



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**RAMESH PRASAD YADAV TEACHERS TRAINING
COLLEGE**

JHUMRI TELAIYA , KODERMA

825410

www.rpyttc.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

RPYTTC, Koderma is situated in the midst of natural surroundings, hillocks. Trees around the College Campus provide so refreshing atmosphere to all those studying, working and even to those who come to the college. The College not only provides refreshing environment, it also aims at fulfilling to the maximum level the academic, teaching and working requirements of the student's faculties and staff (respectively) of the college by providing all that are required as per NCTE/University/State Govt. norms.

Vision

In order to fulfill the dream of great visionary of Koderma Late Ramesh Prasad Yadav, Ramesh Prasad Yadav Seva Samiti was formed and registered in the year 2003 under Societies Registration Act XX1 of 1860. Continuing his march towards the fulfillment of his dream and mission the Samiti established a B.Ed. College named Ramesh Prasad Yadav Teachers' Training College, at Koderma.

Mission

The Aim of the Ramesh Prasad Yadav Teachers' Training College is not only to produce good teachers but also an all round development of personality of students and make them a good human being.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The college Faculty members act as external examiners for both Practical and theory examination of the University.

The members of college faculty are participating and organize National and Regional seminars. Proximity of the college to the state highway ensures the transport facilities.

Encouragement to students for participation in arts and sports competitions conducted by other Organizations.

Playground facilities for indoor and outdoor games.

Wi-Fi enabled campus

Digital studio Language Lab Smart class Projectors Computer Lab

Biometric attendance system.

Grievances cell, anti-ragging cell are functioning. Medical assistance is provided.

Community service programme initiated.

Thrust in value based Education through healthy practices like morning assembly, talks etc. Participatory decision making process.

Academic and General Counseling.

Vibrant atmosphere for all round development of students. Environment friendly, plastic free, student friendly Green campus.

Vast Library

Institutional Weakness

Being an affiliated self-financing college the management cannot maintain government pay scale for staff. Institutional bonded ensures the cooperation of staff towards the receiving pay scale. We cannot access two words FDPs due to the lack of fund from government side. We are not receiving fund also due to self-financing sector. Being self finance institution we are not receiving permission to provide various add on courses to our students has Government and aided colleges.

Institutional Opportunity

We are providing various opportunities for faculty and students of our institution and they are utilizing. We are providing innovative and improvised opportunities to relevant modes and methods of teaching especially in covid-19 pandemic situation. Both faculty and students adapted and improvised with new platform of teaching and learning such as Google meet, zoom, WebEx, and GCR. Through this we have given opportunities to enhance our resources. We have organized various community service programs as well as orientation programs for staff and students. We have organized several national, and regional seminars, webinars and workshops in collaboration with various Institutions and Agencies with which we have a Memorandum of Understanding.

Institutional Challenge

They have faced challenges in the field of rapid change in teaching learning processes. We have motivated and trained our faculty to equip with the modern technology. Teachers prepared e-learning contents in their subjects. In this covid-19 pandemic situation School based internship was a challenge. But time bounded planning we have successfully completed the same. Is the curriculum is overloaded we have organized to various extracurricular activities to equip our students to resist. Change of classrooms two smart rooms was another challenge. We overcome such situation by nourishing our faculty with the relevant Technology.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Ramesh Prasad Yadav Teachers' Training College is a constituent college of **Vinoba Bhave University, Hazaribagh**. As per the UGC guidelines, the college runs all programmes based on the Choice Based Credit System, thus providing students with the option of choosing courses as per their interests. The schedule and duration of all programmes are based on the University. Guidelines. Furthermore, the college meticulously plans its academic sessions, thus ensuring timely preparation of academic calendars, timetables and the distribution of courses. Periodic assessments of students are undertaken through assignments and tests in a time-bound manner. Syllabi taught across all programmes are based on latest trends and study, and several faculty members have been involved in curriculum development. Learning by experience is the complete education; to this end, numerous opportunities facilitating experiential learning are offered to students. As many as 100 students benefited from experiential learning through field trips/project work/internships in the latest completed academic session. The college also plays a crucial role in nurturing civic-minded and just individuals. Committees like Women Development Cell, placement cell, science Club, Social science club, nature Club, and Internal Complaints Committee instill a climate of security and equality on campus. Regular feedback from the student alumni, parents, employees, and faculty also ensure appropriate action towards addressing any gap in student progression and overall college development.

Teaching-learning and Evaluation

Admissions are made on the basis of merit as prescribed by the Vinoba Bhave University, Hazaribagh. The university guidelines are strictly followed throughout the admissions with regards to minimum eligibility, age and reservation.

Assessment process, mechanism, institutional provisions to differential students is provided. ICT mode of teaching learning is adopted while teaching. Continual mentoring is provided and orientation during internship is also given.

Academic teaching experience, continuous internal evaluations are also maintained. Academic calendar, grievance redressal, internal assessment, online satisfaction survey among students is also maintained.

Infrastructure and Learning Resources

Our institution improves & maintains physical, Academic, teaching –learning, Library, Technology and infrastructure facilities according to the norms of university, as & when faculties recommended and needs of students on regularly basis. There are 1 digitalized General Halls with internet facility, 10 classrooms, (both 1st year & 2nd year) well equipped computer lab with 30 computers with internet facility for the use of both

faculties & students, an audio-visual lab with smart board, OHP, LCDS, one slide projector etc. with internet facility with seating capacity of 50, a multipurpose hall, an auditorium with projector including Wi-Fi connection and seating capacity of 150, a conference hall, a control room for the purpose of conducting university exams.

Our Institution provided 400 M standard track with all field events facilities, volley Ball court, fitness center- 5 junctions with weight training facilities, a sports complex- an open hall with roof for assembly, playing Shuttle Badminton and other physical activities and also sports equipment for both indoor & outdoor games. The library is well stocked with 4804 books. 60 Journals, 04 Encyclopedias, 18 Books of Yoga. Library provides internet facility, a computer, a printer, a reading cum reference hall with 50 seating capacity. A well-equipped Psychology lab provided with all facilities & equipment for students to research in various sub discipline of psychology. Our college also have well equipped and fully furnished Natural Science and Physical Science Lab. All Labs, Library and Sports room maintained with stock register and verified once in a year by staff in charge.

Student Support and Progression

Ramesh Prasad Yadav Teachers' Training College of Education extends maximum support to student in their education and progression. Monetary help, programs that enhance soft skills, language and communication life skills and ICT skills prepare them in pursuing their professional goals. Various career advancement activities including placement, career counseling and guidance for competitive examinations organized to give direction to their career prospects students are the most important stakeholders of any academic institution college provides many opportunities to ensure their representation and participation in various student council the student advisory committee organizes students union election every year in each department student members are elected among students for smooth functioning of co-curricular and extracurricular activities the college has an active alumni that facilitate network and support in the form of motivation and opportunities for the current students after graduation while some students selected for placement in professional organization most of them pursue higher education.

Governance, Leadership and Management

Leadership and governance at Ramesh Prasad Yadav Teachers' Training College entails participative management by the Governing Body, the Principal, the teaching and non-teaching staff, and the students. These stakeholders collaborate in a democratic manner in carrying out their professional responsibilities and in accomplishing the vision and mission of the college. Any progressive policy and plan is there by deployed after due deliberations at the level of the Staff Council Committees, which form the backbone of the organization. The college believes in democratization of activities and information. The e-governance tools such as biometric punching system used by the college facilitate ease to make the attendance to students and staffs. Progress is the impetus that drives the college, which at the same time rests on the well-being of the students and the staff. Several faculty development programmers take care of the economic welfare of the college fraternity. The college also extends incessant support to the staff in their professional pursuits. To this end, numerous professional development and academic programmers are organized in the college. Ramesh Prasad Yadav Teachers' Training College could attain excellence only with the shared responsibilities of the stakeholders in every area of operations. In addition to the collective role of the faculty, the IQAC at the college has been

instrumental in overall quality assurance in teaching-learning processes. This collaborative effort has taken the college to new heights every year, aspiring for higher competitive goals in leadership, governance, and in its institutional values.

Institutional Values and Best Practices

RPYTTC adopts values and practices that promote rural development, ensure Green and Eco friendly campus and insists social responsibility through various outreach programmes. Many programmes like health campus; rural development programmes etc. are conducted.

Most of the best practices adopted by the college are community based. The important outreach activities done by our college are blood donation camp, Medical camp, health awareness class and developmental activities of rural areas.

Our institution gives more priority towards to inculcate certain values like spiritual, cultural, social, etc. The main aim of our institution is to mold student teachers in to a professional level.

Research and Outreach Activities

research interests and innovation skills amongst the faculty and students. Several faculty members are engaged in research projects and have also published widely in reputed journals. Students, too, are motivated to undertake interdisciplinary research work, thus allowing them opportunities to gain experiential learning and to build a strong academic foundation. Seminars/webinars and workshops on intellectual property rights, entrepreneurship, and research methodology are organized under the aegis of IQAC, to enhance research quality and professional ethics. Apart from the academic aspect, opportunities are created to support holistic development of students through several community outreach programmes organized by women development cell, Nature Club, Social Sciences Club, Language Club, Science Club and another social relates programmes. Special focus is given to outreach programmes that contribute to environmental sustainability, awareness of gender (in) equalities, and promotion of well-being of students and staff. In the last five years, the college organised various community related programmes. These collaborations provide opportunities for extension and innovation, internships and career goals, research and development. Every effort is made to establish enriching and meaningful collaborations with academic and non- academic institutions outside the university.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAMESH PRASAD YADAV TEACHERS TRAINING COLLEGE
Address	JHUMRI TELAIYA , KODERMA
City	KODERMA
State	Jharkhand
Pin	825410
Website	www.rpyttc.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Laxmi Sarkar	06534-9031276608	9031185115	-	rpyttc2015@gmail.com
IQAC / CIQA coordinator	Rana Chetan Pratap	06534-9709095444	9709095444	-	ranachetanpratap@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Jharkhand	Vinoba Bhave University	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	28-05-2015	120	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	JHUMRI TELAIYA , KODERMA	Rural	2	2304

2.2 ACADEMIC INFORMATION

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

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				0				14			
Recruited	0	1	0	1	0	0	0	0	13	1	0	14
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

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

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	14	1	0	15
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	51	0	0	0	51
	Female	49	0	0	0	49
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	5	3	2	10
	Female	2	2	3	3
	Others	0	0	0	0
ST	Male	1	0	0	6
	Female	1	0	0	17
	Others	0	0	0	0
OBC	Male	35	42	20	26
	Female	34	33	16	23
	Others	0	0	0	0
General	Male	12	8	0	8
	Female	10	12	0	7
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	8	0
	Others	0	0	0	0
Total		100	100	49	100

