publicize the available expertise are listed below.

- Research design
- Statistical analysis of quantitative data
- Preparing Proposals for projects
- Models of teaching
- Guidance and counseling
- Educational Evaluation
- Educational Tool development

- **ICT**

Teachers are encouraged to develop computer skills and models based on technology.

- **Extension**

The local community is benefited from the institution through the contribution of the institution through various extension activities, community outreach programmes, partnering with NGO's and GO's etc. namely, miss-a-meal programme, starting a library for rural mothers, preparing the illiterates to continue their education, extension classes, career guidance and consultancy in different agencies under the government. The other extension activities of the college are;

- Our faculty is invited to schools and colleges, to deliver talks and interactive lectures, as resource persons on various topics.
- Our faculty and students provide free service in Cheshire Home, the rehabilitation centre for mentally challenged. Twice in a month our students and staff visit the centre and interact with them and supply meals to them (300 inmates). We provide financial support to them, which is generally contributed by students and staff. We also provide a platform for the inmates, to interact with the students, perform cultural programmes before the students and staff of the college.
 - Provide free service to A.G. Church school Continuing Education , help is given for the 10th standard equivalency education programme of government of Jharkhand and State Literacy Mission.
 - Our library is utilized by research scholars from other institutions
- The schools and other educational institutions are approaching us for the placement services.
- Free tuition – free tuition for poor students in the neighboring schools, especially the model school is an extension activity of the college. Our students concentrate mainly on English, Mathematics and Sciences.
- Blood donation - The College has extended its services to the humanity through Blood Donor's Forum. The students of the college are vigilant in donating blood for the needy in emergency situations.

- **Publication**

The teachers are developing and using instructional materials for enhancing teaching learning process. Most of the teachers of this institution have conducted minor projects and are trying to apply for UGC major projects. The innovative lesson plans and instructional materials prepared in the institution.

- **Student Placement**

The linkage with various schools in and outside Jharkhand helps in the placement of the students. Our outgoing students are absorbed in teaching posts at secondary and higher secondary levels in schools following State, CBSE and ICSE syllabus. The school authorities visit the college and recruit students.

4 What are the linkages of the institution with the school sector? (Institute-school-community networking)

There are 11 schools for Practice Teaching with which the institution has linkage. Apart from these 11 schools the prominent CBSE and ICSE schools in Ranchi are also linked with this institution because Manan Vidya which is run under same Trust is one of the foremost CBSE schools in Ranchi offering Education upto +2 level. The institution has established linkage for

the school sector for conducting workshop on professional excellence for teachers, in service training programme for secondary teachers, conducts action research in schools, helps schools in identifying exceptional children and organizing various academic programmes.

5 Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching. If yes give details.

Yes, our faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching. The details are:

- Interactive session with practicing high school Principals before internship.
- Pre visit by our lecturers allow the teacher trainees to practicing high schools.
- Observation and joint evaluation of student lessons during practice teaching.
- Interaction with teachers and collection of feedback from them on teaching of our students.
- Survey of schools to evaluate basic facilities available and planned for development
- The guidance through ICT cell to the teachers of practicing schools.
- Participation in extension activities of the school.
- Feedback proformas for performance improvement of student teachers are filled by school Principal, School teachers, supervisors and mentor during practice teaching.

6 How does the faculty collaborate with school and other college or university faculty?

The faculty members visit the schools time to time for teaching practice of B.Ed. students. The Principal of the college personally visits the practice teaching schools. The faculty members keep in contact with the concerned subject teachers in the schools for checking the lesson plans and teaching aids prepared by the teacher trainees. During the practice teaching sessions the faculty members of the college provide immediate feedback to the trainees after consultation with the Principal and subject teachers of the practice teaching schools. The faculty members also go to school campus for interviews of school teachers as a subject experts. At the time of cultural programs and celebrations, the principal and teachers of schools are invited to the college campus. The faculties member also go to other colleges for delivering lectures and participate in interviews of lecturers as subject experts. The faculty also collaborates with University faculty during meetings and all the faculty members are appointed as externals by the University by conducting the B.Ed. Practical examinations.

3.6 Best Practices in Research, Consultancy and Extension

1. What are the major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years?

Though the institution has come into existence three years back still it encourages its teachers to take up research in education. There is plan to undertake UGC sponsored research projects by the faculty members. Institution provides opportunities to its faculty and students to attend Seminars, Workshops, Training programmes on research methodology. Faculty members are

always to provide consultancy to other institutions and community members. The major areas of competence of staff members and the steps initiated by the institution to publicize the available expertise are listed below:-

- Models of teaching
- Guidance and Counselling
- Educational Evaluation
- Educational tool development
- Statistical analysis of quantitative data
- ICT

The local community is benefitted from the institution through the contribution of the institution through various extension activities, community outreach programmes namely miss-a-meal programme, preparing the illiterates to continue their education, extension classes, carrier guidance and consultancy. Our faculty and students provide free service in Cheshire Home, the rehabilitation centre for mentally challenged. The institution provides fee service to A.G. Church students and free tuition for poor students of neighboring schools are given by the students. Health awareness programme and SWACCH BHARAT campaign is also launched by the trainees of the institution.

2. What are significant innovations/good practices in Research, Consultancy and Extension activities of the institution? Additional Information to be provided by Institutions opting for Reaccreditation/ Re-assessment.

Action Researches are conducted for improving the quality of education and self esteemed of student teachers. Students are motivated to use library facilities for their future research work and the faculty members are encouraged to undertake UGC sponsored research project. As part of extension activities, a faculty is invited to schools and colleges to deliver talks and interactive lectures as resource persons on various topics. Our faculty and students provides free service in Cheshire Home, the rehabilitation centre as well as to the students of A.G. Church school. Various health awareness programmes and community development programmes are initiated by a student and faculty members. Experts from community are invited to the college to provide training in arts and SUPW. Students are also securing through collaborations with different institutions.

Additional Information to be provided by Institutions opting for Reaccreditation / Re-assessment

1 What are the main evaluative observations/suggestions made in the first assessment report with reference to Research Consultancy and Extension and how have they been acted upon?

N/A

2 What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

N/A

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

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

Yes, The college has a total built up area of 1734.41 sq. mtr. The institution has well furnished, spacious and excellent physical infrastructure beyond the NCTE, UGC, Government and University norms, in terms of Classrooms, Staff rooms, Library, Computer Lab, Language Lab, Modern media Lab, Technology Lab, Psychology Lab, Science Lab, Counselling room, Physical education room, Work experience room, Project/Research/Consultancy room, First Aid Room, Auditorium, Conference Hall, Guest room, Prayer room, Store, Canteen, Kitchen, Hostels (men & women), Toilets, Parking and Administrative Office and Principal's room. The development and maintenance of infrastructure and learning resources is funded by the Management. All classrooms are spacious and well-ventilated. Each classroom has enough seating capacity, almirah/cupboards for keeping teaching aids. A Notice Board is placed outside each classroom to announce programmes and activities. Various laboratories have been established to help the students in their academic pursuits. The college has a fully furnished Science lab, Psychology lab, Computer lab, Technology lab and Modern media lab. The different laboratories are functioning under the supervision of a teacher in charge. The college has 25 computers and there are 20 computers in the computer lab. The college provides free internet access to all the students and faculty. Local Area Network in the college is connected to Library, Principal's room, Computer lab, office, staffrooms of B.Ed. Broadband Internet Connection is available in all places. It encourages students to use multimedia to construct and convey knowledge through web browsing, downloading, uploading and blogging. The master Plan of the building is enclosed.

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

The college has augmented the infrastructure to keep pace with the academic growth and other requirements. New infrastructure is added when there is a need related with academic growth. The Institute has adequate building accommodation to house all the academic programmes offered at the campus. The college tries its best to give maximum facilities to the students and staff.

Rooms	Plinth Area (Area sq. ft.)	Facilities
Principal's Room	600	Computer, Internet, Phone, Sufficient tables & Chairs, A.C. with stabilizer, Almirah for keeping office records, Cupboard, Bathroom etc.
Office		Computer, Internet, Phone, Sufficient tables & Chairs, Almirah for keeping office records, Xerox machine, scanner etc.
Chairman's	600	Computer, Internet, tables and chairs, Almirah cum rack, Bathroom etc

Room		
Visitors		Tables and chairs, Sofa etc
Kitchen		For all the facilities for community living camps- crockery and cutlery, induction , water connection, table, rack
I.C.T. Lab	600	21 computer with internet facilities, Sufficient furniture with chairs, Green Board etc
Store		Almirah for stationary items for all students and faculties
Reading Room	600	Reading tables and chairs
Library	200	Adequate books and journals, Periodicals rack, Book Shelf, Computer with Internet facilities, Xerox machine, Phone, Tables and Chairs etc.
Auditorium/ Multipurpose hall	2000	Well furnished stage, Mike, Amplifier, Sound Box, Projector with screen, Green Board, Sound System, Podium, Adequate light & fans, Sufficient chairs & Tables etc.
Staff Room	160	Sufficient chairs and tables, Almirahs etc
Laboratories(6)	1800	Almost all Lab equipments needed for each lab, tables & Chairs, Almirah, Black Board etc
Classrooms(2)	1200	Sufficient desk & Benches, LCD projector, Lecture stands, Blackboards, Models, Charts etc
Language lab	300	Allmost all lab equipments needed for the lab and sitting facilities etc
Music Room	300	All the musical instruments
Common Room	160	Sufficient tables & Chairs
Sick Room	600	Infirmary with necessary first aid equipments and medicines

3. List the infrastructure facilities available for co-curricular activities and extracurricular activities including games and sports.

The college lays utmost importance on co-curricular activities. In addition to college union which is statutory, the college has a number of clubs and associations, about which information is given in detail for the benefit of the students. Efficient faculty members supervise the activities of these clubs and associations. Each subject has its own subject club which organizes various programmes related to their respective fields. Campus utsav, the inter house cultural competitions, etc conducted in the college auditorium give an opportunity for the students to prove their cultural abilities and skills. The infrastructural facilities available for co-curricular and extracurricular activities are given below.

- Fully Furnished Auditorium/Multi Purpose Hall
- Work Experience Room
- Computer Lab
- Psychology Lab
- Modern Media Lab/ Language Lab
- Science Lab
- Technology Lab
- Library
- Outdoor and Indoor Game Facilities
- Display Boards
- Provision of purified water through RO, UV, UF advanced purifying system
- Each classroom has green board, where can practice teaching skills
- LCD/LED Projectors and OHP

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

Physical infrastructure of the college is shared with other institutions for educational, cultural and social activities. Our language lab and computer lab are shared with our model school students. The auditorium is shared for educational and cultural activities of our model and other practicing schools and for conducting programmes. We share the playground of the model school. The college class rooms are used on holidays for coaching classes of rural children. Our Library is optimally used by the researchers of various teacher training colleges. SPSS and Consultancy Services of College are very useful to the Research Scholars. Students of our institution share the physical infrastructure facilities in terms of Reference Library, Reading Room, Computer Lab, Language Lab, Modern media Lab, Technology Lab, Psychology Lab, Science Lab, First Aid Room, Auditorium, Kitchen, Cafeteria, Ground, and Store.

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

Health Centre: As our college is situated in the vicinity of Ranchi, there are 3 Private Hospitals, and several Clinics and labs in close vicinity. The college takes special care of the physical and mental hygiene of students through yoga, guidance and counseling, medical inspection, etc. The college has first aid and restroom facilities. The staff is trained in first aid and first aid kit is updated regularly. Besides, the college has opted Health and Physical Education as one of the elective course for the B.Ed. programme.

Medical Camps: Medical Camps/checkups are arranged at regular intervals in the college for medical check-up of the students. Experienced Doctors are invited for the check-up. The medical inspection report is kept and a duplicate copy is given to the students. A health club functions in this college under the leadership of the Physical Education Teacher. The club organizes blood donation camps, yoga classes, meditation, medical checkups, poster exhibitions, seminars, and classes on various health related topics.

Canteen: As the number of students is small, a full-fledged canteen facility is not feasible in teacher education colleges, but the college has a small canteen. Coffee/Tea Vending Machine is installed where tea, coffee etc. are provided. Facility for small snacks is also available in the cafeteria. The college on special occasions makes use of the full fledged kitchen for students participating in Community Living Camps. It is also useful during seminars and other programmes when food has to be served. A water cooler is installed in the corridor on the first floor for students.

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

There is no hostel facility for the students.

4.2 Maintenance of Infrastructure

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

Surplus in Rs.	Deficit in Rs.
41,206.87	NIL
26,86,196.97	NIL
26,80,627.99	NIL

- 2 **How does the institution plan and ensure that the available infrastructure is optimally utilized?**

The physical and instructional infrastructure such as buildings, ICT facilities, laboratories, library and other allied infrastructure of the college are well maintained and strengthened from time to time by providing necessary finances and human resources. It is also ensured that they are accessible to and utilized by the staff and students on regular basis. The infrastructure of the college is optimally used for conducting all curricular, co-curricular and other activities. The Library, Computer Lab, Technology Lab, Modern Media Lab, Psychology Lab, etc. are optimally used by the students by making necessary arrangements in the timetable. These facilities are used regularly in classroom teaching. Teachers and students make power point presentations, personal blogs and subject wise blogs. The staff and students of the college optimally use the broadband internet without any payment. The auditorium is used for organizing the state, national and international seminars. All the cultural programmes, festival celebrations, inter college competitions; debates, etc. are conducted in the auditorium. SPSS software is used by the faculty. Digital Copiers in the library and office are used for taking printouts, Photostat and Scanning. Staff and students are availing the facilities at a nominal rate. The play ground is used in the evenings and also during the physical education practical periods. The language lab works towards enhancing the communication skills of the students. Playground is used to carry out various sports activities.

- 3 **How does the institution consider the environmental issues associated with the infrastructure?**

Our management takes ample care of the environmental issues associated with the infrastructure of the college. The campus is clean and green. We have a beautiful garden and lawn inside the campus. Our supporting staff always keeps the campus very clean. The college organizes campus cleanup programmes every year. This creates awareness among the students about the importance of cleanliness in the campus. All students participate in the programme. Students are grouped and each group cleans the area allotted to it. The college has an eco friendly waste management system. Women's toilets have incinerator facility to ensure the healthy environment. Water cooler

and water purifier ensure non polluted drinking water. The college has a small vegetable garden and herbal garden. Vermi compost, Pipe compost and cultivation are made in the college. This ensures fertilizer for plants and is also helpful in waste management. Through the celebration of environment day students' interest is created in protecting the environment. The students are motivated to contribute to the environment by organizing plantation week every year.

4.3 Library as a Learning Resource

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

Yes, The library functions under the supervision of a qualified Librarian and two members of the supporting staff. For the convenience of the readers, Xerox facility including printing has also been provided in the library. One Xerox Copier is available in the library. One Flatbed Scanner with printer is used for scanning the book cover page for displaying new additions in the website and also displaying the cover page in OPAC. It is very useful for the users to identify books. It is very useful for the students for printing, scanning and photocopying. Generator ensures uninterrupted power supply. The library has a key role in supporting the academic activities of the institution by establishing, maintaining and promoting library and information services.

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

Adequate library resources is available to the staffs and students of the college. Total number of books- Text Books Reference Books-Educational encyclopedia- Newspapers- Journals-E-Journals

a. Books	5272
- Textbooks	2957
- Reference books	2315
b. Magazines	88
e. Journals subscribed	20
- Indian journals	14
- Foreign journals	
f. Peer reviewed journals	8
g. Back volumes of journals	102
h. E-information resources	
- Online journals/e-journals	03
- CDs/ DVDs	100
- Databases	

- Video Cassettes	10
- Audio Cassettes	40
Newspapers	09
Book bank	1200
encyclopedias	40

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

Yes, our library committee is active in the institution to review systematically the various library resources for adequate access, relevance and to make acquisition decisions. The committee comprising the librarian, three faculty members as the Principal as Chairperson. The committee has got access to the needs of the students regarding library resources, to receives feedback from the faculty and the students and takes necessary steps for improvement of the library.

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

The library has Online Public Access Catalogue (OPAC) through which users can search documents by author, title, subject, class number, accession number and keyword. We follow open access system where users of the library have freedom to enter into the stack area and search for the required books and necessary references. Books are classified according to Dewey decimal classification 19th edition for arranging the books and non book materials. The 22nd edition of DDC is followed for recent and newly emerged subjects. This classification reveals the strength and weakness of specific area. It helps in circulation, correct replacement, bibliographic service, reference service and stock verification. In open access system the risk of losing the books is higher than closed system. The library is constructed in a special manner to minimize the loss. The windows are made book proof by using wire mesh. Chances of stealing, hiding books, tearing pages are reduced through proper vigilance.

Library Services and Facilities The library functions under five different sections such as Acquisition, Technical, Circulation, Reference, Periodical, and Maintenance. The Librarian carries out all the activities of these sections with her supporting staff. *Campus NET™ ERP Digital Library*: Digital library of our college can be accessed from within the college through intranet in a digital form. The data is being stored to the server in digital format. Information from the main server is available in all the departments of the college in different digital format such as PDF, doc, html, images, video and many more. An automated Scanner with 50 papers front back per minute is used for the digitalization of useful old books, other related documents, and journals. The German made imported handy scanner is used for special type material and useful contents scanning and conversion into searchable PDF files and which is stored into the digital library server. These documents can be accessed under the six major areas: - e-Books, College Library, Multimedia Library, Teachers Collection and CD Collections

- **e-books**: All e-books in the data base can be accessed from digital library server with different options for indexed search. Student's projects, dissertations etc. are uploaded in

digital Library server. Previous years question papers, valuable and useful old books are being scanned using automated scanner and hand held scanner for the digitalization.

- *College library*: Students, researchers and teachers can access the details about College Library books and its availability through this section.
- *Multimedia library*: Audio, Video, Animations and Images are stored under this section and it can be searched with keywords, Titles and subject wise.
- *Teacher's Collections*: It includes the publications of teachers in journals, seminar proceedings, including articles, project reports etc.
- *CD Collections*: All the CD Collections can be mirrored to the main server through CD mirroring option from the digital Library software. And it can be put in different categories which we can create unlimited and also search in indexed way with different search criteria.
- *Online subscribed journals, Open Access Journals*: National and International Subscribed Journals can be accessed from Campus NET ERP Digital Library. Search on Open Access Resources, Open Access Directories, Open Access Journals facilities are also made available.

5. Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.

The library is automated with Campus Net software in CCF Format developed by Info weavers Bangalore. *Flatbed Scanner with printer* is used for scanning the book cover page for displaying new additions in the website and also displaying the cover page in OPAC. It is very useful for the users to identify books. *Time and Attendance Biometric Terminal* (TABT) is used as e-gate for library. A *Barcode printer* is used for printing spine labels and barcodes. Two hand held barcode scanners are used for easy circulation service and stock taking. Library users can search the computerized bibliographic details of books, theses, CDs, Bound Volumes, reference books, journals etc. through the OPAC (On-line Public Access Catalogue) service. One separate computer is provided to the users of the library for this service. The users can search the databases in different ways;

- Book- Author, Title, Subject, Classification Number, Keywords , Accession Number, Publisher, ISBN
- Thesis –investigator, guide, year and title
- Journal- Title, Publisher , Vol. No.
- CD – Title, Subject, Accession Number
- Member wise Issue Details

The college has a digital Library of theses, e-books, e-journals, CD mirroring, teachers' collections, old question papers etc. The software is connected to all the systems in the college via intranet. The library has separate server with 3 hard disks for digital library and Automation Software. It ensures backup facility of these two softwares.

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

Yes, recently the college has successfully implemented inflibnet facility.

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

The library functions from 9.00 a.m. to 5.00 p.m. on working days, when regular classes are not held, except on Sundays and public holidays. The library is open around 325 days yearly and 8 hours per day without interval. Extension of library hours is possible during examinations on request. Students are using the library during their library period, free periods and intervals. Separate library periods are allotted for B.Ed. students for optimum utilization of the library. Almost all faculty and more than 50% of students visit the library every day.

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

The new books are displayed in the library on a special rack and cover pages are displayed in the library automation software and library portal so that the readers pay attention to these books. The new arrivals are also displayed in the e-gate/attendance terminal newly constituted as part of the library automation. The information are placed on library bulletin by the librarian.

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

Yes, the institution's library has a Book Bank and it is used for the down-trodden students of the institution. Four books related to the syllabus are issued to the students for the whole semester and taken back after the final semester. The pass out students with good financial backgrounds are requested to donate their books to the book bank.

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

For Physically challenged students we have audio cassettes in the library for such students. As for the Physically challenged students, they have access to library under the open access system.

4.4 ICT as learning Resource

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

We have adequate computer facilities and other learning resources with easy access, processing, and dissemination of knowledge and ideas. ICT has made the teaching and learning process easier and efficient for the faculty and students of the college. The college has a well established computer lab with 21 networked computers, Internet, Visualizer, Printers, LCD Projectors, Interactive Boards, White Boards and Green Boards. Hykon AE 5000/120 V Alpha online UPS is available in the Computer Lab. Student Teachers and Teacher Educators use multimedia such as text, graphics, videos, animation and sound to support the learning activities. Multimedia teaching – learning process using LCD and LED Projectors and Interactive Boards is effected in the regular

classroom teaching where learning is easier and comprehensive. The Interactive white board enhances the effectiveness of classroom instruction and learning. All the classrooms are equipped with Computers and LCD Projectors. The college has bought SPSS Licensed software for computers and has installed them in the library, computer lab and staff rooms. The college encourages the teachers as well as students to avail ICT facilities. The whole campus is wi-fi enabled. Following are the areas in which computer lab is frequently used:

- Curriculum transaction
- Searching latest development in the field of education.
- Making PPT's
- Preparing lesson plans
- Analyzing Data for research purpose.
- The administrative staff also uses the computer lab for keeping all records of the students, teachers, for making salary reference of the staff and for sending and receiving information from other relevant offices.

It has been a major concern of Ranchi University to start Educational Technology into B.Ed. curriculum from 2009 onwards. Modern Educational Practices is a common course for B.Ed. students, where educational technology and ICT are to be studied. The course is aimed at equipping the students with computer skills, analytical skills and soft skills which are the primary requirement for employment opportunities. Special training is given to students for making blogs and social networking systems. The subject wise blogs and websites are linked with the college website. The materials prepared by the teachers and students are uploaded in the blogs and websites, for easy dissemination. It provides more public access to the knowledge contributed and disseminated by the teachers and students. Computer training, both theory and practical classes are given to all the students. Time allocation is made in the time table itself. The certificates are given to those who complete the computer training programme successfully. The curriculum of the computer training programme includes Basic Concepts of Information Technology, File Management, Word Processing (Microsoft Word), Spread Sheet (Microsoft Excel), Presentation (Microsoft PowerPoint), Blogging, Information and Communication (Internet and e-mail), Social Networking, training for using Interactive white boards, LCD and LED Projectors, Digital Library, Preparation and uploading of instructional materials in websites, etc. For the students, in addition to the above, the college gives special training in SPSS, Interactive Whiteboards, Data entry, Blogging, etc. As part of the B. Ed curriculum, the students are given theory and practical lessons in computer fundamentals – hardware and software, functional units, storage devices, computer assisted instruction, interactive learning, multimedia, e-learning, web based learning, virtual reality, virtual classrooms, virtual laboratory, etc. As part of the ICT training students do practicum with respect to the preparation of lessons based on computer assisted instruction, blog creation, power point preparation and presentation, etc. Such training and classes are imparted with a view to equip the student teachers to attain basic skills and cognitive orientations in IT. It also aims at developing an analytical perspective towards the emerging trends and practices in IT for effective curriculum transaction.

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

To develop technological skills among ‘would be’ teachers, the fourth paper ‘Educational Technology’ was inducted as compulsory paper in 2012 by Ranchi University, Ranchi. This is mandatory for all the students. This particular paper helps students in gaining computer skills, understanding functioning of computer, getting knowledge about software and hardware, using CD’s in making PPT’s presentations etc.

There is a provision for Computer Application as an option under Paper 9 (Work Experience). The students who opt for this particular paper learn in detail its uses in teaching methodology.

ICT is a part of B.Ed. Curriculum. It is used as a tool for doing assignments, data collection, documentation and conducting research. Teachers extensively use ICT for preparing learning resources and updating the teaching notes. We use the ICT Technologies such as computer, laptop, internet, websites, blogs, LED &LCD Projectors, Interactive White Boards, Visualizer, digital camera, CDs, DVDs, application software such as word processing, spreadsheets, digital library, library automation software etc. We strive to develop a new generation of teachers who are capable of employing technology in all phases of academic, administrative and research programmes. Each student in B.Ed. create blogs. Students use e-mails for submitting assignments and projects. The mounted LCD Projector in each classroom allows the teachers to share activities, videos, power point presentations etc. Video cameras are used for micro teaching and recorded videos are useful for getting feedback of each class. Diagrams are displayed directly from textbooks using the visualizer.

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

An integral part of our curriculum is the practice teaching/internship of five weeks duration which provides the students with firsthand experience of the actual classroom situation. Students are sent to schools for their teaching practice in the second semester. Student Teachers are trained to use computers, LCD Projectors, LED Projectors, OHP and internet for developing lesson plans and its effective transaction. The power point presentations, multimedia packages, IT based teaching aids etc are used by students in pre practice, practice teaching and post practice teaching sessions. They make use of the multimedia rooms in schools and presentations are made. Lap tops are also used by student teachers for classroom presentation. ICT resources are explored both by teachers and students to be more creative in academic and co-curricular skills.

4.5 Other Facilities

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

The college has adequate number of classrooms, laboratories, library and computer facility and other learning resources. All the classrooms are equipped with adequate furniture and ICT facilities. Each room contains Computer, LCD and OHP. Computers are used to enable teachers to improve and enhance learning. The college has two interactive white boards, which makes classroom presentations easy by integrating a wide range of information into a lesson, such as a picture from the internet, a graph from a spreadsheet or text from a Microsoft Word file, etc. The visualizer displays anything that is placed under it in a magnified manner. One portable public address system is also available in the college. For practice teaching students are using the CD ROMS based on school subjects, which are available in the library. College has sufficient computers for making power point presentation slides. The students use computers in the classroom, library and computer lab. Free Internet Access is allowed to all students and faculty of the college. Yes, the institution share its facilities with Manan Vidya.

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

Various audio visual facilities are provided in this college. The college is facilitated with 25 Desktop Computers, One Laptop Computer, 2 Interactive whiteboards, LCD Projector, 1 LED Projector, 1 OHPs, 4 White boards, Video Camera, Digital Camera, Visualizer, VCD Player, 2 DVD Players, LCD , , Slide projector, etc. Students are encouraged to use these audio visual facilities in their teaching learning process.

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

Computer Laboratory: The college has a computer lab with 21 computers, Visualizer, Printers, LCD, Interactive White Board, White Boards and Green Boards. The teacher trainees are free to use the internet facility for their studies and reference works. In addition to these, the student teachers are free to make use of the laboratory for preparing power point presentations, project works, computer aided learning packages and software related to education. The seating capacity of Computer lab is 30. Hykon AE 5000/120 V Alpha online UPS is available in the Computer Lab.

Modern Media Laboratory: The college language laboratory has a number of audio and video cassettes, to train the student teachers in communication skills, spoken English and Phonetics. Software and hardware items, such as 32" LCD TV, DVD Player, Computer, Amplifier, Collar mike and head phones with mike. The Media Lab can accommodate 15 students at a time.

Psychology Laboratory: The psychology lab is specially equipped with apparatus of simple experiments related to educational psychology. Some of them are Memory Drum, Depth Perception instrument, Muller Layer Illusion apparatus, etc. All the latest tests including Intelligence tests, both verbal and nonverbal, Aptitude tests, Creativity tests, Personality inventories, Attitude tests and Interest inventories are available. For personality assessment projective techniques such as Rorschach Ink Blot test, TAT, etc are also available in the laboratory. The psychology laboratory is extensively used by the students and the staff members for research purposes. For doing practicum's B.Ed. students make use of psychology lab. They are also familiarized with different tests.

Technology and Language Laboratory: The technology lab is equipped with a Lap Top Computer, Video Camera, Digital Camera, Visualizer, LCD Projector, OHP, Slide Projector, Green Board, Portable Public Address System, etc. It is also equipped with Language Lab facilities. The language lab is used to give training to school children in English reading, listening and speaking skills.

Science Laboratory: The college has well equipped laboratories for Physical science and Natural science in the campus. It has almost all Science apparatus instruments required to perform and demonstrate the experiments prescribed in the Secondary and Higher Secondary classes for Science. All required chemicals and consumables are also available in the science lab. It includes relevant teaching aids like charts, models, slides, pictures and appropriate furniture like work tables, chairs, slabs, blackboard, electricity, gas and water supply. In addition to this, laboratory facilities are available in the Physical Science and Natural Science classrooms.

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

Auditorium/Multi Purpose Hall: The College has a spacious auditorium which caters to the demands of the college for Educational Activities. The auditorium accommodates almost 400 persons at a time. It is a well furnished auditorium having facilities such as Public Address System, a permanent LCD Projector, and Podium. It is a venue for the common programmes of the college like International and national Conferences, Quiz Competitions, Debates, Personality Contest, Workshops, Campus Utsav, PTA Meetings, Alumni Meetings, etc.

Conference Hall: The conference hall has been recently constructed in the college building. It can accommodate all the staff of the college. It is equipped with latest technology like Computers, Projectors and Public Address System to facilitate effective presentations. This is also used for seminars, conferences, staff meetings, IQAC meetings, various committee meetings, PTA executive, alumni executive, etc.

Staffrooms: Our staffrooms are well ventilated and have facilities like tables, chairs, computer, printer, internet, LAN, shelf, fan, light, cupboards, dining room and rest room, toilet and washing facilities. Staffrooms are spacious enough to accommodate the faculty comfortably. One staffroom is provided with a fridge.

Vehicle Parking: Parking facilities are provided in the campus. Two wheeler parking facility is available within the campus and car parking is in the men's hostel compound and also in the model school parking area which is very near to the campus.

Electricity and Lighting: Our campus is blessed with natural light and fresh air. It is provided with well planned lighting arrangements. Uninterrupted power supply is ensured by use of generator. Auditorium and College office has the facility of Inverter. In addition to this the computer lab, office and auditorium are supported with Hykon AE 5000/120V Alpha Online UPS. In the college campus 220KV Transformer is available for the power supply. All the class rooms, office, staffrooms, laboratories, library, auditorium etc. are fully electrified with fan, tubes and power plugs.

Transport: The College does not have a transport facility of its own. 40% of the students stay in hostels and others are residing in the nearby places. The college is situated near the highway, Public Transport and Private buses are available here. Almost all staff members have their own vehicles. It is used in emergency situations.

Prayer Room: The institution gives utmost care towards the holistic development of individuals. The college prayer room provides a calm atmosphere to those who wish to spend some time in silence, meditation and prayer. The secular nature of the country with the spiritual consciousness is ensured in the institution.

Sports Room: The institution has a sports room for indoor games.

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

Yes, the classrooms equipped for the use of latest technologies for teaching. Classrooms have the facilities for utilizing the OHP and Slide projector. Two classrooms are equipped with smart boards. Multimedia teaching- learning process using LCD and LED projectors and interactive boards is effected in the regular classroom teaching where learning is easier and comprehensive. The interactive whiteboard enhances the effectiveness of classroom instruction and learning.

4.6 Best Practices in Infrastructure and Learning Resources

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

The faculty always tries to bring diversity in their instructional procedure by using ICT like overhead projectors, Slide projector, LCD projectors and PPT's presentations. Teachers emphasize on the overall development of the students. To achieve this purpose the faculty adopt different teaching methods such as project method, problem solving method, survey method etc in their daily lectures. They also smart boards as different teaching aids as and when required. To cater to the needs and achievement level of various students, diverse medium of instruction are adopted. Discussions are held among the staff members and they share the newly acquired methodology with each other.