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	In the B.Ed. course trainees receive simultaneous training in other related subjects, for example, Science with Mathematics and Social Science with Language. Trainees receive language training in semester in which they learn Physics, Mathematics, Biology, Chemistry, Psychology English, Hindi as compulsory subjects. Interdisciplinary: In B.Ed. Curriculum, along with main subjects, the trainees receive training of art education, yoga education, physical education, skills development and are engaged in cultural activities, special day celebrations, prayer program, health & hygiene, work experience etc. In-service programs organized by RPYTTC involve trainees in subjects like latest educational trends and latest curriculum etc.
2. Academic bank of credits (ABC):	Faculty member of our institution attended a preparatory 2-day workshop on Text Book, Social Science Seven Faculty members of our institution participated and contributed discussion on outcome oriented learning.
3. Skill development:	The good practices of the institution pertaining to the skill development in view of NEP 2020 . Our institution promotes programmers to develop skills among students, that focus on training students to improve their employability.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Our faculties adopt bilingual mode for delivering the content. For that purpose, teachers use the library and computer facilities. To preserve and promote Indian languages We also conducted Assembly in indian language. Through that, Students get knowledge about its origin and other details.
5. Focus on Outcome based education (OBE):	Our institution took many efforts to capture outcome based education in teaching and learning process. We participated and contributed our ideas in the conference of outcome based education conducted by Vinoba Bhave University, Hazaribagh.
6. Distance education/online education:	Yet now we are not planning Distance Education / Online Education.College affiliated with Regular University so there is no option for distance learning

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes http://rpyttc.aainfosolution.in/wp-login.php
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes http://rpyttc.aainfosolution.in/wp-login.php
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Yes http://rpyttc.aainfosolution.in/wp-login.php
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	http://rpyttc.aainfosolution.in/wp-login.php
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	http://rpyttc.aainfosolution.in/wp-login.php

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
200	200	98	200	200
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

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

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

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
43	43	43	43	43
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	49	100	100
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
200	200	98	200	200
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
200	200	98	200	200
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

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

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

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	15	15	15	15

File Description	Document
University letter with respect to sanction of p	View Document
Any other relevant information	View Document

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
78.89	47.66	97.94	108.31	78.89

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

3.2

Number of Computers in the institution for academic purposes..

Response: 20

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

The institution has an Academic subcommittee that chalks out a time table with provision for hybrid mode of teaching since 2020-21. There is a LMS(Learning Management System) upgraded to MOODLE in 2020 for uploading texts, audio and video content for the benefit of B.Ed. students. ICT enabled teaching is practised with a well equipped Audiovisual classroom. Access to reputed journals and many good books is ensured by the partially digitised library. Regular and planned internship is ensured with planned supervision. Demonstration teaching lessons are given by faculty for developing a clear understanding of the method of effective teaching and related skills and competencies. Visits are arranged to different inclusive or special needs institutions and places of historical, geographical, ethical/spiritual and academic significance for comprehensive development of the student-teachers. Planned internal continuous evaluation is carried on throughout the year.

File Description	Document
Paste link for additional information	View Document

1.1.2

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

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

1. Faculty of the institution
2. Head/Principal of the institution
3. Schools including Practice teaching schools
4. Employers
5. Experts
6. Students

7. Alumni**Response:** D. Any 2 of the above

File Description	Document
Data as per Data Template	View Document

1.1.3

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

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

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	View Document
Paste link for additional information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

1.2 Academic Flexibility**1.2.1**

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

Response: 100

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

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

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

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

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

1.2.2**Average Number of Value-added courses offered during the last five years****Response: 4****1.2.2.1 Number of Value – added courses offered during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
4	4	4	4	4

File Description	Document
Data as per Data Template	View Document
Paste link for additional information	View Document

1.2.3**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years****Response: 50****1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	49	100	100

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

1.2.4

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

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

Response: A. All of the above

File Description	Document
Data as per Data Template	View Document
Paste link for additional information	View Document

1.2.5

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document
Paste link for additional information	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

An educational institution performs a significant function of providing learning experience to lead their students from the darkness of ignorance to the light of knowledge. The key personal in the institutions that play an important role to bring about the transformation are teachers. The teacher is the most important element in any educational programme. It is the teacher who is mainly responsible for implementation of the educational process at any stage. "This shows that it is imperative to invest in the preparation of teachers, so that; the future of a nation is secure.

Vinoba Bhave University, Hazaribagh has started two year B.Ed. programme as per the directions of the NCTE Regulations 2014. The students of first batch of two year B.Ed. programme complete their program in the year 2017. Academic and professional teachers are the result of the B.Ed. programme. The teacher education mission is to empower candidate to become ethical knowledge, prepared individuals who can secondary schools as well as prepare them for further career choice and advancement.

The curriculum prescribed by the University is the same that followed by the college and tremendous changes in acquiring and demonstrating knowledge, skills values and attitudes in students.

Main objectives of the two year B.Ed. Programme:

- Develops an understanding of the trends, issues and challenges facing contemporary Indian society acquaints with prominent theories of learning, retention and transfer of training and strategies to facilitate each one of these.
- Helps them in understanding the relation between language, mind and society.
- Develops interest in facilitating learning and development and enjoys teaching and organizing curricular and co-curricular activities.
- Readiness to accept the progressive changes in the field of education. Develops positive attitude to teaching profession and to coming generation. Harmony within oneself and with natural and social environment.
- Acquires skills in developing and using audiovisual devices and ICT for classroom teaching.
- To acquaint with professionalization of teacher education.
- Be sensitive to the social professional and administrative contexts in which they need to operate.
- To be a professional and humane teacher.

File Description	Document
Paste link for additional information	View Document

1.3.2

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

Response:

The students were familiarized with the diversities in the school system prevailing in India. Various discussion and activities were held in our institution which helped the students to get a clear picture about the development and functioning of the school system. To understand about the development of school systems each student teacher had to visit an institution having more than 10 years of history. The student collected various data related to it from the time of establishment of the school. Every area of the school system was taken into consideration. After the collection of data the student teachers prepared a report on it. The various aspects of report were discussed in general. This helped them to acquaint the knowledge about like its history, geographical aspects, infrastructure, faculty member student enrollment etc. The student teachers visited various schools such as government school, aided school, unaided school etc. This helped them to understand main development occurring in.

The school system in detail:-

While discussing about the functioning of school, the influence of the type of management on the functioning of schools were also dealt with. The different types of management included government, aided, unaided, minority recognized and non-recognized schools. Through this the student teachers acquired knowledge that the school has an essential role in a democratic society. During this discussion the student's teachers also analyzed the different functioning of the various boards of school education. The major functional differences of each board were discussed and the student teachers realized the various pros and cons of each system. Our institution consists of students who have studied in various boards of school system. The student teachers were given an opportunity to express and share their experiences in their school. This helped the student teachers to analyze and realize the various different boards. Our institution also provided opportunity for the student teachers with the various types of assessment prevailing in the school systems .This helped to understand the various changes that had happened in the field of assessment in the school system. Based on the discussion held the student teachers prepared a report about the major educational boards, its general features, examination pattern etc. Various assessment practices like continuous and comprehensive evaluation and also reforms like open book assessment, internet based assessment, and online assessment etc were also included. From all these activities and discussion the students were able to analyse and compare all the aspects of school education. They also got the opportunity to analyse and realise that the curriculum of each board focus on the all round development of the student teachers.

File Description	Document
Paste link for additional information	View Document

1.3.3

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

Response:

Our institution provides wide range of experiences through Curricular, Co-curricular and extra-curricular activities. The curricular activities include all the experiences that the student gains in their teaching learning process such as:-

1. Microteaching :-

Students of our institution practice at least five teaching skills and their integration through link practice. This helps the students to attain objectives such as to develop teaching skills, build confidence and also to practice, refine and modify teaching behavior.

2. Peer Discussion lessons:-

The objectives such as strengthening conception lesson planning, observing teaching skills practicing macro lesson etc are attained through these sessions, Eight discussion lesson plans and five demonstration classes are observed by the student teachers. Criticism lesson helps the student teachers to practice, realize the practical difficulties of real lesson and to overcome it.

3. Preparation of teaching-learning materials:-

Workshops are conducted for the preparation of learning aids such as model/improvised aids and charts. The objectives of workshop are to nurture the ideas of preparing teaching aids, to develop creative instincts and to give chance for expression of ideas. Student teachers prepare five charts and two models during these sessions.

4. Initiatory school experience:-

The programme is for a period of 5 continuous working days which helps the student teachers to recognize school as an organized learning environment and classroom as a learning site.

5. School Internship programme:-

The school internship programme included undertaking classroom based activities, administration of achievement and Diagnostic test, conducting case study and action research, organizing curricular and co curricular activities, preparation of reflective journal, unit plan, lesson plan portfolio etc. It provides an opportunity of undergoing a meaningful experience as a practitioner.

6.EPC:-

Language across the curriculum reading and reflection helps the student teachers to develop meta cognitive awareness to become conscious in their own thinking process and to enhance their capacities as readers and writers.

Art and Drama Education

Our institution provides classes for Pencil drawing, music, puppetry and Script writing etc. It motivates student teachers creativity and aesthetic sensibilities through multiple perspectives.

Critical understanding of ICT

Student Teachers are given hands on experience in ICT and are provided 5 Workshops in various IT resources which helped them to reflect critically and act accordingly.

Understanding the self

Activities such as theatre activities, Reflections, story making, field visit, understanding social structure etc enable the students to develop sensibilities, dispositions, communication skills, self expression and creativity.

7.Theory course:-

For every theory paper separate tasks and assignments are provided. Different methods, techniques and strategies are adopted in class room which helped the student teachers to become efficient in their profession.

8.Yoga, health and physical education:-

Yoga and physical education improve one health, fitness flexibility etc. Our institution provides yoga and physical education practices. We conduct sports day with various competitions along with March Past, Mass drill and sports items.

Other than these activities various other programmers like field trip/study tour, Arts Day. Orientation classes of Resource persons, Seminars, Camp, etc. are also conducted in the institution.

File Description	Document
Paste link for additional information	View Document

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: E. Any 1 or none of the above

File Description	Document
Paste link for additional information	View Document

1.4.2

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

Response: D. Feedback collected

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 179.6

File Description	Document
Data as per Data Template	View Document
Approval letter of NCTE for intake for all programs	View Document
Any additional link	View Document

2.1.2

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

Response: 61.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
28	43	19	19	23

File Description	Document
Data as per Data Template	View Document

2.1.3

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

2.2 Honoring Student Diversity

2.2.1

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

Response:

Entry level assessment analyses the college preparedness of all the new students to ensure they have the best possible chance of success in attaining their academic goals. In our college assessment results are used in the placement and advising process to ensure students enrolled in courses appropriate to their skill level. Prior knowledge of self-assessment done by asking students to reflect and comment on their knowledge and skill across a range of items.