- 2. List innovative practices related to the use of ICT, which contributed to quality enhancement.**

- The college management is always supportive to update the facilities for teaching learning process.
- The college has Broadband unlimited internet connection, so internet access is very easy and is made available free of cost.
- Computerized library with standard software, having facility of Bar Coding and Biometric attendance system.
- The institution has already registered for INFLIBNET NLIST programme, enabling the students and faculty to access so many e-journals and E-books.
- Every student teacher is taught about the basics of computer, different types of projectors like OHP, LCD, Slide projector etc.
- The student teacher used ICT for preparing the lesson plans and Seminars.
- The student teachers make PPT's of topics related to their syllabus almost every day which is the unique features of our college.
- Upgradation of website at regular intervals.
- Facility of intercom throughout the college for free flow of communication.

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

The College Management is always supportive to update the existing facilities for teaching learning process. Construction of new golden Jubilee block is one of the examples of the enthusiasm of the management. Finance is not considered as a constraint for the betterment of the infrastructure.

- The college has broadband unlimited internet connection, so internet access is very easy and is made available free of cost.
- Computerized library with standard software having facility of bar coding and biometric attendance system.
- Digital Library of dissertations, question papers, e-books, e-journals and old precious and useful books.
- Updating and Maintaining separate website for library including all the services and necessary information and provide the link from the official website of the college.
- Most of the administrative transactions such as student's e-grants, scholarships, pay role management are computerized.
 - All students have their own blogs.
 - Enhancing the use of library by instituting the best library user award.
 - Adequate toilet and washing facilities are provided to staff and students.
 - Generator provision allows uninterrupted power supply.
- Use of ICT is common in the institution for teaching learning process.
- SPSS software for data analysis.
- Video cameras for recording of lessons.
- Language laboratory provides a great opportunities to the student teachers to enrich their language skills.
- Feed back on campus experiences are collected from student teachers to make improvement in required areas.

Additional Information to be provided by Institutions opting for Reaccreditation / Re-assessment

- 1. What were the evaluative observations made under Infrastructure and Learning Resources in the previous assessment report and how have they been acted upon?**

N/A

- 2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?**

N/A

Criterion V: Student Support and Progression

5.1 Student Progression

- 1. How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advise through the commencement of their professional education programme (students pre-requisite knowledge and skill to advance) to completion?**

The academic year begins with a prayer service followed by self introduction of the faculty and students. A formal inaugural ceremony is arranged. At the beginning of the academic year the institution conducts an orientation programme to orient the newly selected students for the programme. Coupled with this, 'Talents day' is also organized. Days are allotted for students in each subject to express their talents. This programme leads to maintain a cordial relationship among the students and with the institution. The following are the programmes for students' preparedness for the course.

- **Orientation at the time of admission** – The Principal and the staff provide orientation to the parents and students at the time of admission.
- **One week orientation programme** – This programme focuses on developing awareness about the institution, vision, mission, goals and objectives, value of teaching profession, status and code of ethics for teachers, various courses offered, evaluation process, facilities in the institution, library rules and regulations, etc.
- **Administration of Teaching Aptitude Test** – The teaching aptitude test is administered to all the students at the beginning of the course and based on this, programmes are arranged.
- **Talents day programme** – To express the various talents of the students, a programme is conducted in the first week after the admission process.
- **Orientation by Alumni** – the members of the alumni association provide orientation to the students on teaching, values of teachers, code of ethics, etc.
- **Spiritual orientation** – a spiritual rejuvenation programme is arranged every year for all the students.

- **Workshops and Practical sessions:** Training workshops and practical sessions are conducted in microteaching skills, lesson planning, methods of teaching, models of teaching, practice teaching etc to train the student teachers in the pre requisite knowledge and skills of teaching.
- **Teaching according to diverse needs:** Lectures are organized on various topics throughout the year. These are conducted by experts in the field and the college faculty.

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

The clean, green and serene campus environment, motivates the teacher trainees to improve their performance. The tutorial system, co-scholastic activities through various clubs, extension services, SUPW, enhanced library facilities, participation in different competitions, IT oriented programme, celebration of day of importance, awareness programmes etc ensures the performance of the students. The semester system has also helped in improving the performance. Tutorial groups are formed comprising of 12- 15 students under each teacher educator. Democratic environment develops a sense of equality among all. Enriched college calendar with varied activities provide ample scope for the development of students. Students participate in administration through IQAC, students' cabinet and various committees and clubs. Personality development programmes and yoga classes are held. Students are part of different houses under the supervision of teacher educators.

The performance of the institution is reflected in the results at the university examinations. Since its inception in 2012, the college has given excellent results. The first batch had cent percent result with Out of 98 students 98 passed with 79 students acquiring distinction. The result of the second batch in January 2015.

3. Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?

The dropout rate is not applicable to our institution. In case any student is found absent for more than a week, he or she is contacted on phone. Their parents are also informed immediately and strict action is taken only, when the student is continuously absent for more than two weeks.

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

The faculty motivates the students to go for further studies in keeping with the spirit of continuous and lifelong education of teachers. The institution provides assistance to students in their academic pursuits. Facilities for computer education, familiarity with online searching of books/OPAC, preparation and use of PowerPoint, presentation using LCD, use of interactive white board, blogging, web pasting, etc pave the way for their development. The well equipped laboratories like Computer lab, Language lab, Technology lab and Modern Media lab, Psychology lab, etc. are highly beneficial to the students in their future accomplishments. Special training using the language lab and modern media lab also is provided for the development of communication skills of school students. In 2013, 16 students qualified for Net and 12 students qualified for SLET/Central state services. Open access to internet, journals and newspapers in the

library keep the students upgraded and we organize personality development classes and communication workshops.

5. What percentage of students on an average go for further studies/ choose teaching as a career? Give details for the last three years?

Every year on an average 30% of the students go for further studies in various courses such as M.Ed., M. Phil. And Ph.D. etc. Almost 50% of our college students choose teaching as their career in government and non- government sector. Rest of the students opt for competitive exams or some other services.

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

Library and information center of the college satisfies the teaching-learning needs of the college. The library collection includes 5272 books, 14 journals and periodicals, 100 CDs and 9 leading newspapers. Our reference collection consists of 2315 books including educational encyclopedias like International Encyclopedia of Education, International Encyclopedia of Educational Technology, International Encyclopedia of Educational Research, etc. The library is automated with software “Campus NET”. Free internet access is made available to students and faculty of the college. The College has already registered to be a member of INFLIBNET-N-LIST programme under Information library centre.

Digital Library - The College has set up “Campus NET Digital Library for archiving the research collections of our students and faculty. Access to digital library is restricted to teachers and students by giving unique usernames and passwords. Our digital library has 5 major categories such as e-documents, teachers’ collections, multi-media collections, college library and CD collections. The works of students also are uploaded and is effectively utilized by them.

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

Yes, the institution provide placement services in Manan Vidya an institution run under the same Trust. Last year 20 students of our college got placement through the placement cell. The placement cell coordinates with different educational institution and provide placement for students.

8. What are the difficulties (if any) faced by placement cell? How does the institution overcome these difficulties?

There is a placement cell comprising three senior faculty members and every year, this cell organizes, extension lectures given by heads of different institutions to guide student teachers regarding proper placement. Beginning of the session in schools March/ April, but our session gets over in July. Hence our student teachers are unable to join the jobs in schools in March/ April. To overcome this difficulty, college has demanded the schools to appoint mid-term competent teachers. There are a large number of students who belong to rural areas and a distant places. Hence getting the job as per their preference is not that easy.

9. Does the institution have arrangements with practice teaching schools for placement of the student teachers?

Yes, the institution have arrangements with practice teaching schools for placement of the student teachers. Highly commendable students are recommended to the schools for job placements. Their details are forwarded and efforts are directed to enable them to get teaching job according to their abilities. Schools other than practice teaching schools comes for the campus interview.

10. What are the resources (financial, human and ICT) provided by the institution to the placement cell?

The placement service cell renders valuable services. The Institution supports placement services cell by providing a special room, computer and free internet services, human resource by assigning duties to staff members, providing certain journals, periodicals etc. Teachers provide adequate training on personality development of trainees apart from providing guidance in concerned subject. ICT facilities for orientation sessions, refreshments and stationary are provided.

5.2 Student Support

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

For the effective implementation of curricular, co curricular and extracurricular activities, the institution plan and evaluates all the activities in its academic calendar which is developed at the beginning of every session. Its effective implementation is evaluated by the student teachers, alumni association and stake holders through feedback proforma. If need arises, necessary modifications are made in the academic calendar to achieve the objectives of the curriculum and effective implementations of all the activities. The students are well informed about the activities through college calendar and prospectus. Notices along with the dates are also displayed on the notice board of the college. The academic calendar can be viewed on the website as well on the notice board, As a result the stake holders get an overview about the various activities to be conducted. The various subject papers, curricular and co-curricular

activities are judiciously distributed among the teacher educators. Different committees meet as per the schedule and requirement to ensure that the activities are carried out as per the planning and all the teacher educators get familiar with their respective roles in the various activities. After the completion of each activity the staff members review the activity and prepare a report. Students' feedback is also taken informally for co-curricular activities.

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

The institution provides special help for the physically challenged students. The faculty members provide guidance regarding curriculum and other activities to the physically challenged students. Special facilities and guidance is provided to such students and concerned teachers provide notes or recorded CDs for their special needs. WE also involve other students specially advance learners to support these students by providing them audio lecture notes and other support needed by them.

3. Does the institution have mentoring arrangements? If yes, how is it organized?

The teachers' role as mentor is emphasized. The institution provides mentoring services to students. Students with educational and personal problems approach teachers. There exists a tutorial system in which the students are divided into various groups and each group is assisted by a teacher. Each teacher has a tutorial and a case study record of their students. The teachers render their assistance to students through special attention to the academic, personal, financial and such other matters of the students. The teacher educators makes an effort to improve study skill and provide training in time and stress management. Individual counseling and telephonic assistance is offered to the students if required to solve problems pertaining to personal, family and academic life. When required, the family members of the student teachers are also called for counseling. Each teacher educator updates the Principal and rest of the teacher educators about any student requiring special help so that any significant problem or issues concerning the student teacher can be identified and tackled in a positive and beneficial manner.

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

The institution provides remedial programme for academically low achievers. Teachers of the college, an experts from outside engage classes before and after college hours and ion holidays. Communicative English classes are given to the needy students after testing their communication skills. The institution adapts specific teaching strategies to cater to the needs of the advanced and slow learners. For advanced learners creative activities like projects, assignments, preparation of instructional materials, PPT's etc are given and for slow learners special coaching classes and remedial programs are given. This cooperation between the Principal and Faculty members, faculty enrichment programmes such as training in ICT and personality development is organized. Flexible time-table with provisions for academic growth of teachers is guaranteed.

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

The institution has its own website from 2012 onwards and is regularly updated (www.manrakhanmahtobedcollege.com). The website was started in November 2012. There is a committee constituted by IQAC to update the website. The information given through website are motto, vision and mission, goals and objectives, profile of the college, details of admission procedure, fee structure, details about governing body, teaching and non-teaching staff, rules and regulations, library, scholarships and endowments, different committees including anti-ragging committee, co-scholastic activities, student support services, associations, academic calendar, college journal, details regarding practical works, announcements, of admissions, seminars, etc.

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

The institution provides remedial programme for academically low achievers. Teachers of the college and experts from outside engage classes before and after college hours and on holidays. The service of the alumni is also sought. Communicative English classes are given to the needy students after testing their communication skills before the commencement of the particular programme. There is study circle during which the advanced learners study and help the low academic achievers by guiding and sharing notes and solving queries.

**7. What specific teaching strategies are adopted for teaching
a) Advanced learners and (b) Slow Learners**

The institution adopts specific teaching strategies to cater to the needs of the advanced and slow learners. For the advanced students creative activities like projects, seminars, assignments, preparation of the modules, instructional materials, documentation, co-operative learning strategies, constructive paradigm, etc are given. And for the slow learners special coaching classes and assistance are given by mentoring and remedial teaching programmes. Teacher educators used ICT rich learning materials and provides notes to the slow learners. Problems related to difficult topics or other concerns are tackled in tutorial groups. During the study circle the advanced learners study and help the low academic learners by guiding and sharing notes.

8. What are the various guidance and counselling services available to the students? Give details.

A guidance and counseling centre functions in the college under the supervision of a competent senior teacher. A special room is arranged for the purpose. The cell provides personal, vocational and other guidance services. The students can freely approach this centre for Guidance or counseling regarding various aspects of their life. The functioning of the cell is motivated by the training in guidance and counseling. The Women's Counselling Centre functions under two lady teachers. The staff advisor to the college union co-ordinates, guides and directs all the activities provided for the well being of the students.

Counselling Centre:- A Women's counseling centre is established in the college specially for solving the problems of girl students. Since majority of the students are girls, it is found to be very beneficial for the institution. The other major student support services. Students facing any kind of stress in their personal lives seek guidance from expert teachers. Guidance is extended to solve the problems of students in education. As most of the students are willing to opt for a job after completing job, they are provided guidance for further higher study and courses.

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

The institution has a well functioning Grievance Redressal Cell. Any complaint/grievance/suggestion regarding students, teachers, facilities, and strategies can be informed through the Grievance box, placed at the entrance of the college. The grievance box is opened twice a month and the committee discusses the major issues in the meeting and is settled at the earliest. Lesser number of grievances is reported during recent years. However, to promote student welfare, the institution has introduced the following measures. Some of them are the following.

- Extended building facilities by constructing a new one.
- Modernized the library facilities
- Installed new computers and software such as SPSS, JAWS, etc
- Extended coaching classes to NET and SET on holidays and vacation period. Online coaching is also started.
- Roofing of buildings to protect from heat and dust
- Extended computer, LCD, OHP, facilities to all classes
- Extended refreshment facilities
- Extended parking facilities for vehicles.

The student teachers are make their grievances known to the institution through

- The tutorial group
- the student cabinet
- Direct approach to the Principal
- Availability of suggestion box in the campus

No major grievance has been reported in the last two years but

- Grievances regarding library timing were paid heed to.
- Special communication workshops on resume writing and job interviews are conducted in the college.

10. How is the progress of the candidates at different stages of programs monitored and advised?

The performance of the students is evaluated through test papers, terminal examinations, percentage of attendance and various co-curricular activities. The students are given thorough training in the methodology of teaching through discussion lessons, demonstration classes, and criticism lessons, innovative, simulated and micro teaching lessons before leaving for practice teaching. During practice teaching period, the teachers observe the classes of student teachers and give necessary feed back to the students. Evaluation by the heads of the teaching practice schools, teachers of concerned subjects and peer group evaluation are also insisted. For this evaluation, a specially prepared student teacher's diary is given to the teacher trainees. The teacher trainees have to report their self reflection after taking each class in the student diary. There is provision for recording the observations of the supervising teacher (school), teacher educator, physical education director, heads of the schools, Principal of the college, etc. in the diary. The trainees submit the diary to the principal on the completion of the practice teaching period. The diary is a

valuable source of information regarding the performance and progress of the trainees. The results of the students in unit tests and house tests are analyzed and meetings are held to bring improvement. Participatory activities of the students are tracked through various academic and extension cells functioning of the college.

11. How does the institution ensure the students' competency to begin practice teaching (Pre-practice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?

The practice incharge ensures that the student teachers are well prepared before they are sent to the practice teaching schools, their progress is continuously monitored. Pre-practice is the regular feature to help students prepare for the actual teaching experience. Five micro practice lessons and one micro discussion lesson is compulsory for students in each subject before they actually set for the teaching practice. The competency of the student teachers to teach in schools is developed through the following pre-practice preparations:

- Orientation to practice teaching in methodology classes.
- Guidance on the selection of methods.
- Orientation to various micro teaching skills.
- Method wise model demonstration lessons by teacher educators.
- Demonstrations to the various skills by teacher educators.
- Video demonstration of good lessons.
- Practice of micro teaching skills by the student teacher in the peer group.
- Careful observation and provision of immediate feedback.
- Micro discussion lessons by the student teachers.
- Practice of lesson planning strategies and objective writing.

The follow up support in the practice teaching:

- At least 75% lesson taught by the students are observed and feedback is provided in the lesson plan. Student teachers have to record their experiences in teaching as reflections.
- After the lesson, personalized feedback is also provided and suggestions are given by teacher educators to improve teacher competency.
- Student teachers have to observe the lessons taught by their peer and have the record in the Observation Book.
- The group leaders in various practice teaching schools give a detailed report of each student in their schools to practice teaching incharge.
- Student diary is maintained by the students during Practice Teaching.

5.3 Student Activities

1. Does the institution have an Alumni Association? If yes,

Yes, the institution has an alumni association since 2013. Details of the office bearers are given below:

(i) List the current office bearers

Sr. No.	Designation	Name of the office bearer
1	President	Md. Tanweer Ahmad
2	Vice-President	Mr. Vijay Kumar Sharma
3	Secretary	Mrs. Rachna Mishra
4	Treasurer	Mrs. Vibha Rani and Mr. Abhay Kumar

(ii) Give the year of the last election

The last were held in 2014

(iii) List Alumni Association activities of last two years.

- Helping in placement of teachers through their well acquired position in various educational institutions
- Participation in SUPW work specially in SWACHH BHARAT DRIVE
- Interacting with current students and facilitating with outstanding students
- Presenting model demonstrate lessons to current students

(iv) Give details of the top ten alumni occupying prominent position.

Manrakhan Mahto B.Ed. College was established in the year 2012. We are proud of our Alumni who are placed in various educational institutions in India as well as in other countries.

Sr. No.	Name of the Alumni Member	Position Occupied
1	Md. Tanweer Ahmad	Director, M.M.K. High School, Ranchi
2	Vijay Kumar Sharma	Director in Govt. School

(v) Give details on the contribution of alumni to the growth and development of the institution.

Some of the activities conducted by the alumni are as follows:

- Lectures on the relevant topics.
- Communication workshops.
- Interactions sessions before practice teaching.
- Demonstrations on various skills.
- Helping in placement of students.
- Alumni fund raising drive for the financially weak students.

2. How does the institution encourage students to participate in extracurricular activities including sports and games? Give details on the achievements of students during the last two years.

The institution strives not only for the academic excellence but also to lead the students to develop their hidden talents and abilities through a series of extracurricular activities including sports and games.

Educational and cultural forum organizes inter-house quiz contest, Wall magazine, poetical recitation, and folk song competition on the yearly basis in the college. In addition to that sports committee organizes sports day, indoor games, and fun games for the students. Information about these activities is disseminated to all through notice board and announcements in morning assembly.

Students have participated in debates, poetry, theatre items, fine arts competitions and quiz contest etc. Students also participated in functions organized by local NGOs and other administrative bodies. Students actively involved in the organizes of co-curricular activities in the college. Important days and festivals are celebrated in the college in complete harmony to create in awareness, understanding and appreciation for our rich culture, traditions and heritage. The responsibility of arranging for celebration of special days such as Teacher's Day, Human Rights Day, Dusshera, Diwali, Independence Day, Republic Day, Human Rights Day, World Environment Day are given to the various houses of student teachers.

3. How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material. List the major publications/materials brought out by the students during the previous academic session.

The institution encourages students to publish materials related to their academic and other activities. The assignments prepared by the students are published in book form and e-form. The important in-house publications of the college are: *College magazine*: The Editor of the College Magazine is elected directly by and from among the students of the College. The Editor is responsible for the publication of the College Magazine. There is an Editorial Board to help the Editor in the discharge of his duties. The Editorial Board consists of:-

1. The Principal
2. The Editor (Convener)
3. The Chairman of the student Cabinet
4. The General Secretary of the Student cabinet
5. Two members of the staff to be nominated by the Principal. News bulletins, Manuscript magazines, Short films, Documentaries, Tour Programme, are released on special occasions.

The college organizes creative writing competition from time to time. The students express their talent in writing poems, essays and stories. Similarly they are motivated to participate in literary activities at other institution.

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

The Student cabinet is called ‘Manrakhan Mahto B.Ed. College Students’ cabinet. All students of the college are members of the students’ cabinet. The Principal is the ex-officio president of the college cabinet and one member of the teaching staff nominated by the Principal shall be the Staff advisor to the Students’ cabinet. The affairs of the students’ cabinet are managed by an executive committee which include, the principal, the staff advisor, the chairman, the vice-chairman, the general secretary, the arts club secretary, editor of the college magazine, sports secretary and other students’ representatives from respective optional classes. Attendance is compulsory for the members in all the meetings of the cabinet. The objectives of the Student Cabinet are:-

- To train the students of the college in the duties, responsibilities and rights of citizenship.
- To study and discuss educational subjects and subjects of professional and general interest.
- To promote opportunities for the development of character, efficiency, and spirit of service among students.
- To develop the qualities for democratic leadership.
- To extend citizenship training among students.
- To organize debates, seminars, work squads, touring parties and such other functions.
- To encourage sports, arts and other cultural, educational, social or recreational, activities.
- All the members of the Student Cabinet take vow to maintain the college discipline and decorum and abide by the rules and regulations of the college.

5. Give details of the various bodies and their activities (academic and administrative), which have student representation on it.

The SUPW is an important programme to promote work culture and dignity of labour among the students. It includes various services and preparation of products. They are given below.

Services	Products
Hospital Visit	Glass Painting
Continuing Education and Extension Programme	Craft and Art works
Awareness Programme	Stitching & Embroidery works
Free tuition for poor students	Candle making
Campus cleaning and Beautification	Tie & Dye works
Social Survey	Organic farming/preparation of vermi compost
Energy Conservation and Conscientisation	Book binding and soap making

Different committees running in the college are achieves their aims and objectives through active participation of students. The committees having student representation are

- IQAC-
- Student Cabinet
- Academic Committee
- Library Committee
- Publication Committee
- Discipline Committee

- Educational and Cultural forum
- Tour and Excursion committee
- Grievance redressal cell

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

The institution collects feedback from the students through an evaluation proforma suggested by the NCTE. The institution also collects feedback from the employers Alumni, PTA, etc. and according to the feedback necessary modifications are made in the teaching strategy, technology used, facilities provided etc. The progress of the students is informed to the parents, to ensure their participation in the development of the students. The institution seeks and uses data and feedback from the teacher trainees and employers to improve the teacher preparation programme and growth and development of the institution. The feedback collected from students on teachers, course, institution, etc. is discussed in the staff meetings and IQAC meetings and the necessary steps are taken to improve the programme. A **SWOC** analysis is also conducted among the teachers and students. Twice in a session, the students are provided with the proforma that seek their responses in various aspects of the programme, such as teaching learning process, teaching methodology, curricular and co-curricular activities, college administration, infrastructure facilities and suggestions for improvement. There is a suggestion box through which students and other stake holders can freely express views. Feedback from practicing schools is sought in a structured manner during practice.

5.4 Best Practices in Student Support and Progression

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

The best practices that are implemented in true form to enhance the progression of students are as follows:-

- The best practices regarding student support and progression in the institution are student counselling by the career counseling and placement cell. We give special attention in providing our students with opportunities with opportunities for placement. Programmes for improving the placement potential such as personality development and communication workshops as well as placement drives are organized by the institution.
- Provision on online counseling is the unique feature of the college.
- Students are given active role in the decision making bodies of the institution through active functioning IQAC, student cabinet and other academic and administrative bodies.
- Feedback mechanism for the programme and faculty with the view to improve is a regular feature of the college.
- Fully functioning Grievance cell to assist students in solving their problems is one of the best practices to support students.

- Support to economically backward students through scholarship and installment is there in the college.
- Book bank facility is available for economically weak students.

Additional Information to be provided by Institutions opting for Reaccreditation / Re-assessment

1. **What were the evaluative observations made under Student Support and Progression in the previous assessment report and how have they been acted upon?**

N/A

2. **What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?**

N/A

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

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

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

Goals

- To develop unique teachers who excel in global scenario and realize the Indian concept of 'Guru'.
- To develop quality consciousness among teachers.
- To create a strong affinity towards the national values.
- To become an international educational destination.
- To reorient teacher education to the needs of modern age.
- To promote educational research and extension.

Objectives

- To equip the teachers to develop and practice innovative methods in teaching and evaluation.

- To conscientize the teachers about the needs of the society and nation and to act accordingly.
- To equip the teachers with the skills and information to create an eco-friendly atmosphere in educational institutions.
- To develop human values among teachers such as – love for fellowmen, tolerance, unity, etc.

The vision, mission and goals are the guiding stars as the college strives in its quest for quality enhancement and quality sustenance.

Vision

The vision of the college is Enlightenment, Excellence and Service through Divine Illumination. The quest for excellence is highlighted in the vision and mission of the institution.

Mission

- To develop into a world-class centre of Teacher Education with distinct identity and character – A college of Teacher Education with a difference.
- To develop intellectually competent, morally upright, psychologically integrated and socially committed teachers for service in the emerging world scenario of education.
- To generate a new work culture for improving the practice of education through teaching, research and extension.
 - To achieve and sustain excellence in teacher development through experimentation and innovation.
- To foster values of new global scenario such as quality consciousness, eco-friendliness, sustainable development and love for fellow men.
- To promote faith in God and uphold Christian ideals.

Clear statement of the vision and mission which reflects the teacher education goals and objectives are communicated at all levels to assure the contribution of every stakeholder for institutional development. College prospectus, college calendar, college magazine, Alumni newsletter, etc. are means of communication of our vision, mission, goals and objectives. The vision and mission of the institution have been framed and placed at the main entrance of the college and in the auditorium. After the admission the student teachers are informed of the vision, mission, goals and objectives as part of the orientation programme. The institution's Mission and Vision are fulfilled by the faculty through the curricular and co-curricular activities. In addition to this the institution organizes classes by other experts in the field of education and visiting faculty. The college has achieved its goals through an inspiring management, dedicated principal, committed faculty and administrative staff, and motivated student teachers. The college vision, mission and goals are displayed on the notice boards of the Principal office, staff room and class rooms. The Principal of the inaugural programme of B.Ed. instills in the mind of the students about the Mission, Vision and Values of the Institution.

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

The mission of the college includes the institution's goals and objectives in terms of addressing the needs of the society. Our mission is to develop intellectually competent, morally upright, psychologically integrated and socially committed teachers for service in the emerging world scenario of education. The goals of the institution include: to develop unique teachers who excel in global scenario and realize the Indian concept of 'Guru', to create a strong affinity towards the national values, to reorient teacher education to the needs of modern age, etc.

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

- Needs of the society: The institution continuously strives to develop teachers with adequate knowledge, skills, attitude, and values that enables them to light the lamp of the knowledge and to remove ignorance from the society.
- Students, it seeks to serve: The institution welcomes the students with spirit to grow, lead and win. They are provided enriched academic and co-academic experience that escort them to final goal being dedicated and professional quality teachers with positive set of attitudes.
- School Sector: The pupil teachers are provided the opportunity to gain direct teaching experience in schools under the guidance of teacher educators. Here, they come to realize the needs and problems of actual teaching. The gap between theoretical knowledge gained in the college and practical aspect of school teaching is covered through the teaching practice programme. The school sector benefits from the quality teachers, who are well trained in using modern day technology and meet the challenges of modern era.
- Institution Traditions: The institution is directed towards the achievements of high ideals and goals on the foundation of its rich traditions which include democratic administration, teachers and student participation in various activities fostering the future culture, equal opportunities to all, free flow of information, effective remedial process, easy accessibility to principal and faculty.
- Value orientation: Value of continuous excellence in professional competencies, gaining sensitive insight into community needs and expediting the efforts to contribute the cause of education are the objectives we strive to cultivate among our pupils teachers and teacher educators.

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

Ever since its inception the college has been steadily growing and now our college has secured a state of eminence chiefly because of the commitment and leadership role of the management. The spirit we possessed, the way we proceeded, the inspiration we radiated during all these years were acquired from the vision of the management, which is fully conscious of its duties and responsibilities. No capitation fee or donation is received from the faculty for appointment. Selection is completely merit based. The management is very particular in keeping transparency in admission also. The managing Board administers the college according to the Rules of Administration laid down.

- The Principal shall be ex-officio Secretary of the Managing Committee, and as such shall issue notices of its meetings, prepare the agenda and record the proceedings of the meetings in a minutes book which shall be available for inspection at any time by any member of the Committee and by the University authorities. He shall also give

effect to the resolutions of the Committee as early as possible and report the fact in writing to the Managing Committee at its next meeting.

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

Managing Committee (Governing Body)

Chairman Mr. Manrakhn Mahto
Director Mr. Manoj Kumar Mahto
Principal Dr. Sarbani Biswas
Members Mr. Lakhindra Pahan Dr. Ajay Kumar Singh (Representative, Ranchi University) Ms Nilima Tirkey (Teachers' Representative)

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

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

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

vision and prepare our student teachers with a sense of mission. Circulars and notices are the regular means of free flow of information.

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

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

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

Various techniques and methods are adopted for identifying the barriers in achieving the vision and mission. The members of the faculty and administrative staff have frequent meetings (formal and informal) to discuss various matters of importance. Discussions are made on topics related to the all-round development of the members of the faculty, students, teachers and the institution as a whole, matters that hinder its progress, methods and techniques to adopt to meet various challenges, short comings and failures and to identify and address the obstacles if any, in achieving the vision/mission and goals and objectives of the institution. Small group meetings of this kind often form a platform to raise and analyze both the positive and negative aspects of the functioning of the institution. Our institution has links with other sections/departments/schools/organizations/colleges. The faculty collaborates with the faculty of other institutions and University Departments. The feedback we receive from these institutions also helps us to identify the short comings in achieving the vision, mission, goals and objectives. Various committees look after the needs and problems of different aspects of teaching learning process and review meetings are arranged after every activity.

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

The management encourages and supports involvement of the staff in ensuring the efficiency and working of the institution. The college organized development programmes for staff in the form of

workshops, conferences and seminars, to ensure Human Resource Development and Total Quality Management. Teachers are also encouraged to attend such events. We encourage our teachers to take up research, do higher studies and thereby improve their professional abilities. The staff is provided with ICT facility for research. Consultancy is also encouraged. The college provides all facilities to the staff to attend Orientation/Refresher programmes to upgrade and update their knowledge. The staff is inspired to take up higher studies and thereby improve their professional abilities. Publications in journals are encouraged. We provide staff rooms that are well lighted, well ventilated with attached toilets and have all basic amenities like Almirah with lockers, drinking water facilities, computers with high speed internet connection etc. There is loan facility for the staff. Besides this, the Management provides medical funds to needy employees in emergency situations. The faculty is actively involved in decision making processes. The faculty members are members of various important committees. Thus they are actively involved in the decision making process of the institution to sustain and enhance quality of Teacher Education imparted by the institution. We follow a system of participative management so that the staff can express their opinions and suggestions freely. The college designs a year plan and work plan for the whole academic year and implements them effectively. All the faculty members and administrative staff meet together under the leadership of the Principal. The Principal in consultation with the staff members assign specific duties to each member of the faculty. All the employees uphold the vision and mission of the institution and work with commitment for the cause of Teacher Education. The college has already established **IQAC** for the promotion of qualitative functioning of the college. The staff has an easy access to the Principal of the institution which ensures free exchange of ideas, discussion of problems ultimately reaching to solutions.

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

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

The principal acts as a link between the teacher educators and the management. It is after open discussions with the staff members that annual calendar is chalked out before the commencement of the new session. New curricular and co-curricular activities are added to the programme for enhancing qualitative. The humane and understanding approach of the Principal makes it easy to carry out various portfolios smoothly.

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

6.2 Organizational Arrangements

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

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

Planning Committee: The planning committee consists of the Principal of the college, Manoj Kumar Mahto (Manager), Ms. Nilima Tirkey (Pro-Manager), Dr.Kumud Mohan, Dr. Neelima Kumari.

Advisory Committee for library: Mr. Kumar Anish, College Librarian is the convener of the committee., Associate Professor, Mr. Shiv Prakash, Assistant Professor Sangeeta Mahto, Mr. Sanjay Kumar Jha. Mr. Lawrence Bhengra (Student).