Teaching is a complete social and assessment is a constant cycle of improvement. At the entry level principles of activity is analyzed because this motivates the learner and makes them active participant in the learning process. Principles of motivation checked. Principles of self education enable child to learn by his own efforts, refine the imagination of the students and motivate them to indulge in self activities. Good teacher cater to the individual differences of the children. Goals should be very clear definite and suited to the level of learners which is being analyzed during the early stage. Teacher should provide good guidance, good motivator, arouse interest and promote action. Training of senses is analyzed. The power of observation, discrimination, generalization and application should be developed. Normally following questions are asked to the students and we try to know their Teaching skills. During covid-19 pandemic in the year 2020 assessment process was carries out through online mode at the entry level. But it was effective as well to know students hidden talents and their attitude towards teaching profession. Students interacted actively with teachers about their readiness and a teacher was able to know students their strength and weakness.

1. Which is the best method of teaching.
2. Model examinations.
3. What are the qualities of a good teacher as well as values.
4. What do they know about demonstration method.
5. Students are asked to perform and practice variety of skills called micro teaching which is the part of B Ed curriculum.
6. Student's practices 6 micro teaching skills and 2 link practice.
7. Through this skill teacher educator could able to know the patience level.

8. Creative attitude of Students, which is a very important part of teaching profession.
9. Student's dedication and confidence level.
10. Encouragement throughout the teaching process and feedback.
11. Emphasize time and feedback, task etc.
12. Encouragement of group activities.
13. Skill of introduction, stimulus variation, explanation, illustration with examples, using black board, fluency in questioning, probing questions, reinforcement is the part of micro teaching skills which is being clearly evaluated the learning needs of Students and their level of readiness to undergo professional education.
14. Talents day is organized in order to get rid of stage fear among students.
15. Seminars based on different subjects is organized option wise to find out the teaching abilities of the students.

2.2.2

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

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

Response: A. Any 5 or more of the above

File Description	Document
Data as per Data Template	View Document

2.2.3

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

Response: No Special effort put forth in accordance with learner needs

2.2.4**Student-Mentor ratio for the last completed academic year****Response:** 20**2.2.4.1 Number of mentors in the Institution**

Response: 10

File Description**Document**

Data as per Data Template

[View Document](#)**2.3 Teaching- Learning Process****2.3.1**

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

Response:

All the following measure and approach is taken from the year 2016 to 2021

Our college Ramesh Prasad Yadav Teachers' Training College (RPYTTC), Koderma presently having seven option Commerce, English, Mathematics, Natural science, Physical science, Sanskrit, Social science. We follow different teaching and different learning strategies according to the content conceptive are still learning strategies are given priority in our college and also since our students having to follow the same in the schools. Importance of the strategy is being taught by quoting different subject related examples.

COMMERCE

1. Dramatization, Role play/ Street play
2. Project work, Survey
3. Celebrations of days

ENGLISH

Teaching English is no easy feat. With a variety of different skill levels in every classroom, teachers must employ effective strategies that allow each student to learn the material. Whether the class focuses on literature, grammar, or language skills, these teaching strategies.

1. Vocabulary building.
2. Cooperative learning.
3. Student-chosen texts.

4.Seminars.

MATHEMATICS

Effective Strategies for Teaching Elementary Math, Make use of visuals and images, Find opportunities to differentiate learning, Ask students to explain their ideas, incorporate storytelling to make connections to real-world scenarios and tell new concepts.

- 1.Motivating students to be enthusiastically.
- 2.Celebrating days and events.
- 3.Organizing recreational activities in mathematics Organizing.
- 4.Seminars.

NATURAL SCIENCE

1.We relate biology to everyday life. Some students will be naturally drawn to biology, while others will ask why they should care about it.

2.Talk about careers that draw on biology, such as medicine, pharmaceuticals, conservation, public health.

- 1.Creating a little variety in the format of your instructional materials.
- 2.Seminars.

PHYSICAL SCIENCE

- 1.Story telling method.
- 2.Role Play This.
- 3.Sports Based Learning.
- 4.Visual clues Using visual clues easily.
- 5.Science Text Cards.

SANSKRIT

- 1.Direct Instruction.
- 2.Flipped Classrooms.
- 3.Differentiated Instruction.
- 4.Inquiry-based Learning.
- 5.Personalized Learning.
- 6.Game-based Learning.
- 7.Read Sanskrit books.

SOCIAL SCIENCE

Teacher has to make use of various kinds of methods, devices and techniques of teaching. A teacher has to make use of a suitable method for making his teaching meaningful, purposeful, interesting and effective. A good method of teaching can bring out good results even from a weak curriculum. On the other hand a bad method of teaching can make a mess of a good curriculum putting up of social Science

exhibition.

- Preparation of Project report on different topics.
- Conduction of Cultural Heritage Quiz, History Quiz and G.k Quiz.
- Decoration of display boards on current issues and other topics.
- Celebration of British Anniversaries of historical figures.
- Environmental Club
- Foreign Affairs Club Blogging
- Work with a local charity

All our option teachers give preference to individualized teaching learning process which helps students to develop their own skills.

File Description	Document
Link for additional information	View Document

2.3.2

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

Response: 64.62

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	9	8	5

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

2.3.3

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

Response: 35

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

Response: 70

File Description	Document
Data as per Data Template	View Document

2.3.4

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

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

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	View Document
Link of resources used	View Document

2.3.5

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

Response:

Mentoring is to support and encourage people to manage their own learning in order that they may maximize their potential, develop their skills, improve their performance and become the person they want to be. 'Our college RPYTTC affiliated to Vinoba Bhave University, Hazaribagh. We are having a good management efficient hardworking principle with teachers and teacher educators administrative staff and librarian he followed in unity to move forward in every situation. There are many options like commerce English, mathematics, natural science, physical science, Sanskrit, social science. We all work in a team according to the personality and expertise of each teacher. We plan together, we communicate each other, and there is always exchange of vital information regularly at the college level. No one is inferior in our college all our staff are very cooperative and experts in their subjects, multi-talented and are very supportive. We all actively participate in all activities inside the college. We always motivate each other. Positivity is the main factor of our team. We have two units in our college so students come from different backgrounds as a teacher educator, it is our duty to deal hostility we follow following steps in our college. Give financial support to the needy. We make utilization of available resources.

Same is the case of students too we do not bring up cringe worthy topics. We all are treating well with each other. we all are compassionate and disciplinary procedure which provides clear structure for dealing with problems. We all know about our working conditions better principal; management are very supportive. We exercise regularly yoga has been practicing in our college for both students and teachers we sleep around for during night after household activities. Journals magazine websites etc are great resources for our development. Social media really helping us to improve our self and keeping oneself at least with the recent developments in education and life meaningful experience as a practitioner. As conceived the programme should be structured so that it is a partnership between the school and the college. The intern must function as a regular teacher and therefore be immersed in all aspects of the school. During the school-internship the student teacher is expected to observe classroom teaching of mentor's peers, to get insights into student behavior. We all deal with student diversity in a positive manner and effectively manage everything. We get to know our students, maintain consistent communication, acknowledge and respect every Student, practice cultural sensitivity, incorporate diversity in the Lesson Plan, give Students freedom and flexibility.

File Description	Document
Link for additional information	View Document

2.3.6

Institution provides exposure to students about recent developments in the field of education through

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

Response: E. Any 1 or none of the above

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

2.3.7

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

Response:

Some educators emphasize the idea that schools should be child centered but probably none will question the statement that the success of our educational endeavor depends to a very great extent on the teacher. who is responsible for implementing the educational programme. In our college importance is given to nurture creativity, innovativeness and thinking skills. A teacher has to display exceptional empathy, persistence, diligence, sincerely, research orientation, honesty and flexibility. The development of life skills helps students to find new ways of thinking and problem solving, recognize the impact of their actions and teaches them to take responsibility for what they do rather than blame others. It helps build confidence in spoken skills and for group collaboration and cooperation. Students are able to analyze options, make decisions and understand why they make certain choices outside the classroom. They also develop a greater sense of self-awareness and appreciation for others. Academic success is no longer enough. In the workplace, life skills help employees gain employability skills, which employers are seeking. An individual who has the ability to self-manage, solve problems and understand the business environment is definitely preferred. Working well as part of a team, managing time and people. Empathy is the most important part of every one's life that is one should have the ability to sense others people emotions we make understand the importance of empathy in the following way.

EMPATHY

We follow the strategies given below:

- Model kindness and empathy to your students.
- Give them tools with empathy activities.
- Let them know they're not alone.
- Encourage empathy and don't force apologies.
- Help their families' model empathy to students.
- Empathy allows people to build social connections with others.
- By understanding what people are thinking and feeling,
- People are able to respond appropriately in social situations.
- Empathizing with others helps you learn to regulate your own emotions.
- Empathy promotes helping behaviors.

CREATIVITY

Creativity is the heart of the motivational classroom. It empowers students and teachers to express ideas and opinions in unique ways creative teaching leads to activate learning. Our teacher educators follow the following strategies.

- Use of creative instructional strategies models and methods
- We should make clear students that creativity requires effort
- Experiments with activities
- Innovativeness
- Problem finding method
- Students should take risks

- Real world learning
- Brainstorming
- Classes outside the classroom
- Role-playing
- Welcome new ideas
- Improves capacity to communicate with other
- Good listener

The entire above mentioned are clearly explained by our teachers because teachers of tomorrow should know the importance of both in order to deal with the students in schools. Empathy and creativity in life of a teacher is considered most important factors and its importance is increasing day by day. But positive changes can be seen in students of our college about their attitude towards the same. And our students are taking steps and methods that they should follow in schools.