Committee for Academic Calendar: Dr. Sarbani Biswas, Principal of the college, Ms. Nilima Tirkey, Awadhesh Kumar, Dr. Kumud Mohan are the other members of the committee.

Anti-Ragging Committee: Anti-Ragging committee consists of and Principal, Dr. Kumud Mohan, Sangeeta Mahto (Asst. Professor), President of the PTA . Ms. Jyoti Jay (Student).

Ethics Committee: Principal is the chairman of the Ethics Committee. Dr. Kumud Mohan, Nilima Tirkey and Awadhesh Kumar are three members from the faculty. The Management representatives and Panchayat Head are also included in the committee.

Steering Committee: The steering committee consists of five members. The chairman himself is the management nominee. Other members are Dr. Sarbani Biswas, Principal, Mr. Manoj Kumar Mahto, Director, Mr. Sanjay Kumar Jha and Ms. Nilima Tirkey, Asst. professor.

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

Grievance Redressal Cell – for students: Dr. Kumud Mohan, Asst. Professor is the secretary of the Grievance Redressal Cell – for students and Dr. Neelima Kumari is the convener. Other members are Mr. Awadhesh Kumar, Mr. Shiv Prakash and Ms. Nilima Tirkey. Mr. Bishwajit Das (Student). Any complaint/grievance regarding the students, staffs, institution can be made to this cell directly or can be put into the grievance box kept at an easily accessible place. The complaints will be dealt with immediately and necessary measures will be taken at the earliest by the committee in-charge of the cell.

Internal Quality Assurance Cell: *It is newly formed, Ms. Nilima*, Assistant Professor is the convener of the Internal Quality Assurance Cell. Other members are Principal, Dr. Sarbani Biswas, Dr. Kumud Mohan, Dr. Neelima Kumari, Mr. Sanjay Kumar Jha., Asst. Professor.

Quality Assurance Cell: The Quality Assurance Cell consists of six members. Principal, Dr. Sarbani Biswas, Mr. Awadhesh Kumar (Convener), Dr. Kumud Mohan, Mr. Manoj Kumar Mahto (Director), Mr. Shiv Prakash and Ms. Nilima Tirkey (Asst. Professor). Details of the meetings held, the decisions made etc. are furnished in the minutes books of the various committees.

Academic Committee: The Principal is the Chairman of this committee. Mr. Sanjay Kumar Jha, Ms Nilima Tirkey, Mr. Shiv Prakash (Asst. Professors), Reena Rani (Student) are the other members. The academic committee prepares plans for the whole academic year and chalks the academic calendar at the beginning of the session. It makes institutional plans, instructional plans and schedule for orientation programmes for new students, practice teaching, microteaching, pre-practice and school teaching experience programmes etc.

Educational and cultural forum: Mr. Sanjay Kumar Jha is the convener, the other two members are Mr. Shiv Prakash and Dr. Neelima Kumari Mrs. Alolica Dev (Student). This committee organizes educational and other cocurricular activities such as inter house quiz competitions, dance and folk songs competitions, debates, declamations etc. It also arranges training programmes for the students.

Examination and internal assessment committee: The Principal is the convener, the other members Ms. Nilima Tirkey, Mrs. Sangeeta Mahto and Mr. Awadhesh Kumar (Asst. Professors). This committee conducts the terminal and model examinations in addition to monthly class tests. This committee is also responsible for making the date sheet and schedule and theory and practical examinations, paper setting and publishing, procurement of answer sheets, preparation and declaration of answer sheets, preparation and declaration of results, honouring meritorious students, identifying slow learners and arranging remedial classes and finalizing internal assessment and sending it to the University.

Research and extension committee: The principal is the convener, other two members are Mr. Sanjay Kumar Jha and Dr. Kumud Mohan. This committee will supports research activities of the faculty and develops research aptitude in staff and students. It organizes extension activities and assists students and faculty in SPSS data analysis.

Publication Committee: Dr. Sarbani Biswas (Principal) along with Mr. Shiv Prakash, Mr. Sanjay Kumar Jha and Mrs. Sangeeta Kumari (Asst. Professors), Shubhendu Mukherjee (Student) are the members of this committee. The main function of the committee is the publication of the college magazine/souvenir, writing press notes and recording news about the college.

Discipline committee: The Principal is the convener and other three members are Dr. Kumud Mohan, Mr. Awadhesh Kumar and Mr. Sanjay Kumar Jha, Anurag Thakur (Student). This committee is responsible for maintaining discipline and peaceful atmosphere in the college.

Student cabinet: Class representatives of B.Ed. class are the members of this cabinet. The main function of the student cabinet is to interact with staff and Principal and maintain discipline during college functions etc, apart from reporting the difficulties of students.

Tour and Excursion committee: The members Mr.Awadhesh Kumar, Mr. Shiv Prakash and Dr. Neelima Kumari, Mr. Rajesh Ekka (Student). The committee is responsible for involving student's council for deciding about venue and finances and arranging tours.

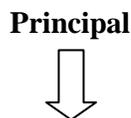
2. Give the organizational structure and the details of the academic and administrative bodies of the institution.

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

Management Organization



Academic Organization



Faculty

Librarian



Administrative Organization

Principal



Accounts Assistant

Clerical Staff

Support Staff

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

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

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

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

A healthy relationship is maintained with the schools, District Educational Office, University, Corporate Educational Agency, etc. The institution has strong links with the school sector. Practice teaching is conducted in local schools. The college organizes Interschool Science and Social Science Quiz competition for the students in practice teaching schools. The college has links with the following agencies. The institution to recognize the help and cooperation extended by the school that support practice teaching programme, the institution conducts training programs for the teachers working in practice teaching schools. Teacher educators attend workshop and seminar conduct by the department of education of other universities and other college of education. The institution also works with the support and co-operation of other institution for ICT training needs of teaching and non-teaching staff. Different organizations are invited to deliver special lectures for the extension work on topics like female foeticide, save the environment etc. Several blood donation camps, health checkups are organized with the help from local bodies/NGO's.

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

The institution uses the various data and information obtained from the feed back in decision making and performance improvement. Feedback from students are analyzed and on the basis of this, decisions are taken or modified. Feedback from parents, alumni, heads of the practice teaching schools, school teachers, etc are also analyzed and changes are made. The introduction of student teachers diary for practice teaching is a decision on the basis of this feedback. Changes in dress code, introduction of store for selling office stationery, change in library timings are the result of the feedback. The institution takes initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty. Sharing of information, new knowledge and experiences relevant to their respective fields of study among other members of the faculty is a usual practice here. For this purpose we conduct special staff meetings. Meetings of this kind help to increase the love and co-operation existing among the staff. On special occasions we organize special lunch parties to all members of the staff as a token of love and co-operation. The institution utilizes all the available resources for experimentation and innovation, which lend a hand in achieving and sustaining excellence in teacher development. The principal and the management take required steps to improve the processes involved in feedback taking and its functioning.

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

Teachers are involved in a variety of quality based activities directed towards the improvement of teaching and learning process. For academic excellence as well as professional enrichment, the institution conducts National and state level seminars and workshops. In an evolving knowledge society, constant updating of theory and practice of teacher education is a pre-requisite to improve the quality of the teaching learning process, to sustain the quality of the output and to keep pace

with the rapid changes in the educational and social scenario. When there are revisions in the B.Ed. curriculum teachers are directed to attend orientation programmes and seminars to update and upgrade their knowledge. Members of the Non-teaching staff are provided training in the operation of computers for official purposes. Opportunities are given to the administrative staff to participate in seminars on Income tax, Internet, educational concessions for the SC/ST/OBC students, scholarships, salary bill preparation etc.

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

Institute's initiative for faculty cooperation and empowerment

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

6.3 Strategy Development and Deployment

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

The Management Information System (MIS) is established in the college. In the principal's room, office, and library, all data is stored and is used effectively. Data of students and staff are

available. The office and the library are automated. The institution has facilities to collect, align, select, integrate and communicate data and information on academic and administrative aspects of the institution. The library, admission, salary and provident funds were managed by separate software but now we are bringing them all under common software. All activities and work undertaken is documented in the following ways:-

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

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

The quality of education is largely tied up with quality and supply of teachers in the system. We are extremely careful in appointing teachers having the academic qualifications prescribed by the Govt./UGC/NCTE. We produce highly motivated, conscientious and efficient teachers for all levels of our educational system. All the sanctioned posts are filled and whenever there is a vacancy, steps are taken to fill it. To recruit and retain diverse faculty who have the desired qualifications, knowledge and skills, we advertise the post of Lecturers in all editions of a National English daily and in all editions of five hindi daily news papers having wide circulation in the area, approved by the University. For appointing other staff we advertise the post in all editions of a National English daily and in all editions of five Hindi daily newspapers having wide circulation in the area approved by the University. As far as the appointment of the part time/Adhoc faculty is concerned we normally invite applications by advertising the posts in English/Hindi newspapers. No relaxation is given in the minimum educational qualifications to part time/Adhoc faculty.

The institution has policy for training and retraining of the staff and to encourage specialized professional training. The Head of the institution identifies the faculty development needs and career progression of the staff. The management encourages the faculty members for doing research, extension, to publish in journals and for professional growth. The management not only controls but also cares for the needs of the employees which motivates them to achieve the mission and vision of the institution. Allocation of human resources in the institution is ensured by appointing well qualified principal and well qualified staff and financial resources are managed by the managing committee and these resources are made available according to the need of the students and staffs from time to time.

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

Financial needs of the college are met through funds raised from fees only as this is a Private college. The petty cash is provided by the management for day to day activities. Purchase indents, fill and duly signed by the principal are sent the account assistant for purchase of books, stationary and other materials. The need of human resources are made through the management of the college whenever need arises. To recruit and retain diverse faculty who have the desired qualifications, knowledge and skills, we advertise the post of Lecturers in all editions of a National English daily and in all editions of five Hindi daily news papers having wide circulation in the area, approved by the University. For appointing other staff we advertise the post in all editions of a National English daily and in all editions of five Hindi daily newspapers having wide circulation in the area approved by the University. As far as the appointment of the part time/Adhoc faculty is concerned we normally invite applications by advertising the posts in English/Hindi newspapers. No relaxation is given in the minimum educational qualifications to part time/Adhoc faculty. To reach the goals and objectives of the institution various activities are undertaken for which experts from the college and organization and institutions are involved. Programmes like personality development, yoga camp, extension lectures, National Seminars, workshops and competitions etc are successfully organized by the resources of the college. The mission of empowering student teachers with professional skills is achieved by conducting various activities such as practice teaching, content delivery through teaching, extension work, co-curricular activities, seminars, workshops, exams etc. The principal in communication with various committees decides upon the human, material and financial requirements for conducting the activities in the portfolio. The management then releases funds for the various requirement of the college. It also sponsors the educational visit by arranging transport, refreshment etc. The students are prepare to tackle global issues to the content in curriculum, environmental based activities, placement and training services, guidance and counseling services. The institution train students in using computer, OHP, LCD, smart boards and other audio visual aids effectively. The institution provides its computer lab for the students to practice. The college has achieved its proposed goals through and inspiring management, dedicated principal, committed faculty and administrative staffs and motivated student teachers. The institution has the policy for training and retraining of the staff and to encourage specialized professional training. Teachers are encouraged orientation programmes to ensure human resource development and total quality management.

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

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

this students are allotted to each school. The academic activities are planned and implemented by the academic committee that works in communication with the Principal.

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

We have clearly stated vision, mission, objectives and values. Clearly stated vision and mission, which reflect the teacher education goals and objectives, are deployed at all levels to assure individual employee's contribution towards institutional development. The college website, college magazine, college calendar, college prospectus, Alumni news letter etc. are means of communication of our goals and objectives. The college has achieved its proposed goals through an inspiring management, dedicated Principal, committed faculty and administrative staff and motivated student teachers. The mission and the objectives of the institution are communicated to the students, teachers and other personal through orientation programme at the commencement of the session, discussion of the objective with the faculty before any activity is undertaken, efforts of teacher educators in and outside the classroom to communicate the objectives to the students. The objectives are achieved by conducting various curricular and co-curricular activities and number of committees and clubs have been formed for accomplishing this aspect.

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

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

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

The college is well equipped with a modern media lab and language lab to improve the communication skills of its students. Whenever a new technology is available, we collect details about it, its effectiveness and the uses are studied. The companies are asked to display it before the staff, and if found useful, the principal submits the proposal before the management and gets sanction for purchasing it. After purchase, the teachers are given training in its use and the new technology is used optimally. In the acquisition and effective use of new technology, the institution is highly interested. Automated and digitalized library, office automation, etc are examples. The computer lab is well equipped and offers LAN facility and internet browsing. Free internet service is provided in the library, computer lab, faculty room, administrative room etc. Student teachers are trained in the basics of computer education as well as to use computer software such as PPT as instructional aids. We use the computer to store data related to all students. We have three computers in the college office and the daily work related to the college is done with the computer. We have LCD, OHP, printers, scanners, photocopiers, slide projectors,

language lab, psychology lab, technology and modern media lab etc. The institution has a fully Wi-Fi campus to facilitate internet access to students and teachers.

6.4 Human Resource Management

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

The institution has a policy for training and retraining of the staff and to encourage specialized professional training. Teachers are encouraged to attend refresher courses and orientation courses conducted by the Ranchi University, Ranchi colleges to ensure Human Resource Development and Total quality management. When there are revisions in the B.Ed. curriculum, teachers are directed to attend orientation programmes/ seminars to update and upgrade their knowledge. The non-teaching staff is also encouraged to attend courses conducted by government and other agencies like Income Tax Department, State Government, Welfare Department, etc to cope with new development. Preparation of e-bills, e-grants, etc. is the result of it. The institution offers duty leave facilities to the teachers to attend and present papers in the seminars, workshops held by other colleges and universities. The institution encourages the teacher- educators to pursue higher education such as post graduation in another discipline and doctorate degree. The teacher-educators are equipped with the latest technology and they are provided with the facility of using latest projectors, internet and interactive boards in their classroom teaching.

To ensure the availability of qualified and committed faculty and staff needed to meet the stated objectives, the institution follows the rules and regulations of UGC, State Government and the management. For the appointment of new teachers, the institution strictly follows the norms and regulations of the UGC, NCTE, University, and the state government. All the faculty members are well qualified.

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

The college has adequate mechanism for performance assessment of faculty and staff. The institution has an effective mechanism to use student feedback for quality enhancement. The students' feedback on teachers, courses, institution, etc. are collected at the end of each academic year. A special committee of the management evaluates the performance of teachers periodically. Once in a year each faculty prepares and submits the self-appraisal report. The institution uses the evaluations to improve teaching, research and service of the faculty and other staff. Personal interaction of the manager, and of the management committee for promotion, etc are examples of performance assessment. For promotion, the management has a promotion policy. A screening committee will be constituted by appointing experts for considering the application of the teacher who is to be promoted. The committee verifies all the records pertaining to age, qualifications and service details of the teacher such as service books, self appraisal report for the last three years, teachers diary, work book, etc. The manager, principal of the college and one member nominated by the appointing authority from among the Principals, Heads of Departments and Professors of other colleges constitute the screening committee. The institution is constantly motivating teachers to take up research in Education. The thrust areas of research prioritized by the institution are science Education,

Teacher education, Language Education, Educational Psychology, Educational Technology etc.

The college has an inbuilt mechanism to check the work efficiency of the Non-teaching staff. Work allocation is done at the beginning of the academic year. All the official communications are countersigned by the principal. The senior clerks check the works of juniors before the final papers are sent for approval by the authority. Frequent meetings are convened by the principal to make an appraisal of the work done in the office by the members of the Non-teaching staff. Teacher-educators appraise themselves through a questionnaire for self-appraisal. At the end of the academic year teacher-educators reflect upon their performance and answer very objectively and sincerely to the questions in the questionnaire. It is analyzed and compare with that of the appraisal done by the principal. The teacher-educators are appraised from the students' perspective also. The student can also give feedback and put forward their grievances arising out of dissatisfaction about teacher educators through the suggestion box. The aim of accessing the services of the faculty is to suggest measures to make their teaching more effective and successful.

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

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

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

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

Skill development programme

Sr. No.	Programmes implemented	No. of programmes	Details of programmes
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1	Value added programme	02	<ul style="list-style-type: none"> • Action programmes for healthy mind, body and spirit • Preparation classes for competitive exams
2	Skill oriented programmes	01	<ul style="list-style-type: none"> • faculty development and communication skills programmes
3	Community extension programme	03	<ul style="list-style-type: none"> • Blood donation camp is organized in the college • Free medical camp is organized in the college Social survey
4	Seminars/Conferences	03	<ul style="list-style-type: none"> • Two regional level seminar and one national level seminar on educational leadership is conducted

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

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

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

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

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

The institution takes special interest in the personal/professional career development of the faculty. The institution encourages teachers to attend seminars/workshops. To attend National/International seminars the institution provides T.A/D.A. Leave is provided and work arrangement is made. The faculty members are actively involved in various professional and community engagement programmes. Some of the faculty are resource persons in nearby professional colleges and UGC coaching classes. Our faculty is competent to undertake consultancy service in the following areas.

- Models of teaching
- Guidance and counseling
- Education and Mathematical teaching
- Tool development
- Science education
- Self-instructional materials
- Teacher education
- Educational Technology
- Measurement and evaluation
- Education in different discipline

The college has also a practice of honoring the faculty members on accomplishments. The college frequently organizes seminars and other extension activities in the campus with a view to promote professional growth of teachers.

8. What are the physical facilities provided to faculty? (Well maintained and functional office, instructional and other space to carry out their work effectively).

We provide staff rooms that are well lighted, well ventilated and having all basic amenities like lockers, cupboards, water cooler, refrigerator, computers with high speed Internet connections, printers etc. The facilities provided to the staff include parking facility for vehicles, telephone facility, loan facility, refreshment facility, drinking water facility, etc. The college has instructional infrastructure like Library, Language Lab, Psychology Lab, Computer Lab, Technology lab, Career Corner, placement cell and Guidance and Counselling centre. The institution has a spacious auditorium, seminar hall, guidance room, multipurpose hall, work experience section, sports room, activity room, etc. The library comprises a good number of books, reference books and subscribes good number of journals which can be a important source for the professional development of the teachers.

9. What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?

Faculty and other stakeholders can seek information through various means such as college website, college calendar and handbook, college magazine, Alumni News letter, leading

newspapers, circulars/notices issued from the college office, etc. The grievance redressal cell for faculty, functioning in the college takes necessary action for redressing the grievances noted by the faculty. The grievance redressal cell comprises the Principal and one nominee of the management. Students can address their grievances through the student cabinet. There is a provision for the students to drop their grievances and suggestions in the suggestion box. The principal conducts a mid-term review and an exit meeting with the students at the end of the year. There is a questionnaire through which the students express their views regarding the efficiency through the teacher-educators deliver the course the course content, guidance and counseling provided and other competencies of teacher-educators. Faculty members can discuss their problems personally or in staff meeting. The student collects data from the practice teaching schools. The lessons taught in the schools are closely monitored by the teacher-educators visiting the school for supervision.

10. Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

A special diary (Teacher's Diary & Work Record) is maintained by each member of the staff in which a monthly abstract of the details of the work done - teaching, preparation for teaching, Tool construction, Assignment correction, Testing/Exam, Tutorials, Internship, Library work, Laboratory work, practical work/workshop, Interaction with students, club activities, cultural programmes, project/seminar/ research guidance, own reading, notes preparation etc. are noted. Timetable is chalked out at the beginning of each semester after detailed discussion in the staff meeting. The institution promotes research culture among the faculty. Out of the eight members in the B.Ed. faculty, three possess Ph.D. and two are doing Ph.D. The college has special provision for mentoring. The institution provides academic assistance through tutorial programme and remedial teaching. Educationally disadvantaged students get personal attention. Gifted students are identified at the very beginning of the course and are provided suitable additional work, projects, responsibilities etc. to cater to their needs. Slow learners get more attention like repeated teaching, personal corrections, additional coaching, remedial programmes, etc.

Teachers are engaged in community development programmes. Our faculty members deliver lectures in different institutions and for members of different organizations. They act as resource persons for training the students, preparing for UGC examinations, for conscientising members of PTA, teachers, women, children and people from all walks of life. They give training to students appearing for various competitive exams.

11. Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

The Head of the institution is always eager to appreciate the work done by the members of the teaching and Non-teaching staff. The words of appreciation itself are a great factor of motivation which in turn will yield more fruits in future. The Principal also gives confidential report to the management regarding the work efficiency of the faculty. We conduct special meetings to congratulate the faculty when they acquire Ph.D. or any additional degree, etc. Each staff members are given the opportunity to coordinate and direct different co-curricular activities in the college. Under their guidance the students actively participate in various competition. The winning team and teacher in-charges are awarded amends staff.

6.5 Financial Management and Resource Mobilization

- 1. Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated.**

No, the institution doesn't get financial support from the government.

- 2. What is the quantum of resources mobilized through donations? Give information for the last three years.**

N/A

- 3 Is the operational budget of the institution adequate to cover the day to- day expenses? If no, how is the deficit met?**

Yes, the operational budget of the institution is adequate to cover the day to- day expenses. The institution is surging ahead in pursuit of excellence. The institution has its own educational objectives and the institution as well as the management is always conscious of its quality education. The financial planning of the institution ensures that no planned activity is withheld or dropped due to want of funds. The excess expenditure is met by the management and there is transparency in transactions.

The institution is conscious of its quality provisions and has a well-established functional internal quality assurance cell of which the members of the faculty and administrative staff are members. The goals and objectives are communicated and deployed at all levels to ensure every individual employees contribution towards individual development. With the help of the IQAC functioning in the college, the academic and administrative wings move hand in hand. Budget allocations over the past three years, depicted through income and expenditure statements, future planning, resources allocated during the current year and excess/deficit are attached.

The accounts are audited regularly. To monitor the financial expenditure, the college has an internal auditing system by the management. Every year the college accounts are audited by management auditors. Presently our auditors are R. Kaushal and Associates, Ranchi. All the accounts are audited regularly. There is transparency in all transactions of the college. In finance management computerization is used. Salary bills are prepared on computers. Scholarships of students collected through e-grants.

- 4 What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit)**

Budgetary resources are obtained from fee collection of the students. The budgetary resources of the last three years are as follows:-

Session-2012-13		
INCOME		AMOUNT
A. Application Form		
Gen/OBC (300)	240,000.00	
ST/SC (200)	100,000.00	340,000.00
B. Admission Fees		
Gen(50%)	3,000,000.00	
OBC(10%)	600,000.00	
ST(26%)	1,508,000.00	
SC(14%)	812,000.00	5,920,000.00
C. FDR Interest		
a. 5,00,000	45,000.00	
b. 3,00,000	27,000.00	72,000.00
	TOTAL INCOME	6,332,000.00
EXPENDITURE		AMOUNT
A. Banking Exp.		
Bank Interest	1,200,000.00	
Bank Charge	30,000.00	1,230,000.00
B. Office Exp.		
1. Advertisement	300,000.00	
2. Audit Fees	40,000.00	
3. Electricity Bill	80,000.00	
4. Salary		

	1,700,000.00	
5. Library Exp.	100,000.00	
6. Computer Maint.	100,000.00	
7. Telephone Exp.	30,000.00	
8. Printing & Stationery Exp.	200,000.00	
9. Gen. Exp.	80,000.00	
10. Fuel Exp.	50,000.00	
11. Staff Wallfare	40,000.00	
12. Repair & maintaince	200,000.00	2,920,000.00
C. Educational Exp.		
1. Educational Tour	500,000.00	
2. Examination Exp.	150,000.00	
3. Ispection Exp.	150,000.00	
4. Function & Celebration	100,000.00	900,000.00
D. Development.		
Repair & Maintaince- building	1,000,000.00	1,000,000.00
TOTAL EXPENDITURE		6,050,000.00

Session-2013-14		
INCOME		AMOUNT
A. Application Form		
Gen/OBC (150)	120,000.00	

ST/SC (100)	50,000.00	170,000.00
B. Admission Fees		
Gen(50%)	4,750,000.00	
OBC(10%)	950,000.00	
ST(26%)	2,418,000.00	
SC(14%)	1,302,000.00	9,420,000.00
C. FDR Interest		
a. 5,00,000	45,000.00	
b. 3,00,000	27,000.00	72,000.00
	TOTAL INCOME	9,662,000.00
EXPENDITURE		AMOUNT
A. Banking Exp.		
Bank Interest & principal amount	1,800,000.00	
Bank Charge	10,000.00	1,810,000.00
B. Office Exp.		
1. Advertisement	200,000.00	
2. Audit Fees	10,000.00	
3. Electricity Bill	70,000.00	
4. Salary	2,300,000.00	
5. employer contribution to EPF	140,000.00	
6. Work Shop & Seminar	200,000.00	
7. Sports & Games		

	50,000.00	
8 Computer(purchase & Maintenance)	150,000.00	
9.Psychology Lab	50,000.00	
10. Language Lab	50,000.00	
11. Science Lab	60,000.00	
12. Printing & Stationery	50,000.00	
13. General.	100,000.00	
14. Fuel	20,000.00	
15. Transport	10,000.00	
16. Staff Wallfare	100,000.00	
17.Library	150,000.00	
18. Educational Tour	600,000.00	
19.Arts & Crafts	20,000.00	
20. Function & Celebration	100,000.00	
21. Telephone	40,000.00	
		4,470,000.00
C. Educational Expenses		
1. University Affiliation fees	5,000.00	
2. College Examination	100,000.00	
3.University Examination fees	180,000.00	
4. University Ispection Fees	60,000.00	
		345,000.00
D. Development.		

Repair & Maintaince- building	100,000.00	100,000.00
TOTAL EXPENDITURE		6,725,000.00

Session-2014-15		
INCOME		AMOUNT
A. Application Form		
Gen/OBC (200)	160,000.00	
ST/SC (150)	75,000.00	235,000.00
B. Admission Fees		
Gen(50%)	4,000,000.00	
OBC(10%)	800,000.00	
ST(26%)	2,028,000.00	
SC(14%)	1,092,000.00	7,920,000.00
C. FDR Interest		
a. 5,00,000	45,000.00	
b. 3,00,000	27,000.00	72,000.00
	TOTAL INCOME	8,227,000.00
EXPENDITURE		AMOUNT
A. Banking Exp.		
Bank Interest	1,800,000.00	
Bank Charge	20,000.00	1,820,000.00

B. Office Exp.		
1. Advertisement	150,000.00	
2. Audit Fees	40,000.00	
3. Electricity Bill	60,000.00	
4. Salary	3,900,000.00	
5. EPF Payable	240,000.00	
6. Library Exp.	80,000.00	
7. Computer Maint.	50,000.00	
8. Telephone Exp.	40,000.00	
9. Electricial Exp.	50,000.00	
10. Stationery Exp.	80,000.00	
11. Gen. Exp.	100,000.00	
12. Fuel Exp.	20,000.00	
		4,810,000.00
C. Educational Exp.		
1. Affiliation Fees	5,000.00	
2. Educational Tour	700,000.00	
3. Examination Exp.	170,000.00	
4. Ispection Exp.	60,000.00	
5. Function & Celebration	100,000.00	1,035,000.00
D. Development.		
Repair & Maintaince- building	500,000.00	500,000.00

TOTAL EXPENDITURE	8,165,000.00
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- 5 Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).**

The accounts are audited regularly. To monitor the financial expenditure, the college has an internal auditing system by the management and an external audit by the Government. Every year the college accounts are audited management auditors. Presently our auditors are R. Kaushal and Associates, Ranchi.. All the accounts are audited regularly. There is transparency in all transactions of the college. In finance management computerization is used. Salary bills are prepared on computers. Scholarships of students are collected through e-grants.

- 6 Has the institution computerized its finance management systems? If yes, give details.**

Yes, In finance management computerization is used. Salary bills and EPF contributions are prepared on computers. Scholarships of students are collected through e-grants. The institutions are progressively changing to comprehensive college management software which incorporates all activities of the institution in a single software.

6. 6 Best practices in Governance and Leadership

- 1. What are the significant best practices in Governance and Leadership carried out by the institution?**

The institution adopts quality management strategies in all academic and administrative activities. Decentralized administration and participatory approach are major features. Transparency both in decision making and execution is ensured. The responsibilities of every staff are communicated to them so as to ensure their role in the implementation of any given assignments. They are also informally counseled so as to make them aware of their duties. We have established a number of committees to deliberate on various quality related issues pertaining to teacher education. The recommendations of such committees are considered and implemented.

The healthy and harmonious relationship between the staff and management gives multi-dimensional professional enhancement. The management takes initiative in sending the teaching and non-teaching staff to participate in the training programmes given by various agencies including the government. The democratic administrative mechanism deep rooted in every activities of the college is a model practice. Constant observation, evaluation, feedback, etc of the principal and the management for the quality enhancement of the institution is also a good practice. Teacher's Diary & Work Record is maintained by each member of the staff in which a monthly abstract of the details of the work done - teaching, preparation for teaching, Assignment correction, Testing/Exam, Tutorials, Internship, Library work, Laboratory work,

practical work/workshop, Interaction with students, club activities, cultural programmes, project/seminar/research guidance, own reading, notes preparation etc. are noted. The principal verify the diary and work record regularly. The IQAC, grievance redressal mechanism, involvement of all stake holders in the decision making process, large scale decentralization in administration is transparency in all dealings and all interactions and regularization of adhoc staffs are some of the best practices.

Additional Information to be provided by Institutions opting for Reaccreditation / Re-assessment

- 1. What were the evaluative observations made under Governance and Leadership in the previous assessment report and how have they been acted upon?**

N/A

- 2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership ?**

N/A

Criterion VII: Innovative Practices

7. 1 Internal Quality Assurance System

- 1. Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.**

The college's IQAC was established on 27th September 2014. Competency-based /performance-based education is the goal of our institution. It is a new approach to teaching, having as its core, the ideas of accountability and competencies. The accomplishment of the learning objective can be observed and measured in the form of specified learner behaviours. The IQAC is constituted in the college with a view to sustain quality of teacher education programme through co-operative efforts, involvement, and effective implementation of the programmes with the help of all the stakeholders. The Internal Quality Assurance Cell (IQAC), of Manrakhan Mahto B.Ed. college, Ranchi is committed for the multi-dimensional development with respect to quality of teacher education programme. The IQAC comprises of the following members.

Dr. Sarbani Biswas (Principal/Chair Person)

Management representatives-Mr. Manoj Kumar Mahto (Director)

Convenor Dr. Kumud Mohan

Secretary Ms. Nilima Tirkey

Mr. Lakhindra Pahan (Community representatives)

Members Dr. Neelima Kumari, Mr. Sanjay Kumar Jha, Mr. Awadhesh Kumar, Mr. Shiv Prakash, Mrs. Sangeeta Kumari (Asst. Professors)

Students representatives

Lawrence Bhengra, Jyoti Jay

The major functions of the IQAC of this college are as follows.

- To maintain quality, benchmarks/parameters for the various academic and administrative activities of the institution are developed.
- To disseminate information on various quality parameters of education.
- For continuous monitoring and comprehensive evaluation to maintain quality of the teacher education programme.

The IQAC meetings are held frequently to discuss the quality enhancement programmes of the college and evaluate the functioning of various committees and activities. The IQAC suggests measures for the improvement of publication, teaching-learning process, infrastructure, student support services such as counseling, placement, etc, extension and community services, faculty improvement programmes, organization of seminars and conferences, etc. For the effective monitoring of these services the IQAC has constituted four major sub-committees/wings.

2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

The major goals of the institution are:

- To develop unique teachers who excel in global scenario and realize the Indian concept of `Guru`
- To develop quality consciousness among teachers
- To create a strong affinity towards the national values
- To become an international educational destination
- To reorient teacher education to the needs of modern age
- To promote educational research and extension

A multi-dimensional mechanism operates in the college to evaluate the realization of the stated goals and objectives.