File Description	Document
Link for additional information	View Document

2.4 Competency and Skill Development

2.4.1

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

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

Response: C. Any 4 or 5 of the above

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

2.4.2

Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**
- 9. Mobilizing relevant and varied learning resources**
- 10. Evolving ICT based learning situations**
- 11. Exposure to Braille /Indian languages /Community engagement**

Response: D. Any 2 or 3 of the above

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

2.4.3

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

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

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document

2.4.4

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

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

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document

2.4.5

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

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

Response: B. Any 4 of the above

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

2.4.6

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

- 1. Planning and scheduling academic, cultural and sports events in school**
- 2. Planning and execution of community related events**
- 3. Building teams and helping them to participate**

4. Involvement in preparatory arrangements**5. Executing/conducting the event****Response:** D. Any 1 or 2 of the above

File Description	Document
Data as per Data Template	View Document

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

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

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	View Document

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

Teacher practice is conducting during the 3rd semester of B.Ed. course. But preparatory measure starts during the second semester itself. In the second semester initiatory is being carried out where they undergo 7 day classes in the UP schools. Students learn the environment of the school, administrative works, assembly, Teachers teaching methodology, infrastructure facilities etc. During the Second semester students learn about planning your plan unit plan and Lesson plan. Lesson plan is the most important criteria that the students have to follow during the practice teaching. According to government of Jharkhand we are following constructive method of practice teaching which gives more importance to Activity oriented method where children are given importance and teachers are considered as mentor. After teaching about the preparation of Lesson plan students them self prepare Lesson plan based on textbook from 6th standard to 10th standard according to the strength the classes will be divided into four or five groups and eight lesson plans is being prepared by a single student and it is being converted into discussion record. After learning about pleasant plan and its preparation students are asked to take a class which is called criticism glass in schools based on any topic from 6th standard to 10th standard the duration of the class will be 40 minutes and it should be completely at duty oriented method charts models which includes still model and working model and also Practice teaching is carried out for about five months there are about 20 to 25 schools that has been selected to conduct practice teaching. A letter from district education officer which help us to contact practice teaching in schools only if we get the

permission of district education officer we approach this course and the respective principal or headmaster's will approve or will allow our students to be part of their school for about 5 Months. Our college principal Dr. Laxmi Sarkar provides orientation to the students going for internship. Our senior teachers under the leadership of Laxmi Sarkar gives them necessary instructions that they have to follow during practice teaching. The following guidelines are given to the students before teaching practice. Observation of lessons of senior teachers individually or in small groups, meeting the students informally to learn their background and their interest in learning, seeing the learning facilities in the school, observing the social climate in the school etc., are some of the activities to be undertaken during this period. Each student-teacher has to engage 3 lessons individually or as shared practice. In shared practice, student-teachers will be in small groups of three members. Lesson plans need not be written with the rigidity as employed for Practice Teaching lesson. The student-teachers have to maintain a detailed diary as a record of the visit.

2.4.9

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

Response: 10

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

Response: 10

File Description

Document

Data as per Data Template

[View Document](#)

2.4.10

Nature of internee engagement during internship consists of

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

Response: D. Any 2 or 3 of the above

File Description	Document
Data as per Data Template	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Teacher practice is conducting during the 3rd semester of B Ed course. But preparatory measure starts during the second semester itself. In the second semester initiatory is being carried out where they undergo 7 day classes in the schools. Students learn the environment of the school, administrative works, assembly, Teachers teaching methodology, infrastructure facilities etc. During the Second semester students learn about planning your plan unit plan and Lesson plan. Lesson plan is the most important criteria that the students have to follow during the practice teaching. According to government of Jharkhand we are following constructive method of practice teaching which gives more importance to Activity oriented method where children are given importance and teachers are considered as mentor. After teaching about the preparation of Lesson plan students self prepare Lesson plan based on textbook from 6th standard to 10th standard according to the strength the classes will be divided into four or five groups and lesson plans is being prepared by a single student and it is being converted into discussion record. Students are asked to take a class which is called criticism class in schools based on any topic from 6th standard to 10th standard the duration of the class will be 40 minutes and it should be completely at duty oriented method charts models which includes still model and working model and also ICT should be used while teaching. A letter from district education officer is maintained which help us to contact schools for practice teaching. only after getting the permission of district education officer we approach this course and the respective principal or headmaster's or headmistress will approve or will allow our students to be part of their school . Teacher educator will be visiting this school for at least four or five times in order to gets a preview of that teaching. Duration of your class is about 40 minutes and the entire class is being viewed by the teacher educators and necessary recommendations is always given to them to improve their teaching. In schools mentor teachers of the students will be giving feedback to our students. Our college principals visit the schools twice to ensure active participation of our students in schools.

File Description	Document
Link for additional information	View Document

2.4.12

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

1. Self
2. Peers (fellow interns)

- 3. Teachers / School* Teachers
- 4. Principal / School* Principal
- 5. B.Ed Students / School* Students

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

Response: D. Any 1 of the above

2.4.13

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

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

Response: D. Any 1 or 2 of the above

File Description	Document
Any additional Link	View Document

2.5 Teacher Profile and Quality

2.5.1

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

Response: 86.67

File Description	Document
Data as per Data Template	View Document

2.5.2

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

Response: 7.69

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

Response: 1

File Description	Document
Data as per Data Template	View Document

2.5.3

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

Response: 0

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

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Teachers develop better organization and planning skills professional development training can help teachers to become better at planning their time and is staying organized this ultimately makes teachers more efficient and gives them extra time to focus on students rather than the paper work.

Why teacher should improve themselves:

Since it focuses on social emotions of effective growth which can be reflected in a teacher's attitudes and interaction with their students developing the teacher self is so crucial to enhance quality education therefore teacher's personal development needs to targeted in teacher education programs.

Most important needs of teachers

- Supporter School
- A safe environment
- Sufficient facilities
- Enough time to plan collaborate
- High quality professional development
- An atmosphere of trust and respect
- Effective school improvement teams

Three steps we take to improve teacher's performance:**performance appraisal:-**

1. Create a common language of instruction
2. Increase teacher feedback by increasing classroom visit
3. Connect student performance and growth to classroom teacher performance and appraisal
4. Teachers - strength and weakness

What are the areas of improvement:

Skills qualities or abilities that unemployed could develop or enhance areas of improvement could include time management delegation organization communication and engagement many of these skills and abilities are those that employees use daily at work.

File Description	Document
Link for additional information	View Document

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

Internal evaluation includes the gathering and analysis of useful information from a range of source. Leaders ensure teachers have time to critically reflect on their practice. A leader use evidence to reflection on and improve practice Good use is made of resources and Research to support internal evaluation. An internal evaluation has the advantages of being less cheaper to carry out them an external evaluation. Moreover, social impact analysis is primarily about learning from the findings and this is a task you can outsource only to a certain degree. Internal assessment is the process in which the teachers and schools judges the students' performance on the basis of his performance continuous internal evaluation is done on the basis of Assignment mid- term. Test and Pre University test for every course in each semester. The marks /grade obtained by students in Continuous Internal Evaluation process comparing of 20% waitage for their University grading.

- The internal marks evaluation scheme is conveyed by subject Teachers to the students at the start of each semester. The syllabus of the course , CLO & PLO and question paper pattern is discussed with students in the beginning of the new session.
- Reforms introduced by the institution. The university introduced the semester pattern and curriculum changes from the Academic year . Due to this Continuous Internal Evaluation pattern

of first and second semester was revised as described above.

- Earlier College (Institute) used to conduct internal tests and model examination during every semester. It was observed that students were over branded. Therefore from academic year onwards introduce to conduct to only two unit test (2 units) and 2 model examination as per University pattern . This improved on better assimilation of subjects by students and they could devote more time for extracurricular activities.
- Display of progress report card.
- Seminar reports.
- Mark list of different unit test & Model examination.
- Display of unit test question paper and mark list of each student.

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

2.6.2

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

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

Response: C. Any 2 of the above

File Description	Document
Details of provisions for improvement and bi-lingual answering	View Document
Link for additional information	View Document

2.6.3

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

Mechanism to deal with examination related grievances is transparent time-bound and efficient to the students well in advance to ensure proper conduct of formative test investigators are assigned to each hall practice theory and University examinations are conducted in the college itself.

A centralized exam cell system is followed in e-grievance related to the internal Examination marks , question paper.

The student can approach the teachers College examination officer and principal to redress the examination related grievance as per the norms of University all the students are clearly informed about the evaluation procedure waitage of internal and external marks allotment as per the university norms.

Display of internal assessment marks before the term end examination:

At the end of the semester internal assessment marks displayed in notice board and make a copy keep in college exam file.

Timely feedback on individual group performance

- Teachers conducted formative and diagnostic assessment for their classroom performance teachers provide proper feedback for their individual development.
- Provision of improvement opportunities.
- Students have given chance of improve their marks by attempting class test and conducting seminars.
- Access tutorial and remedial support.
- Remedial classes are given to the slow learner exam orientation classes and exam related other provisions are given to the students.

File Description**Document**

Link for additional information

[View Document](#)**2.6.4****The Institution adheres to academic calendar for the conduct of Internal Evaluation****Response:**

An academic calendar is prepared by academic council committee at the beginning of each semester in line with the university calendar consisting of various curricular extra and co-curricular activities the calendar is upload on College website displayed on notice boards and is communicated to students through emails it is updated and revised with the respective any changes suggested by the University all the classes and examinations are planned as for the calendar .

COMPLIANCE OF CONTINUOUS INTERNAL EVALUATION WITH ACADEMIC CALENDAR (C I E)

1. Classes and time table

The time table coordinator with each department prepare the time table as per guideline of affiliating university for the number of credit hours for each subject and the academic calendar prior to the start of the semester time table is uploaded on the college portal and displayed on notice boards of every department.

2. Course files and lecture plan

After the allocation of subjects for course of each subject is prepared consisting of detailed teaching plan it also contains the assignments to be uploaded on every scheduled date of academic calendar this course file is duly approved by the consent subject teachers and action plan and semester plan.

3. Internal examination

The dates of unit test & Pre University exam model examination or mentioned in the academic calendar detailed examination scheduled is announced in advance by College principal and respective teachers to maintain for the compliance exam sheets are checked with three days after the commitment of each examination.

4. Question paper setting

The question paper of internal exams is prepared by concerned faculties and is approved by the principal. select question paper for common subjects out of a pool of papers prepared by all concerned faculties.

5. Exam sheets evaluation

The answer sheets is cross checked in each subject by the teachers to ensure transparent evaluation.

6. Assignments and quizzes

In addition to the test assignments and quizzes are also the part of continuous internal evaluation assignments are provided to students on the scheduled dates mentioned in the academic calendar and a solutions are submitted by student within given days every teacher conducts regular class test or unit test consisting of MCQs on the related topic for practice and revision with the help of traditional method or with College mangement Software

7. University exams

The tentative date for University exams are indicated in the academic calendar the final University exam schedule is also displayed on students notice boards.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

This paper describes the assessment and a continuous quality improvement of program learning outcome in the faculty of PLO is known as an elementary requirement in outcome based education system (OBE).

On the completion of the B.Ed. 2 years program student teachers will be able to develop Content competency.

1. Two important relevant knowledge with the respective foundation and the methodology courses.
2. To promote mastery over the required content.
3. Students know how to select and use teaching methods.
4. To understand the paradigm shift in conceptualizing disciplinary knowledge in school curriculum.

Pedagogical skills

1. To impart teaching skills and strategies to transfer the given content suitable in classroom situation.
2. To innovate and experiment class room practice.

Professional ethics

1. To imbibe and appalled qualities of a good teacher.
2. To be just and impossible.
3. To show love and respect to individual.

Effective citizen ethics

1. To understand different values such as morality social service and accept responsibility for the society.
2. To create leaders in all walks of life and thus be agent of change in the society by breaking the factors of all social evils for the betterment of the people of our country and for a better world.