Management level: The managing board meets under chairmanship of the patron to evaluate the general functioning of the college. The annual report, budget, accounts, future plans, etc are discussed and evaluated. The Director of the college visits the college frequently and gives necessary guidance and guidelines.

College Level: Prior to the commencement of the course, the members of the faculty sit together for two or three days and make methodical plans for all the scholastic and non-scholastic activities. On the basis of the decision taken an academic calendar and hand book is prepared, printed and distributed to students at the time of admission and this calendar is followed strictly. There are bi-weekly meetings of the faculty to monitor and evaluate the progress of the plan. The college convenes the meeting of the general body of the PTA and the executive committee of the

PTA at regular intervals and gathers feedback and suggestions and tries to implement them. Feedback is also collected from the alumni of the college through the annual general body meeting of the Alumni Association and executive committee.

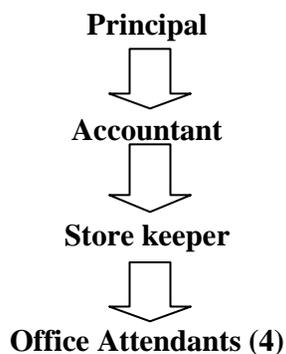
The students' feedback on teachers, course, institution etc., is collected at the end of each year and the necessary corrections are made in the following years. The students' internship at schools is evaluated by using an evaluation proforma prepared by the institution. The feedback from the teachers and the heads of the practice teaching schools is analyzed and necessary modifications are implemented. Students' development and attainment is tested and evaluated through mid semester examinations, assignments, seminars and projects. The Micro-teaching, peer teaching practices, criticism classes, demonstration by eminent teachers, internship, etc. are some of the programmes for ensuring the competencies of the teacher trainees.

3. How does the institution ensure the quality of its academic programmes?

The institution ensures the quality of its academic programme by providing the needed resources; human resources, infrastructural and technical facilities. A Student Support Services wing functions in the college to cater to the needs of the students' academic and related needs. To ensure the academic quality, the management of the college is very particular in appointing qualified and committed teachers. The management encourages the faculty to participate in quality improvement programmes such as Seminars, Conferences, Orientation programmes, Refresher courses and International visits. International, National and State level seminars/conferences/workshops are conducted in the college. Every year the college provides coaching classes for students preparing for NET, SET and other competitive examinations. The faculty members prepare their instructional plans in which objectives, methods used in teaching, time taken etc are mentioned. Each topic is carried out in planned and organized manner. The list of co-curricular activities is prepared at the onset of the session. The students are provided diverse learning experiences for the development of multiple aspects of personality.

4. How does the institution ensure the quality of its administration and financial management processes?

To ensure quality in administration, a systematic arrangement is made in work allotment. The structure of the college level administrative mechanism is given below.



The college prepares the annual budget and it is discussed and ratified by the management committee. In the college office there is a Junior Superintendent and Head Accountant to look

after the financial matters. All accounts are kept by them. Separate cash books, ledgers, etc are maintained. Internal audits are conducted by a body authorized by the management and the external audit is conducted annually by a chartered accountant and the report is submitted to the management. Frequent government/ University are conducted. ICT is effectively used in financial management. Students' scholarships are applied and disbursed using e-grants. Salary of the teaching and non-teaching staff is drawn through cheque. The administrative staff attends different courses/training programmes on e-grants, etc. One of the administrative staff is deputed to attend a short term course in computer hardware and applications. The college office has 3 computers, 3 printers, one photocopier, one scanner, one fax machine, etc. which are solely used for the office work. A broad band internet connection is also provided in the college office. The management, students, faculty, parents, alumni, administrative staff, etc form the various constituents of the institution. The institution shares its good practices with its constituents by arranging programmes for sharing their experiences/views. They are also involved in decision making. The programmes in the college are intimated to all the constituents in advance and their co-operation is solicited. After the conduct of the programmes, they are evaluated and feedbacks are given. The various community linked programmes are conducted with the active participation of the students and members of the teaching and non-teaching staff.

5. How does the institution identify and share good practices with various constituents of the institution.

The management, students, faculty, parents, alumni, administrative staff, etc form the various constituents of the institution. The institution shares its good practices with its constituents by arranging programmes for sharing their experiences/views. They are also involved in decision making. The programmes in the college are intimated to all the constituents in advance and their co-operation is solicited. After the conduct of the programmes, they are evaluated and feedbacks are given. The various community linked programmes are conducted with the active participation of the students and members of the teaching and non-teaching staff.

Management: The management is highly supportive, kind, enthusiastic and well informed and is headed by the chairman Mr. Manrakhn Mahto. The college functions under the great leadership of dedicated committed and versatile head- Dr. Sarbani Biswas who believes in taking all initiatives for the progress of the institution. The highly competitive teaching faculty is ever ready to undertake the task of personal and professional development. Efficient administrative staff which is comprise of office accountant, Office assistant, Librarian, Store Keeper and other supporting staff members work in a transparent mechanism. The student are the centre of the institution and hence they are given due representation through student cabinet “ Valuable views of student community are recorded in the form of student proforma. The Alumni Association of the college provide an opportunity to interact with the student of the ongoing session and they also provide feedback for qualitative of the institution.

7.2 Inclusive Practices

1. How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum.

The institution sensitizes its teachers to issues of inclusion by encouraging them to participate in seminars, workshops, and conferences related with inclusion at both state and national levels. The institution has itself conducted seminars in such areas in the past. The faculty of the institution acts as resource persons in inclusive education. We regularly subscribe to journals and magazines related to special education. Inclusive education is part of the B.Ed. programmes. The college offers an elective course in special education at B.Ed. level. This is part of the syllabus of the respective programmes. In addition to this the institution organizes visits to Special schools in the locality by its staff and students. The college also commemorates World Disability Day every year. We organize film shows on learning disabilities, such as, '*Taare Zamin Par*'. Physically challenged students are admitted to the courses. As a College of Teacher Education, this institution, takes the responsibility of shaping the future teachers. The B.Ed. curriculum of Ranchi University has provisions for the healthy all round development of future teachers. The syllabus includes SUPW (Socially useful productive work) which provides an opportunity to the students to reach out to the society in which they live. The college offers programmes such as free tuitions for poor school pupils, hospital visits, special school visits, social survey, and preparation of IT based learning aids for school children, observance of important days of the year, continuing education programmes, etc. Our students participate in such programmes which provide ample opportunities for learning outside the four walls of the classroom. In addition to these curricular programmes we have co-curricular activities to foster the non cognitive area of our students. Various co-scholastic programmes are conducted under the auspices of various clubs functioning in the college.

2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning.

The institution makes annual plans taking care of the needs of all the sections of students coming from diverse backgrounds like: ST, SC, BC, educationally backward and differently able. All the activities are undertaken to cater to mental, emotional, financial and social needs of different groups. Equal opportunities are provided to all the students irrespective of caste, religion or sex. Personality development programmes are organized to let the students grow as good human being. A variety of academic and non-academic activities are held during the session. Co-curricular activities provide them a firm platform to nurture their creativity and cultural essence. The differently able students are encouraged and motivated to take part in these functions at par with other students.

Inclusive education is part of the B.Ed. programmes. The college offers an elective course in special education at B.Ed. levels. This is part of the syllabus of the respective programmes. In addition to this the institution organizes visits to Special schools in the locality by its staff and students. Physically challenged and visually challenged students are admitted to the courses. The JAWS software and the Braille collections are utilized by the visually challenged students effectively. Ramps are built on the ground floor of the main building to help the physically challenged students. Moreover college has PRERNA-the women empowerment club which makes efforts to deal with the problem of gender differences.

3. Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.

- Students are brought in close contact with differently able children, old age people and orphanages. These visits expose the students to the harsh realities of life and the students more sensitive, sensible and grateful to the almighty. A sense of social service is also generated among them.
- To enable the students to contribute to society and needy people, free medical camps and blood donation camps is organized where our students donate blood and perform duties as supportive staff.
- In order to strengthen the ties between schools and colleges of education, our student teachers organize exhibition of self prepared Audio- Visual Aids in the respective schools during their teaching practice every year under the guidance of their teacher in-charges.
- Lectures on ‘self motivation’ are given to the students in personality development and communication skill classes organized.
- To involve the students in learning and developing intrinsic motivation among them, various activities are held in the regular classroom teaching. Students are engaged in preparing assignments, presenting seminars, participating in group and panel discussion. Every student is involved in the organization or participation of co-curricular activities.

4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

- Students teachers gain insight into the precious and policies for special children made under the constitution in subject (Contemporary issues and concerns in secondary education).
- Another optional subject ‘Inclusive Education’, highlights specific identification, needs enrichment programmes and adaptation of children with diverse needs. It enables the student teachers to gain compressive understanding of the concept and realize the significance.
- Co-curricular activities and field experiences are provided to the students to interact with the local community in order to inculcate a sense of belongingness and to understand cultural differences.
- During the teaching practice in schools, student teachers get appropriate opportunities to understand the children with diverse needs and their problems. The student teachers practically take initiatives to adjust these differently able students in various academic and non academic activities.
- Workshops, seminars and extension lectures arranged from time to time to make student teachers and teacher educators aware of the use of latest technology to make teaching learning process effective for the children with special needs.
- Peer tutoring is introduced during student teaching in practicing schools that help in understanding working in diverse classrooms.

5. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

The institution provides inclusive education to the students. 'Contemporary issues and concerns in secondary education' has a detailed topic on 'Inclusive Education' and the college activities adopt it in practice.

The institution follows 'Zero rejection policy'. Therefore physically challenged students are provided all the provisions and amenities like peer group but with more sensitivity, concern and assistance. Facilities like library on ground floor is provided to them. Guidance and counseling cell functions to promote the best possible development of students with diverse abilities. Each and every educator is activated to be concerned with the problems of diverse students during their close interaction in tutorials. All students are motivated to provide congenial environment for the differently-abled students in the classroom.

6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

No discrimination on the basis of caste, creed, religion and sex is tolerated. Girls and boys are provided with equal opportunities to excel in their respective areas of interest and capabilities. Rural girls exposure to academic and non-academic activities is encouraged. A healthy social environment is created in the institution for the perfect growth of students' personality so that they themselves handle the gender inequality. The college has a women's cell which organizes debates, discussions, seminars, self-awareness programmes, classes on cooking, painting, flower arrangement etc. focusing on gender issues and other burning issues of the present times. The cell serves as a venue for enlightening the student teachers on gender issues. The college also has a grievance redressal cell and a cell for guidance and counselling for staff and students to tackle problems related to gender issues.

7. 3 Stakeholder Relationships

1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

The college has a well organized system for flow of information on organizational performance to the stakeholders of all levels in the Management. The institution gets due representation through teacher representatives in the college managing committee. However, autonomy is given to the college Principal to organize and manage the college. The financial and academic advice by the management is taken from time to time.

The various stakeholders of the college are kept abreast with the information related to academic and administrative performance during the Parents-Teacher Association meetings, meetings of the IQAC, Alumni get-togethers, etc. The college also maintains contact with the stakeholders through the website of the college and the blogs created by the students. Interaction with

employers and heads of the schools are also made. The members of the teaching and non-teaching staff meet under the leadership of the principal to discuss the information\data gathered by way of the various feedback mechanisms. The members of the staff together arrive at decisions to bring about qualitative improvement in the institutions' functioning. The **IQAC** committees also meet from time to time to analyze the feedback received.

- Student evaluation of teachers
- Alumni feedback
- Parents feedback
- Practicing school teachers

2. How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

The college website works on the principle of regularity with up gradation of information regarding admissions, results and co-curricular performances.

The annual prospectus of the college defines the institutional goals in a simple free manner while giving a broader picture about the aims and outlook of the college. A clean and clear system functions through past experience and academic performance decides the honorary place that a student shall receive.

IQAC members interact and communicate positively during periodical meetings. This body helps in keeping everyone aware of respective performances.

The institution has a strong and successful system of operation. The management, principal, staff, students, principals of practicing schools, its alumni and the community at large participate and perform in the interests of the society.

Access to students

The students are always put forward in all the day to day activities of the college. Student cabinet exists in the college that holds meetings and posts their problem and discusses fairly on an open table.

Access to parents

Parents are also form an important pedestal in the growing up of individual. The institution tries to maintain their integrity and participate, equally in the process.

Access to the heads/Principals of practicing schools

Internship gets the ball rolling. The real time situation of teaching and learning takes form. A cordial relation is surely maintained between the college and inseparable component-the schools. The information access flows through all the concerned authorities. It helps in bringing out the real hidden talent in the student while fostering a sense of discipline and regularity.

Access to alumni members

A long lasting relationship between the passed out and present is encouraged. These members are invited from time to time to participate encouraged and provide a different picture of the world of work.

Access of information to the community

Community is involved at all times to develop a sense belongingness. Social camps, food and clothes distribution, public speaking is encouraged and in turn community gets in touch with the college activities and also shares their experiences with the students.

3. What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

Feedback Mechanism

Teacher's interaction with the old students, a friendly discussion at informal level also puts a clear picture forward.

Suggestion box is installed in the college campus which opened at regular intervals in the presence of Principal and senior staff members. Further references find a place and are recorded for the better road to be paved into the horizon waiting for the next sunrise. Rectifying past mistakes and an open arena with the head of the institute further puts a permanently added feature to its cap.

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

Additional Information to be provided by Institutions opting for Reaccreditation

1. How are the core values of NAAC reflected in the various functions of the institution?

N/A

3. Mapping of Academic Activities of the Institution

This is essential to get an accurate picture on admissions, curricular and co-curricular activities of the institution. The mapping when sincerely completed will reflect the efforts of the institution in achieving its vision and mission.

Mapping of Admission and Curricular Activities

Mapping of Admission and Curricular Activities																																			
Weeks-	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33		
Admission & Orientation																																			
Theory																																			
Tutorials/ Seminars																																			
Sessional work-Tests & Assignments																																			
Practical work																																			
Preparation for internship- Demonstration/Observation of lessons/micro teaching/simulation																																			
Internship/Practice teaching																																			
Co curricular activities																																			
Working with community/ project work																																			
End of the course/ Examination																																			

Note: A week is of six working days and a day is of six clock hours. The table should cover the entire academic session and may be extended as per the requirement

Best Practice-I

Service Learning

Context

Service-learning is a method of instruction in which students learn the content of the curriculum while actively participating in and reflecting on experiences that benefit the community and the students. Service-learning involves identifying the community need and academic content to be learned, choosing experiences that connect the content of the course to the challenges that exist in the community, participating in the service, and reflecting on how the service experience connects to the course content and the lives of both the participants and the recipients. In its essence, service-learning requires three basic and interconnected components – an identified community needs, a delineated set of learning outcomes to be mastered, and planned opportunity for reflection.

Objectives

To some, service-learning is an educational philosophy, a “belief that education must be linked to social responsibility and that the most effective learning is active and connected to experiences in some meaningful way” (Research Agenda for Combining Service and Learning in the 1990s). To others, it is a strategy which applies core course concepts through significant service to the community. This integration of academic and experiential learning requires guided reflection to clarify academic, personal, and civic learning. Service-learning teaches that education does not come in isolation, it involves the whole community. Boyer (1987, p. 9) supports this when he states that “the goal [of service-learning] is to help students consider the connection between what they learn and how they live”

Service-learning has been described as a pedagogical approach that combines authentic community service, addressing a need or problem in the community, with integrated academic outcomes, and curriculum-based learning. Service-learning provides students with opportunities to develop skills and knowledge in “real world” settings states that “service-learning is a dynamic process that stretches the mind, opens the heart and makes connections between what kids need to learn and what life is all about beyond the fortress walls of the classroom” state that “service-learning offers opportunities for academic and social development through active engagement with the environment, in this case through actions.

Service-learning brings together two factors community service and learning. Community service engages people in service to their community as a means to develop pro-social skills and positive moral attitudes. Service-learning attempts to make academic learning more authentic and thereby, more effective for more and diverse groups of learners. Thus, service-learning brings together the two continua into one set of pedagogical principles and behaviors. What distinguishes service-learning from community service is that service is deliberately integrated with learning objectives and reflection is planned and purposeful. According to Hill and Pope (1997), “experience alone is not enough; students need help making the link between service and learning, and reflection is the key to this link” states that individuals

do not learn solely from experience. . . . What we do learn from is reflection on our experience, that is integration of the new information with our previous learning, our personal values, and our

life situations. When experience ‘fits’ what is perceived to be important, useful, and valuable (that is, relevant), this is true learning.