Effective communication

1. To boost confidence and promote ability to communicate effectively.

- 2.To plan teach organize school related community based activities and programs.
- 3.To collaborate with the parents and the community for the betterment of students.

Environmental awareness

- 1.Sensitize all issues of ecology.
- 2.Understand the importance of the environmental awareness.
- 3.Take precautionary steps in protecting the environment.

Manage classroom situations

- 1.To interact children from diverse socio economic and diverse background.
- 2.To identify and a managed the challenging and overcoming gender equality.
- 3.To identify the diversity is and to deal effectively in inclusive classroom environment.

COURSE LEARNING OUTCOMES

- 1.Besides Teacher in charge of the class explain the various methods at the beginning of the each course.
- 2.The revision marks are put up on the notice board. Answer scripts are returned to student after evaluaton.
- 3.The institution has an internal quality assurance cell which is entrusted with rthe job of conducting academic auditing of the departments.
- 4.Assessment are takes under the case studies assignments portfolio project and conducting various seminars .

File Description	Document
Link for additional information	View Document

2.7.2

Average pass percentage of students during the last five years

Response: 199.55

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

2021-22	2020-21	2019-20	2018-19	2017-18
200	200	148	148	200

File Description	Document
Data as per Data Template	View Document

2.7.3

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

Response:

Display of internal assessment marks before the term end examination.

At the end of the semester internal assessment marks displayed in notice board and make a copy to keep in college exam file.

1. Timely feedback on individual or group performance-teachers conducted formative and diagnostic assessment for their classroom performance and provide proper feedback for their individual development.
2. Provision of improvement opportunities-students have given chance of improve their marks by attempting class test and conducting seminars.
3. Access to tutorial or remedial support.

Remedial classes are given to the slow learner exam orientation classes and exam related other provisions are given to the student's example.

- Remedial coaching.
- More supportive slow learners.
- Method of success examination.
- How to score good marks in curriculum papers or pedagogical papers.

4. Provision of answering bilingual

Most of the students are preferred to answering bilingual hence college provide a guidance program for how to choose or write the exam papers in bilingual for Slow learners.

Below average students and provide practice to write an exams in bilingual.

File Description	Document
Link for additional information	View Document

2.7.4

Performance of outgoing students in internal assessment**Response:** 65**2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 65

File Description	Document
Data as per Data template	View Document
Link for additional information	View Document

2.7.5

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

Response:

Student self-assessment occurs when the learners assess their own performance with practice they learn to objectively reflect on and critically evaluate their own progress and skill development identify gaps in their understanding and capabilities.

How does assessment impact students learning.

The volume of critical thinking and problem solving type of assessment is known to have a positive impact on the quality of learning outcomes finally assessment can be viewed as being a mean of helping students to learn a way of reporting on students' progress and way of making decisions about teaching. Frequent progress monitoring in an example for learning where a student academic performance is regularly assessed between benchmarks to determine if the current instruction and interaction is positively impacting student achievement or if adjustment need to be implemented.

A. Guide to types of assessment**Diagnostic, formative and summative assessment.****How to assess students learning and performance.**

1. Creating assignments
2. Creating exams
3. Using classroom assessment techniques
4. Using concept maps
5. Using concept test
6. Assessing group work
7. Creating and using rubrics

Well-designed assessment can encourage active learning especially when the assessment delivery is innovative and engaging and self- assessment for instance can foster a number of scales such as a reflection critical thinking and self- awareness.

The different tools and techniques.

The different tool and techniques used in classroom assessment are Following:

- Observation
- Portfolio
- Rating scale
- Questionnaire

Features of good performance assessment:

1. Clear Targets. - it provides a clear description of specific achievement and expectations to be assessed.
2. Focused purpose-clarify the intended uses of the assessment results.
3. Proper method.
4. Sound sampling.

The volume of critical thinking and problem solving types of assessment is known to have a positive impact on the quality of learning outcomes finally assessment can be viewed as being a main of helping students to learn a way of reporting on student progress and a way of making decision about teaching.

Documents

- Seminar
- Rating scale
- Attitude scale
- Mental health scale

File Description	Document
Link for additional information	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.61

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Data as per Data Template

[View Document](#)

Link for additional information

[View Document](#)

3.1.2

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

Response: 0

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

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

File Description

Document

Link for additional information

[View Document](#)

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last

five years in the form of:

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

3.1.4

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

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

Response: D. Any 1 of the above

3.2 Research Publications

3.2.1

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

3.2.2

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

3.3 Outreach Activities**3.3.1**

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

3.3.2

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

Response: 0

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

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

File Description**Document**

Link for additional information

[View Document](#)

3.3.3

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

Response: 38.64

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

2021-22	2020-21	2019-20	2018-19	2017-18
87	40	20	100	100

File Description**Document**

Data as per Data Template

[View Document](#)

Any other relevant link

[View Document](#)

3.3.4

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

Response:**Blood Donation Camp**

Blood donation camp was organized by our college in corporation with district hospital Koderma and Red Cross society on March 2018. It was held in the prayer hall. The chief guest of the camp was the DMO of Koderma district. A team of 5 doctors and nurses of district hospital came for collection of blood. About 50 people had volunteered for donating blood. There were also very prominent people of the city who were there to donate blood. A certificate of appreciation, donation card, and refreshment was given to each donor as a token of gratitude. Blood donation is the greatest donation and noble step in the service of humanity. Our staff and many students donated blood with proud hearts. Some of the visitors were also motivated to donate blood.

Water Quality Analysis

As a part of B.Ed. curriculum Physical Science option students were assigned a task was to visit the flood affected area and check the quality of water present there. We collected water from there for water quality analysis. As per the analysis result the water sample we collected is highly polluted and it is not recommended for drinking and any other purpose.

Medical Camp

RAMESH PRASAD YADAV TEACHERS TRAINING COLLEGE in collaboration with the district hospital, Koderma conducted a one-day free medical camp at Koderma. This was the first time that students and staff of RPYTTC were provided with general health checkups. It was conducted on 2019. More than 200 persons were treated free of charge. RPYTTC students and staff volunteers performed a majority of the work hand with the doctors from the district hospital. Free health checkup, blood group testing, B P and Sugar checking were provide free medicines also.

Development of Rural Areas

As a part of rural development the women development cell / Extension Committee of our institution visited **Villeges** twice in a year for providing awareness on different different topics/ Activity like as voter awareness, girls education etc

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

3.4 Collaboration and Linkages

3.4.1

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

3.4.2

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

Response: 0

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

File Description	Document
Data as per Data Template	View Document

3.4.3

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

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

Response: D. Any 1 or 2 of the above

File Description	Document
Data as per Data Template	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

The college Imparted education to the students in face to face mode with facilities of Projector and sound system. There are adequate spaces for accommodating the students so that they can learn easily. The college facilitates to Learning Management System build with Online software where audio and study materials were uploaded so that students can use it at any time from anywhere. The most valuable project was launched in 2020 as a learning management system, Students can access this LMS(learning management system / college management system), they can reuse, relisten the audios, videos, lectures notes when ever they needed. On the other hand, teacher can also see and listen their audios or lectures again and again so that time is saved. The college provides several laboratories facilities for the students like- Physical Science Lab, Biological Lab, Geo Lab, Language Lab, Social Science Lab etc. where the students can develop their skill and knowledge in their subject of interest. Twenty computers have been arranged in Computer Lab where the students in particular semester can use as per their allocated routine so that they can practice hand to hand. There is also provision of internet facilities.

File Description	Document
Link for additional information	View Document

4.1.2

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

Response: 66.67

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

Response: 2

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

Response: 3

File Description	Document
Data as per Data Template	View Document
Link to relevant page on the Institutional website	View Document

4.1.3**Percentage of expenditure excluding salary for infrastructure augmentation during the last five years****Response:** 4.14**4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
.23	.45	6.17	6.6	3.6

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

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

Our college Library installed private software(College Management Software) from the beginning of our academic year . It is partially functioned as the part of our library day-today affairs. The software including the details of all books, journals and periodicals, detail of students etc. It also helps to issue and return the books for students and teachers. The library system is fully featured, scalable library management includes:

Cataloging module and authority control

Circulation module

Serials module

Reports Module

Acquisition module

Inventory module

Administration module Course Reserve module

The features of LIBRARY MANAGEMENT SOFTWARE are:

Comprehensive advance search.

Flexibility to customize according to our library needs.

Barcode and spine label printing.

Branch libraries management and items transfers Budget Management.

File Description	Document
Web-link to library facilities	View Document
Link for additional information	View Document

4.2.2

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

Response:

Our college library has satisfied basic facilities. It intake more than six thousand books and about 200 reference books. It also included the subscription of journals. The seating capacity of library is more than 50 students. It also follows card system for issue books. In the library equipped with two computers with LAN connection for detailed reference. Previous IQAC meeting recommend to management for upgrade library. As the part of this, management decided to install necessary software for the library digitalization. After the initialization we planned to obtain necessary membership in INFLIBINET and other remote access fatalities. It will help to Gateway for remote access to library resources used by teachers and students. College use **College Management Software** in which library module is available, by this college done all activity of library like as issue or return book , library attendance etc.

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

4.2.3

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

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

Response: D. Any 1 of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document
Link for additional information	View Document

4.2.4

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

Response: 0.03

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

2021-22	2020-21	2019-20	2018-19	2017-18
.01	.03	.02	.03	.04

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

4.2.5

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

Response: 1.23

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

Response: 40

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

Response: 55

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

Response: 60

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

Response: 50

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

Response: 58

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

4.2.6

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

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

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

4.3 ICT Infrastructure**4.3.1**

Institution updates its ICT facilities including Wi-Fi

Response:

The institution has an up-to-date computer facility with a view to help the students keep pace with the advancements in the IT field. The institution has a fully equipped computer lab with broadband internet facilities (Wi-Fi Technology inside the Campus) and with one Laser Printer cum Copier. There are 27 computers in the college. One at office (Central Server),two in account office one at principal's chamber, three at library and remaining 20 systems at computer lab for students and staff including all latest educational software. The computer student ratio in the computer laboratory is 5:1. All the systems are network with Ethernet LAN and wireless LAN technology with speed of 100 Mbps. All systems are connected with Broadband net facility. The technology concerned with teaching and learning includes the radio, television, tape-recorder, video tape, and computers and so on. The students and staff are provided with computers to help them to keep pace with the advancement in on the IT field. Power point presentation is made by teachers in classes and also by the students for their paper/ lesson plan presentations. There are two smart class room fully equipped with latest facilities. The computer lab is open from 9.00 am to 5.30 pm. Skills training programmes are arranged for the staff from time to time in computer operations.