Service-learning is founded on a number of theories of pedagogy including experiential learning, transformation theory, comprehensive multicultural educational theory, critical reflection theory, and education as preparation for civic responsibility state that the experiential approach to learning holds that knowledge is generated by approaches that engage students in performing actions in a particular situation, observing the effects of that action, then understanding the general principles of operation because of the understanding of a particular experience, and finally applying the principles in operation in new situations.

The transformational (or social reconstructivist theory) concentrates on personal and social change. Service-learning “engages students in critical examination of their own lives and of the society around them. The multicultural education approach focuses on human relations, among other things. Service-learning “[empowers] students with the knowledge and skills to make changes in their own lives and in their communities.

The emphasis on critical reflection supports the development of critical thinking skills which will prepare preservice teachers to be thoughtful professionals. Service-learning also prepares students for civic responsibility, preparing them for their roles as citizens in a democracy. states that education is about “helping to produce ethical and socially responsible individuals who can actualize their individual potentials as effective

Practice

The transformational (or social reconstructivist theory) concentrates on personal and social change. Service-learning “engages students in critical examination of their own lives and of the society around them” The multicultural education approach focuses on human relations, among other things. Service-learning “[empowers] students with the knowledge and skills to make changes in their own lives and in their communities” The emphasis on critical reflection supports the development of critical thinking skills which will prepare preservice teachers to be thoughtful professionals.

In a democratic classroom, teacher and students strive to create a participatory learning community (Wade, 1997), a community where the voices and needs of all are respected and valued by the members of that community. Democratic education involves connecting with the larger community through meaningful, hands-on involvement. According to John Dewey, “schools should be democratic laboratories of learning closely linked to community need”. Therefore, the focus of a democratic classroom should be on responsible participation from all members of the classroom community. According to Halperin (1996), the goal of service-learning is to have “the ability and the personal commitment to apply knowledge and skills in real-world settings and to keep growing, keep learning, keep contributing throughout life” .Service-learning follows a democratic model by giving students opportunities for choice

It has the capacity to restructure and reform the ways we go about teaching and learning. By providing a new context for the learning environment, service-learning reshapes and balances the roles and relationships between teacher and learner, and context and the curriculum.

As a result, the curriculum is broadened and deepened to create a richer context for learning and students gain responsibility for their learning while teachers gain new responsibilities as mentors and guides as well as presenters of information . The learner who is involved in service-learning “is not an object, a passive vessel, but rather a resource responsible for helping to shape her own learning, as well as a valuable contributor to the work of the community”

Four Building Blocks for Exemplary Service-learning

Service-learning is derived from the application of four basic elements that serve as building blocks for exemplary service-learning programs. The four elements are:

1) Community and Individual Voice

Any service-learning project should include the input of all the potential stakeholders (partners) in the identification of need and the design and implementation of the program. This ensures that a valid need is met in the community and maximizes the potential of the partners to be resources. The partners enter into a dynamic relationship in which the community is a place for teaching and learning.

Collaboration needs to happen among teachers, staff, students, and community partners during planning, goal setting, implementation and evaluation and involves maintaining communication, service, curriculum integration, reflection, and celebration.

2) Planning and Preparation

Planning and preparation are important first steps for any service-learning experience. Partners should gather and have access to information about the community and issues. Planning should include information about the tasks to be performed; skills needed, expected outcomes, the service site, and social/contextual issues related to the service.

Preparation should include assessing/identifying the needs and assets, choosing a project and assets to meet the need, developing an overall plan, reaching out to others, orienting students and the community, handling logistics, and planning for evaluation.

Planning should include integrating service into the curriculum and developing specific service-learning learner outcomes, implementation and project monitoring, including ongoing assessment.

3) Service

Service must be a valuable and meaningful experience for the partners, students, faculty, and community partners. The service experience should meet a genuine need and should provide positive learning and growth opportunities for the individuals involved. Thoughtful action builds a positive and mutually beneficial relationship between the partners.

4) Reflection, Assessment, and Celebration

Assessment is a process that should be incorporated into any service-learning experience from the beginning and continue throughout the project. Assessment measures the impact of the student’s learning experience and the effectiveness of the service in the community. The partners should take part in the design and implementation of the evaluation process.

Assessment provides direction for improvement, growth, and change. Reflection is critical to service-learning, since this is where the true learning takes place. Through interaction with others and individual reflection on ethical questions and relevant issues, participants can develop a better sense of social responsibility, advocacy, and active citizenship.

Evaluation and reporting should include process and product development, qualitative and quantitative data collection, and formative and summative evaluation, all integral aspects of

exemplary service-learning initiatives. These elements are interrelated. An effective service-learning program includes each of these elements in some form.

Quality Standards

Service-learning researchers have identified quality standards that serve as a measure of performance in order to assess the effectiveness of service-learning programs. These standards of quality are:

- I Effective service-learning efforts strengthen service and academic learning.
- II Model service-learning provides concrete opportunities for youth to learn new skills, to think critically, and to test new roles in an environment which encourages risk-taking and rewards competence.
- III Preparation and reflection are essential elements in service-learning.
- IV Students' efforts are recognized by those served, including their peers, the school, and the community.
- V Students are involved in the planning and implementation.
- VI Effective service-learning integrates systematic formative and summative evaluation.
- VII Service-learning connects the school and its community in new and positive ways.

- VIII Service-learning is understood and supported as an integral element in a school and its community.
- IX Skilled guidance and supervision are essential to the success of service-learning.
- X Pre-service training, orientation, and staff development . . . ensures program quality and continuity.

Obstacles

- Giving knowledge and practice to students in communication skills and establishing collaborations with social organizations and neighborhood community.
- To manage time in regular time table for service learning

Strategies adopted

- Regular attempts and contacts help in gaining support from various organizations like Rotary club, Lions Club etc.
- Special period has been arranged for understanding service learning.

Impact

- service-learning is interrelated with at least three of the national standards: school completion, student achievement and citizenship, and teacher education and professional development.
- Students who engage in service-learning
 -
 - 1) ultimately gain much more in understanding than they give in serving.
 - 2) learn not only from the experience of service but from reflection on and creating meaning from that experience.
 - 3) grow from the natural dependence and egocentrism of childhood into mature personal interdependence and engagement in community.

- 4) learn wholistically. All functions of personality contribute to development of the self.
- 5) learn and grow as they feel and think about service experiences Because learning begins with behavior, students gain efficacy and self-direction.
- 6) Empowered to become service-oriented citizens and youth leaders.

Resources Required

- Human resources like management members, Principal, Teachers and students.
- Collaborations with other organizations.
- Material resources like infrastructure etc.
- Technical Assistant as an expert to handle the material resources.
- Stake-holders co-operation required.

Contact Detail

- Dr. Kumud Mohan

Best Practice-II

Technology Integration In Teaching Learning Process

Context

The new millennium is ushered by dramatic technology revolution. We are living in an increasingly diverse and globalized society. Education in 21st century is a challenging and a creative task. Teachers have to address rapidly changing world filled with fantastic new problems as well as existing new possibilities. The institution aims to empower student teachers to tackle professional and global issues in the techno-savvy era and to keep the role of teachers at high pedestal in the transformation of society. Technology integration in teaching learning process enables the children to gain the skills essential for the globalized world. The foundation of the life-long learning process, interest, attitudes and habits is laid in the four walls of ones' alma mater and within these four walls, it is in the hands of the teachers that the growth and the development of a child is secured.

In today's modern world, it is become imperative for the pupil teachers to be easy going with latest technology. A need is felt to enable the prospective teachers to be capable selectors and users of latest teaching aids. To fulfill this broad vision, the institution propogates technology integration in the teaching learning process.

Objectives

- To enrich teaching-learning process by facilitating it through novel ways of understanding.
- To make teaching learning process more vibrant, effective and comprehensive through the use of ICT.
- To make teaching learning two ways process with increased pupil participation.
- To develop technological skills in the prospective teachers.

Practice

To adopt ICT in the Teaching Education Curriculum, the college has the provision of ICT integration in pedagogy. The content of the subject provides training to the students for the enhancement of their skills in using computer and internet. The college also offers the option of Methodology of teaching computer education for those students who have studied computer till graduation. This subject further sharpens the technological skills of the prospective teachers while giving deep knowledge of teaching of computer science.

The institution has established a well-nurtured infrastructure in which great care has been taken to provide an easy access to ICT resources. The basic and the fundamentals of latest technology are made clear to the students. Provision of well equipped Computer Laboratory

and Education Technology Laboratory give the students first hand experience regarding the working and handling of Technological equipments. Teaching aids like LCD, OHP, Interactive boards, Video camera are used by teacher educators and pupil teachers during regular teaching and practice teaching. These facilities encourage the faculty members to use the best teaching aids for more productive results. Similarly the student teachers get tuned with latest technologies and exhibit their skills while presenting Seminars in the regular classrooms and lessons during practice teaching in schools. In addition to this, the students are encouraged to prepare model based lessons and self learning modules. The students are familiar with online searching of books/OPAC, PPT's using LCD etc. The SPSS installed in the computer lab and internet centre provide valuable statistical assistance to the students. Interactive white-boards are available in the classrooms. The college Language Lab has software and Hardware items such as 32' LCD TV, DVD player, computer, amplifier, Collar Mike and head phones with mike. The interactive white boards makes classrooms presentation easy by intergrating a wide range of information into a lesson such as picture from the internet, graph from a spreadsheet ot text from MS word file etc. The visualizer displays anything that is placed under it in a magnified manner. The efforts become stunning when the student teachers have command and healed mastery over the use of modern technology. They get an opportunity to be independent in making the most from the available resources.

Obstacles

- Gaining through knowledge in using various technological equipments
- Managing time to give knowledge and practice to all students in various technological aids./

Strategies adopted

To overcome the first obstacles, the institution organize workshops by the experts in the field of IT mainly from BIT, Mesra. All the faculty members attended it and gained inside into functions of various technological equipments. Later on, the teacher Educators attempted to use it in the regular classroom teaching.

To provide sufficient practice to the students, there is a provision of issuing these aids to the student teachers during discussion lessons and practice teaching. Under the mentorship of subject experts, all the students in rotation get the opportunities to use interactive board, OHP, LCD and document camera successfully.

Impact

The impact of the practice is clearly observed among the teacher educators and students. Now students create BLOGS, use emails for submitting assignments and projects. The mounted LCD projector in each classrooms allows the teachers to share activities, videos, PPT's etc. Teachers extensively ICT for preparing learning resources and preparing teaching notes. Hence both the teachers and students have adopted globalized outlook and are trying to meet the National and International standard of teaching. We strive to develop a new generation of teachers who are capable of employing technology in all phases of academic, administrative and research programmes. This has also develop and analytical perspective towards the emerging and practices in IT for effective curriculum transaction.

Resources Required

- Human resources like management members, Principal, Teachers and students.
- Collaborations with other organizations.
- Material resources like infrastructure etc including computers, LCD, interactive boards. etc.
- Technical Assistant as an expert to handle the material resources.
- Stake-holders co-operation required.

Contact Detail

- Mr. Shiv Prakash and Mr. Satvinder Singh

STAFF PROFILE

Name of the College: Manrakan Mahto B.Ed. College

Sr. No.	Name	Designation (Present Post)	Subject	Date of Birth & Age	Sex	Qualification	Research Experience	Date of Appointment in the Present Position	No. of years of Services in this Institution	Total No. of Years of Service	Pay Scale with basic & Total Emoluments	NET/SLET with Year
1	Dr. Sarbani Biswas	Principal	English	27/07/67 47 yrs	Female	Ph.D.		30/5/14	8 Months	22 Yrs 8 Months	72,000/-	
2	Sangeeta Kumari	Asst. Professor	Geography	5/8/79 35 yrs	Female	M.Ed.		14/10/2011	3 Yrs	5 Yrs 8 Months	19,000/-	
3	Awadhesh Kumar	Asst. Professor	English	15/01/79 36 yrs	Male	M.Ed.		15/11/2012	2 Yrs	9 Yrs	20,000/-	
4	Nilima Tirkey	Asst. Professor	Biology	17/9/84 30 yrs	Female	M.Ed.		1/6/2014	8 Months	8 Months	20,000/-	NET 2012
5	Shiv Prakash	Asst. Professor	Hindi	8/11/73 41 yrs	Male	M.Ed.		1/6/2014	8 Months	8 Months	19,000/-	NET 2012
6	Dr. Neelima Kumari	Asst. Professor	History	12/4/73 41 yrs	Female	Ph.D.		1/6/2014	8 Months	5 Yrs 8 Months	18,000/-	
7	Sanjay Kumar Jha	Asst. Professor	Maths	1/8/65 49 yrs	Male	M.Ed.		1/6/2014	8 Months	10Yrs 8 Months	20,000/-	
8	Dr. Kumud Mohan	Asst. Professor	Zoology	27/10/56 58 yrs	Female	Ph.D.		1/6/2014	8 Months	5 Yrs 8 Months	18,000/-	

Part Time Teaching Staff

Sr. No.	Name	Designation (Present Post)	Subject	Date of Birth & Age	Sex	Qualification	Research Experience	Date of Appointment in the Present Position	No. of years of Services in this Institution	Total No. of Years of Service	Pay Scale with basic & Total Emoluments	NET/SLET with Year
1	Sameer Kumar	Asst. Professor	Physical Education	27/7/87 27 Yrs	Female	M.P.Ed		20/12/13	1 Year	4 Yrs	500/- Per class	
2	Yogendra Kumar Mahto	Asst. Professor	Fine Arts	5/3/81 33 Yrs	Female	M.A. (Fine Arts)		15/09/14	5 Months	3 Yrs 5 Months	500/- Per class	

SUPPORT STAFF

Sr. No.	Name & Designation	Designation (Present Post)	Subject	Date of Birth & Age	Sex	Qualification	Research Experience	Date of Appointment in the Present Position	No. of years of Services in this Institution	Total No. of Years of Service	Pay Scale with basic & Total Emoluments	NET/SLET with Year
1	Kumar Anish	Librarian	Geography	18/2/82 33 yrs	Male	MLIS		28/6/12	2 Yrs	3 Yrs	12,000/-	
2	Sunita Yadav	Accountant	Commerce	10/12/86 28 yrs	Female	Graduation		28/6/12	2 Yrs	3 Yrs	12,000/-	
3	Jitendra Mahto	Office Assistant	History	15/8/81 33 Yrs	Male	Graduation		1/9/2012	2 Yrs	2 Yrs	12,000/-	
4	Satvinder Singh	Store Keeper	Commerce	25/9/82 32 yrs	Male	Inter		28/6/12	2 Yrs	2 Yrs	10,000/-	
5	Premlal Mahto	Lab Attendent		3/2/76 39 Yrs	Male	Graduation		1/6/2014	8 Months	8 Months	4,500/-	
6	Rajo Devi	Peon			Female			2/7/2012	2 Yrs	2 Yrs	3,800/-	
7	Jeena Devi	Peon		5/4/1985 29 yrs	Female			22/9/12	2 Yrs	2 Yrs	3,800/-	
8	Suresh Ram	Sweeper		17/12/82 32 Yrs	Male			1/9/2014	5 Months	5 Months	6,000/-	
9	Kapil Deo Tiwari	Guard		52 Yrs	Male	Matriculation		1/9/2014	5 Months	32 Yrs 5 Months	5,000/-	
10	Sushil Oraon	Guard		5/7/95 19 yrs	Male			1/11/2014	3 Months	3 Months	4,000/-	

DECLARATION BY THE HEAD OF THE INSTITUTION

I certify that the data included in the Self-Appraisal report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after the internal discussions and no part thereof has been outsourced.

I am aware that the peer team will validate the information provided in the SSR during the peer team visit

Signature of the Head of the Institution



Principal
Principal
Manrakhan Mahto B.Ed. College
Ranchi

Place :- Ranchi

Date :- 31/01/2015