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

4.3.2**Student – Computer ratio for last completed academic year****Response:** 10

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

4.3.3**Internet bandwidth available in the institution****Response:** 100**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS****Response:** 100

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

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

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

Response: D. Any 1 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Link to videos of the e-content development facilities	View Document
Link to the e-content developed by the faculty of the institution	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 9.71

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.21	.85	12.66	13.47	11.79

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

4.4.2

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

Response:

College not only provides the infrastructure facilities but also follows strictly maintained protocols for the smooth functioning of the system. Well defined rules and regulations are prepared and published to notify the standard operating procedures to be followed while using any of the available facilities. An overseer is appointed to look after all the miscellaneous works in the college and the cleaning and allied works are done by the house keeping staff. The student teachers are however notified to maintain the cleanliness of the classes and the surroundings by allotting class duties to respective classes. The maintenance is participatory in nature the students from within the classes are selected as technical experts who would handle the technical support during the class taking sessions on a rotational basis so that all students are capable enough to operate the ICT facilities available. However, such operations are supervised by the system administrator cum technical assistant appointed in the college. The classrooms and the other areas are regularly cleaned and maintained by both the cleaning staff and the student teachers. The responsibility of operating the electrical appliances like fan, lights etc. are given to student teachers. The issue of books and periodicals are also well documented with precise fining system in case of loss or delay in the return of books. The decorum of the library is well maintained ensuring optimum utilization of resources. The science lab, psychology lab, language lab also has ledger books to document the various activities associated. The stock register maintained in the labs aids to keep a tab on the reagents available and the upgradation needed yearly. Perfect documentation of the furniture and storage facilities available is done and yearly the same is audited to find out damaged ones. The electrical, plumbing and construction repairs and maintenance works are done meticulously at regular intervals. Suitable pest control measures are also taken up to maintain the hygiene of the premises. Any grievances on the infrastructure can be reported to the college office and following the inspection of which, suitable remedial measures are taken.

File Description	Document
Link for additional information	View Document
Appropriate link(s) on the institutional website	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: B. Any 4 or 5 of the above

File Description	Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.1.2

Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

File Description	Document
Paste link for additional information	View Document

5.1.3

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

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

Response: B. Any 5 of the above

File Description	Document
Data as per Data Template for the applicable options	View Document
Paste link for additional information	View Document

5.1.4

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

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**
- 5. Concession in tuition fees/hostel fees**
- 6. Group insurance (Health/Accident)**

Response: B. Any 3 or 4 of the above

File Description	Document
Data as per Data template	View Document
Paste link for additional information	View Document

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators**Response:** 10.8**5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
26	10	15	22	24

File Description	Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 17.5**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 27

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

Response: 8

File Description	Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.2.3**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 7.35**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
16	5	17	10	18

File Description	Document
Data as per Data Template	View Document

5.3 Student Participation and Activities

5.3.1

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

Response:

Students have active representation on academic and administrative bodies and committees of the institution. There are Twenty Two committee like admission committee, academic council committee, examination committee etc functioning in college. All activities for academic for B.Ed course manage their duties that comprise of student members for Academic council committee provide feedback on all aspects of the programs and respective course academic council committee meetings are held regularly in each year.

Cultural and sports committee:

Students have strong representations in all cultural and sports and games committees and help in organization and management events.

Organization of special events:

Students organise and celebrate the national Teachers day on September 5 every year honoring respective teachers and presenting cultural programs, inter and intra department cultural and sports competitions, Guru Purnima celebrations, National day celebrations that include independence day, republic day, National science day, women's day celebrations, environment day celebrations and social service activities etc.

The above activities and hands build their communication skills, management skills, leadership skills, teamwork, time management resource management skills and also builds confidence in each student.

5.3.2

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

Response: 4**5.3.2.1 Number of sports and cultural events organized at the institution during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
5	2	4	5	4

File Description**Document**

Data as per Data Template

[View Document](#)**5.4 Alumni Engagement****5.4.1**

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

Response:**Introduction:-**

The involvement of alumni in supporting and providing contributions voluntarily to their college .Alumni is important for maintaining and expanding for college development. By establishing channels that can facilitate closer ties between the alumni, students and college.

Role model and inspiration:-

Alumni are an effective role model and can be easily accepted by students. With the return of the alumni to support the college, they bring with them credibility and justification as part of a successful college, having breathed the same air and encountering similar challenges faced by the students.

Career mentor:-

Competition in entering the work force is becoming more intensive as a result of a higher number of graduates compared with a limited number of job opportunities. Job availability is more critical in certain sectors. They provide. Proper vocational guidance services.

Providing expertise:-

Besides that, the alumni can contribute by providing their expertise in their occupation in developing new study programs in the college. Alumni can contribute as a guest lecturer, advisor in committees , Success in knowledge transfer will further improve the capacity and the reputation of the college with significance nationally and internationally.

Opportunity to access professional development:-

The senior alumni community that are successful can be a most effective medium not just for the college graduates but also with the younger alumni.

Improve student recruitment efforts:-

Alumni can encourage students especially their family and friends to consider their college as the provider of higher education. The alumni can also show the students on how to join the work field after finishing their studies.

Summary:-

The alumni's role is crucial for the development of the college. All alumni can provide support in various aspects that are beneficial to the students, graduates, alumni, colleges and the society. The alumni's opinion in developing the college and proposed solutions to the challenges faced by the college is highly valued by the university in achieving its vision and mission. The alumni are an asset to the college, and their contributions and involvement can significantly increase the reputation of the college nationally. Finally, in the framework to strengthen the development of the state and the nation, successful alumni can be the social model for unity of the society and a factor for economic growth and development.

5.4.2

Alumni has an active role in the regular institutional functioning such as

1. **Motivating the freshly enrolled students**
2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

Response: E. None of the above

5.4.3

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

Response: 19

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	3	4	4	4

File Description**Document**

Data as per Data Template

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

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

Response:**ALUMNI ASSOCIATION ACTS AS AN EFFECTIVE SUPPORT SYSTEM**

Alumni contribution happens in various non-financial forms such as Alumni interaction week, Alumni challenge, competition, for the benefit of the juniors namely for conducting discussions exam orientation and entrepreneurship opportunities. Our Alumni donates essential supporting their educational vision such as TET, SET, CTET ,NET exam orientations, curricular related doubts (clarifications) group discussion sharing and caring tips etc. They provide financial assistance to the weaker students and small contributions like chair clock, and providing other facility to the college.

File Description**Document**

Paste link for additional information

[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision:-

In order to fulfill the dream of great visionary of Koderma Late Ramesh Prasad Yadav, Ramesh Prasad Yadav Seva Samiti was formed and registered under Societies Registration Act XX1 of 1860. Continuing his march towards the fulfillment of his dream and mission the Samiti established a B.Ed. College named Ramesh Prasad Yadav Teachers' Training College, at Koderma.

Mission:-

The Aim of the Ramesh Prasad Yadav Teachers' Training College is not only to produce good teachers but also an all-round development of personality of students and make them a good human being.

B. Nature of governance:-

The institution follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. The governing body delegates authority to the Manager and Principal who, in turn share it with the different levels of functionaries in the college. The teachers, the conveners of various committees and cells along with the staff representatives on higher decision-making bodies play an important role in determining the institutional policies and implementing the same.

C. Perspective/Strategic Plan:-

The institution has a Perspective/Strategic Plan in place to help it develop in a systematic, well-thought-out and phased manner.

1. Renovations to review the infrastructure of the institution.
2. Improvement of the scope and profile of the teaching-learning experience through greater use of ICT and other innovative means.

D. Participation of Teachers in Decision-Making Bodies.

- Teachers discharge an important role in implementing the vision and mission of the college and to that end play a proactive part in the decision-making process.

- Teachers influence the institutional policy through the teachers' council, through their representatives of the governing body.

Additionally, teachers discharge an energetically pervasive role as motivators and spearheads of cultural and social activities in the institution by the academic council and other college cells / committees.

6.1.2

Institution practices decentralization and participative management

Response:

The institution practices decentralization and participatory management in keeping with its belief in collective leadership and democratic traditions. General organizational structures consist of NCTE, Higher education policy, University, Management committee, Principal, Faculties, student teachers, administrative faculties, committee Co-coordinators and executive members. Principal is the head of the institution. For smooth conduction of co-curricular and curricular activities and administrative works, our Principal decentralizes powers and functions to teaching as well as nonteaching staff. The administration responsibilities have been well segregated among the faculty members and non-teaching staff. Staff council decisions are based on student's needs. The functions of the institution are carried out by the head of the institution through a series of committees . The teacher educators assign various committees among student teachers for the performance of the same. Various committees like academic council, ethics and code of conduct, academic council etc are formed. Class charges are given to teachers and teachers divide duties among students. The college has an student union that is proactive in bringing the student issues to the concerned authorities and assists in bridging the gap between the administration and the students. The student's union and student participation in various committee ensure decentralization. There are twenty two committees which undertake various college activities and tasks which make the governance of the college decentralized. Also, the staff association is consulted for making important decisions pertaining to the college. The college involved in several programs. It is ensured that there is all round participation of students and leadership and organizational activities are encouraged in the societies by giving them formal responsibilities. Faculty members are responsible for supervising and managing the routine activities of these bodies. The above enumeration of features comprising participatory management points fairly conclusively to the ethics of decentralization which is integral to the institution and informs its functioning at every level.

6.1.3

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

Response:

The financial resources in the college are utilized to the optimum level. The utilization of fund for student welfare is ensured. fund is used for college maintenance work, for the enhancement of infrastructural facilities in each year and to furnish work like furniture. For expense we maintain a

voucher file. Separate files are kept for different different expenses .B.Ed. Course is affiliated to Vinoba Bhave University, Hazaribagh and recognized by the National Council for Teacher Education, Govt. of India, New Delhi. The examinations are conducted as per the rules and regulation prescribed by Vinoba Bhave University, Hazaribagh and the Degree of Bachelor of Education is awarded by the University.The Academic committee prepares the academic calendar before the commencement of the academic year. They prepare the action plan before the commencement of the academic year. They adopt continuous and comprehensive evaluation measures for periodic assessment of students.

Other duties of academic committee are:

- To arrange more invited talks on creative teaching-learning.
- To make the guardian and the individual student monitoring system more effective.
- For taking decisions related to teaching practice.

The role of Principal in the college is multidimensional and reflects the vision and mission of the institution. The head of the institution organizes meeting before the commencement of the academic period. The Principal and manager frequently have meetings to ensure that the responsibilities are done by each committee . All important information and notices are displayed in the college notice board. Public transparencies of academic committee are maintained through digital communications like email, college website, What's App etc.

The administration responsibilities General organizational structures of college consist of NCTE, Higher education, University, Management committee, Principal, Faculties, student teachers, administrative faculties, committee and cell coordinators and executive members. Principal is the head of the institution. The administration responsibilities have been well segregated among the faculty members and non-teaching staff. The functions of the institution are carried out by the head of the institution through a series of committees . The teacher educators assign various committees among student teachers for the performance of the same. The college has a student union that is proactive in bringing the student issues to the concerned authorities and assists in bridging the gap between the administration and the students. There are twenty two committees which undertake various college activities and tasks which make the governance of the college decentralized. Also, the staff association is consulted for making important decisions pertaining to the college. The college has many committee actively involved in several programs.Administration of the institution in totally decentralized. Different committees are constituted with an organizational structure in a democratic way. The executive members are elected by the general body of the faculty under the supervision of the Principal. Each faculty is the coordinator of different committees who has the flexibility in decision making with the Principal as the officer. Public transparency of administration is maintained through digital communication.

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Industry Interaction / Collaboration

Our college has invited nearby schools to supply teachers for their schools. Teachers interact with nearby colleges, schools, etc. The college collaborates with the schools situated in and around Koderma which enables us to provide intensive teaching practice. The faculties of the school help the teacher trainees in the correction of lesson plans, preparation of the appropriate teaching aids and the learning of the right teaching techniques for an effective teaching learning process. They also evaluate the performance of the student teachers and pass the same to the teacher educators. In turn, the student teachers conduct science exhibitions, club meetings and cultural programmes to empower the school students. The college also functions in collaboration with other colleges to organise the national level seminars and workshop. Campus placements are also done in our college.

6.2.2

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

Response:

General organizational structures of college consist of NCTE, Higher education policy, University, Management committee, Principal, Faculties, student teachers, administrative faculties, committee and co-coordinators and executive members. Principal is the head of the institution. The administration responsibilities have been well segregated among the faculty members and non-teaching staff. Staff council decisions are based on student's needs. The functions of the institution are carried out by the head of the institution through a series of committees. The teacher educators assign various committees among student teachers for the performance of the same. The college has a student union that is proactive in bringing the student issues to the concerned authorities and assists in bridging the gap between the administration and the students. There are twenty two committees which undertake various college activities and tasks which make the governance of the college decentralized. Also, the staff association is consulted for making important decisions pertaining to the college.

Organizational Arrangements:-

Different committees are constituted by the institution for different institutional activities.

- Staff council
- Academic committee
- Library committee
- Grievance redressal committee
- Placement committee
- Anti-ragging committee
- IQAC
- PTA NAAC
- Professional ethical committee

Different committees are constituted with an organizational structure in a democratic way.

Functioning:-

- Organize curricular and co-curricular activities.
- Organize sports and arts festival.
- Organize practice teaching .
- Updating of library.
- Publish collage magazine.

The recommendations of these committees are carried and approved in the staff council. Clubs:

- Eco club
- ICT club
- Women cell
- Sports club
- Reading club
- Covid-19 cell

The functions of the institution and its academic and administrative units are in accordance with the principles of participation and transparency.

The strategies and implementations plans for the institution to be recruit and retain the diverse faculty who have desired qualifications are according to the rules and regulations established by NCTE, UGC, University and Government. The recruitment rules for the teaching staff are as per the order along with the eligibility criteria prescribed by the UGC. The vacant posts are advertised in leading news paper of national repute. The applications are received and interview is conducted by the duly constituted selection committee of the university by following all the norms and guidelines prescribed by the University of Jharkhand. Rank list is published and appointments are made as per the list.

- For appointments against full time vacancies, the procedure for appointment is similar to that of recruiting regular faculty and follows the guidelines issued by the UGC and workload are that of regular staff.
- For appointments made against full-time or temporary posts appointment is similar to that of recruiting regular faculty and follows the guidelines issued by the UGC.
- For appointments made against part-time or temporary posts, it is decided and appointed by the governing body.

6.2.3

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

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

7. Biometric / digital attendance for students**Response:** A. Any 6 or more of the above

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

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

Institute has a structure that embodies various committees, bodies, and cells. These well-defined committees are responsible to discuss, deciding plans of action, and implementing them. The institution conducts its day-to-day working through these committees Cultural Committee, IQAC Committee, AntiRagging Committee, Admission Committee, Library Committee, and Examination Committee, etc., These committees work effectively for the development of the institution.

Different committees / cells / clubs are constituted by the institution for different institutional activities:-

Committees/Cells

- Staff council
- Academic committee
- Library committee
- Grievance redressal cell
- Alumni cell
- Anti-ragging cell
- IQAC etc

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

The institution has effective welfare measures for teaching and non-teaching staff. Finance allocations for developmental programme are done by the management. The institution take care of all the administrative aspects pertaining to the service of a teacher in the college, via, salary and other financial

benefits, in- service training and retirement benefits. The professional development programmes conducted for teaching staff are: Promoting the faculty to do research leading to Ph.D., minor and major research under faculty improvement programme. Promoting the faculty to participate in professional development programme such as refresher courses, orientation programme, seminars, workshops, conferences and publications.

Promoting the faculty for effective and efficient transaction of teaching and learning process in the institution. Providing feedback, encouragement and recognition to the teacher educators periodically.

Analyzing, evaluating and giving feedback on the effective functioning of the various responsibilities rendered to the staff and Students.

Organizes staff tour programmes every year. Conducting family get together of the staff every year.

College promotes the staff to acquire additional qualifications and skills.

Gives appreciation, recognition and awards to those teachers who excel in various fields. Organize refresher programmes in the home institution.

Promote faculty development through IQAC.

Send the faculty for life skill and training programme. Staff welfare measures like loan facilities.

Research field

To continue with the publication of the research Journal. To encourage teachers to undertake action research.

To encourage the student teachers to undertake researches through problem based practicum.

Extension and Linkage

To establish linkages with professional bodies like NCTE.

To organize international seminar in collaboration with many educational institutions. Outdoor and indoor activities including recreational tours for staff. Well furnished instructional and other infrastructure.

Merit awards are presented for staff on the basis of their higher achievements. Appreciates and accepts the idea of the staff related to development.

Faculty takes responsibility as co-ordinating , chiefs and additional examiners for both external practical and theory examinations of the university.

Give appreciation, recognition and awards to those teachers who excel in various fields.

Welfare measures for teaching and non teaching staff:

Festival advance.

Festival bonus.

Financial assistance for Marriages.

Financial assistance for House construction.

Financial assistance for Education.

6.3.2

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

Response: 0

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

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

6.3.3

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

Response: 25

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	5	5	5

File Description

Document

Data as per Data Template

[View Document](#)

6.3.4

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

6.3.5

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

Response:

The institution has an effective performance appraisal system for teaching and non-teaching staff. The overall supervision of the academic and administration functions of the institution is performed by the principal who receives a report as all feedback and interact with the teaching faculty, staff students and guardians to gain first hand information on the academic and administrations of the institution. Every year the outgoing students carry out and submit teacher evaluation and campus evaluation surveys. The teacher evaluation forms have criteria related to aspects of teaching on which the opinion of the students is sought. The duly filled in forms are analyzed by the Principal and the feedback thus obtained is judiciously addressed for the betterment of the teaching-learning process. The principal evaluates the self-appraisal reports of the faculty members. The feedback received is used to identify areas of improvement in the academic and administrative functions. Faculty assessments are made on the basis of self-appraisal reports, students and stakeholder's feedback. Concerned faculty is informed by the principal about the feedback and asked to implement the desirable changes. The management promotes faculty for carrier progression. The performance of the non-teaching staff is appraised by the final year students in the campus evaluation survey. They are assessed on the parameters of efficiency, cordiality and overall helpfulness. These questionnaires too are analyzed by the Principal who counsels those non-teaching staff members whose performance has invited criticism or needs improvement.

File Description	Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

INTERNAL AUDIT

We are maintaining a day book manually. The signatory will check all the receipt and payment in the day book daily. The college authority is verifying the accounts as internal audit in every month. There is a committee of members from the management committee, which include signatories also. They check all receipt book, fees registers, bank statements (Deposits and withdrawal) all vouchers, all bills every month and counter signed by the authority. Fees arrears statement also verifying by the authority every month. Bank reconciliation is doing every month.

EXTERNAL AUDIT

We have an authorized chartered accountant for auditing. External audit conduct in a year. For every transaction we will issue receipt and every payment we will maintain voucher. Bill will attach with the voucher. Auditors will verify the fees entry register, caution deposit register, stock register and acquaintance register. We will enter all assets in stock register. The salary will disburse through bank transfer. The salary payment is 1st week of every month. We will maintain acquaintance register. EPF & ESI benefits also provided by the management to all the staff.

File Description	Document
Link for additional information	View Document

6.4.2

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

6.4.3

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

Response:

We are collecting Tuition fees & miscellaneous fees and Caution Deposit:

1. Tuition fees are utilized for salary purpose, building construction and maintenance, purchase of equipment's, and to meet all other expense related to college.
2. Miscellaneous fees collected from the students include Application and admission fee, We utilized these fees to meet all the academic curricular and co-curricular activities.
3. Application and admission fee is collected to meet expense of admission procedure.
4. Prospectus fee collected is utilized to pay the printing charge of prospectus & syllabus for students.

File Description	Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Two practices institutionalized in the college with IQAC initiatives are: Academic and Administrative audit and Feedback mechanism.

1. **Academic and Administrative Audit:** The IQAC initiatives the Academic and Administrative Audit

primarily to take account of teaching learning process, and to institutionalize documentation and record keeping of all academic and administrative matters. The internal academic audit is conducted by academic Coordinators in every semester for fulfillment of IQAC driven practices towards quality assurance. The process requires a self-regulated assessment of teaching learning process and a systematic management of documents. The peer- review based audit evaluates the fulfillment of the following procedures in teaching- learning processes. The academic coordinators assess the documents related to the following; Preparation of academic Calendar, selection of papers to be taught, timely distribution of timetable, submission of unit plan, and delegation of responsibilities and formation of internal committees for activities.

Teaching methodology, use of ICT facilities and opportunities for experiential learning are also appraised of at the meeting.

Documents of internal assessment, policy for moderation of marks, steps taken to assist slow learners, and analysis of the results of end- semester examinations are examined. Meticulously as part of the audit process.

It also conducts stock verification of laboratories. Documentation of faculty achievements is also registered at the audit.

File Description	Document
Link for additional information	View Document

6.5.2

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

Response:

Two institution reviews and implementation are teaching learning reforms facilitated by the IQAC are:

(1) Academic review 2) Implementations of ICT.

Academic review

The college follows a comprehensive of reviews its teaching –learning processes and learning outcomes:

The Academic and Administrative Audit in the primary teaching learning review conducted every Semester. The IQAC evaluates the fulfillment of institutional parameters of planning, execution and record keeping of teaching practices, curricular and co-curricular activities. With the implementation of

IQAC there is uniformity in conceptualization of the structure and methodology of academic and extracurricular routine in every academic session. All the teachers abide by the institutional norms initiated by IQAC such as, timely submission of works, timely distribution of timetable, course completion according to unit plan, Academic and extracurricular work delegation, use of ICT practices, execution of internal assessments, analysis of end semester examinations, results etc. Such detailed institutional parameters have instrumental parameters in strengthening the competitive spirit on campus and streamlining the entire process of teaching learning. Reviews of learning outcome takes place by evaluating students' interactions in classrooms, participating co-curricular activities, and their performance in internal assessment and semester examinations. The internal Assessment Committee also reviews and regulates the practices of evaluation of students (conducted through internal assessments like Unit Test, assignments, presentations and projects).

Teaching Learning Reforms

The IQAC encourages and ensures continual reforms in teaching learning methodologies and lays impetus on the adoption of ICT in teaching practices.

File Description	Document
Link for additional information	View Document

6.5.3

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback

collected, analysed and used for improvements

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

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

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: E. None of the above

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

6.5.5

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

Response:

1. Academic and administrative committee monitors the work of the teaching and non-teaching staff and student's timely interventions are made and steps are taken to improve techno based methodology is initiated different committees are formed to monitor different activities in the college. Interactive boards are installed in the general classes. Fire and safety measures are taken in the building. Provision for a lift is found in the building before being friendly to the differently abled people. Students are encouraged to participate in co-curricular and extracurricular activities for the all-round development of the students. Most suitable schools are arranged for the school internship of students. A good report is maintained with all the School authorities. Along with the academic students are encouraged to participate in community related activities. Cleanliness awareness programs, anti-drug awareness programs, literacy programs are conducted in different parts of the society. Food is distributed in every week to the needy people around the college. Every semester results are analyzed and proper steps are taken to improve the results. Weak students are identified and remedial coaching is provided to them.

2. Proper feedback system is initiated, analyzed and as for the suggestions steps are taken to improve. Feedback from students, alumni, parents and stakeholders are helpful for the improvement. The management of the college is very supporting to fulfill the needs of the college.

File Description	Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

The college is committed to constant improvement in its awareness as part of a wider commitment to sustainability and social responsibility. Recognizing that in pursuing the vision and mission of the college, there is a need to protect the college's immediate environment, therefore utmost care and attention is given to all our activities to ensure sustainable use of resources, discourage wasteful practices, minimize pollution and re-using material for benefit of individual and society at large. The institution's Discipline Committee' resolve its energy conservation policy with objectives and an action plan at the beginning of the session and orientates the staff and students about it. The action plan is implemented with the help of 'The ethics and code of conduct Committee'. Extension lectures of persons with expertise in the area to promote awareness about energy conservation in order to increase and encourage the minimization of energy waste. Periodical meetings of the Maintenance committee and College Ethics and Code of Conduct Committee regarding the orientation of rules, regulations, facilities, and observations. Well-designed building to maximize the use of natural light and ventilation. Sensitization of staff and students to turn off lights /fans when not in use. Use of modern more cost-effective LED lights. The institution has a facility for Solar Energy. college committee members remind one another regarding 'Plastic Free Campus'. From time to time, a green audit is in practice to streamline the ways of energy conservation. The Technician & ICT members take chance to see that all appliances and lights are switched off when not in use. In its attempt to design and establish a fundamentally institutional commitment to responsibility towards the environment, the college has initiated simple yet workable solutions like replacing faulty electric wires and switches, using LED bulbs, mapping electricity switches, automatic tripping system, and UPS protection for computers in place.

7.1.2

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

Response:

The college has constituted the 'Green Audit committee' to look after the solid, liquid and e waste management and other environmental issues. The committee sets out to identify the types of wastes, category of waste generators, how to collect, handle and dispose wastes. Basic principles of Dry Waste Management are Refuse, Reduce, Reuse & Recycle:

Refuse: Do not buy anything which we do not really need.

Reduce - Reduce the amount of garbage generated. Alter our lifestyle so that minimum garbage is

generated.

Reuse - Reuse everything to its maximum after properly cleaning it. Make secondary use of different articles.

Recycle – Keep things which can be recycled to be given to rag pickers or waste pickers for recycling. Store biodegradable and non-biodegradable solid waste in different bins. Recycle of all the components with minimum labour and cost. Different treatments for different types of solid wastes: One must apply the techniques which are suitable to the given type of waste.

4) Treatment at nearest possible point: The solid waste should be treated in as decentralized manner as possible. The waste generated should be treated preferably at the site of generation. Dry waste must undergo shifting for picking out the recyclable to be passed on to the recyclers. The residual reject are sent for incineration in & eco-friendly in incinerator. The institution has implemented Two – bin system in all the buildings, one for collecting degradable and the other for non-degradable waste. Institution provides food for all the students and faculty members- breakfast, tea and snacks, lunch and inclusive of dinner for hostel residents. This leads to enormous amount of food waste and vegetable waste. In addition, other solid wastes include paper, cardboard, garden debris etc. The waste is collected every day and is transported to sanitary landfill site of the institution every day. The composted waste is used for gardening and agriculture... Recyclable waste is further segregated and disposed through vendors on need basis. Sanitary napkins waste is safely disposed using an incinerator fitted with wet scrubber for pollution control. 2 Supervisory staff also been engaged for coordination and awareness creation activity at the campus . Different types of Solid waste management Training and Awareness program conducted to college students, staff, Housekeeping workers, security and green friends. Solid-waste management, the collecting, treating, and disposing of solid material that is discarded because it has served its purpose or is no longer useful. The tasks of solid-waste management present complex technical challenges. They also pose a wide variety of administrative, economic, and social problems that must be managed and solved. The sources of solid waste include residential, commercial, institutional, and industrial activities.

7.1.3

Institution waste management practices include

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

Response: E. None of the above

File Description	Document
Link for additional information	View Document

7.1.4

Institution has water management and conservation initiatives in the form of

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

Response: E. None of the above

File Description	Document
Any additional link	View Document

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

The institution following the motto Reduce, Reuse and Recycle, took subsequent steps in the above mentioned context.

Cleanliness and Sanitation • The institution believes in the fundamentals of prosperity with cleanliness and hygiene for the overall purity of 'Body, Mind and Soul'. • The organization of assemblies, seminars, and extension lectures on creating sensitivity and responsiveness about our surroundings and emphasis on '3R's- reduce, reuse, and recycle policy to avoid clutter on campus. • Drawing and poster competitions, slogan competitions, etc. Cleanliness activities as part of community service under the NSS scheme. Removal of broken, waste, and unusable material. • Posters and instruction boards displaying habits of cleanliness. • Tutorial Display board with news, quotes, thoughts, etc. on hygienic lifestyle. Discussions in tutorials to share ideas on cultivating habits of cleanliness in daily life. Interactive sessions with experts on the importance of clean water, decent toilets, and good hygiene. • Skits on theme save water in tutorials and assemblies.

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

1. Encouraging use of bicycles / E-vehicles
2. Create pedestrian friendly roads in the campus
3. Develop plastic-free campus

4. Move towards paperless office**5. Green landscaping with trees and plants****Response:** E. None of the above**7.1.7****Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)****Response:** 0.27**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
.12	.16	.27	.29	.28

File Description**Document**

Data as per Data Template

[View Document](#)**7.1.8****Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.****Response:**

The curriculum of the teacher education training program includes topics to address Environment Sustainability, and social issues, which strengthen the students' content knowledge. The institution conducts outdoor programs related to curriculum, exposing students to first-hand experience, for example; the Cleanliness and Health Campaign, Value Inculcation Program, workshops on Life Skills, best out of Waste, and Seminars on Good and Bad Touch in Internship practicing Schools. Provides opportunities to work together with neighboring schools and community members by helping in providing them with resources and facilities for the use which directly fosters social connectivity, trust, bond, and network between students and communities. For example; Organization of Teaching Practice Lectures on Plastic, Women's Day, and Field trips are arranged to make students aware of the places and environment around them and provide an opportunity to work with local people to understand their problems. Visits museums, and historical monuments to make them familiar with their own culture,

history, and other cultures and develop respect for their heritage. The Institution ‘strengthens ties with the Community and helps by raising relief funds many times with the help of staff and students. Institution organized and participated in blood donation camps for social welfare.

File Description	Document
Link for additional information	View Document

7.1.9

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

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

Response: C. Any 2 of the above

File Description	Document
Link for additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

1. Title of the Practice: Well-Organized School Internship Programme

The objective of the Practice: Developing professional capacities, teacher sensibilities, and sustained engagement of student teachers with learners and schools. Revealing the student-teacher to multicultural contexts of society that influence the school environment and its functioning Validating the theoretical understanding of the student-teachers developed through various perspectives and pedagogic courses.

The Context: Student Teachers have an Internship Programme in the first / third semesters and fourth semester. In the first phase, students are oriented to the internship program. They are made aware of their responsibilities and duties during the internship. In 4 weeks of the internship, the student teachers' visits to different types of schools namely ICSE, CBSE, Navodaya Vidyalayas, and BEO’s office are arranged. During these visits, students learn the objectives and functions of these schools and offices. They also write the report of these visits.

The Practice : Before the commencement of the 4th Semester internship school program need to take permission from the BEO for school allotment. The Head of the internship schools and senior teachers of the school are invited to the orientation program of the Internship program, and the principal of the college provides detailed information regarding the internship program. As per norms and guidelines of the university student teachers are orientated for the internship program. The regular practice of the internship school is as follows,

Morning Assembly, Classroom Activities, Developing teaching aids, Formative evaluation, Counseling of exceptional children, Helping in organizing co-curricular activities, PTA Meetings, Maintenance of hygiene, Observation of festivals, Action Research, Preparing ICT-based lessons and integrated lessons.

Best Practices – 2

Title of the Practice: “Community Service Programmes”

Objectives of the Practice : 1.To instill a sense of social responsibility in the minds of the students.

2.To engage the students in meaningful service that meets community needs.

3.To equip the students with skills, attitudes, and knowledge so that they can work for the deprived sections of society.

4.To understand the community in which they live and to understand themselves in relation to their community

The Context: The students develop among themselves a sense of social and civic responsibility. They utilize their knowledge in finding practical solutions to community problems. The students develop the competence required for group living and sharing responsibilities.

The Practice : The following programs are organized by the institution:

Free Health Checkup and Blood Donation Camp, Fire Safety Measures Programme, Socio-economic Status Survey, Special Lecturing Programme on World Women’s Day, Swachhatha Abhiyan, Traffic Safty Measures, Plantation, Free plant distribution to villagers, E-waste management Awareness and collection program, Orientation on vermicompost to the villagers, Seed sowing program in collaboration with Forest Department, Free distribution of National flags on eve of Azadi ka Amrit Mahotsva programme under the initiative of Har Ghar Tiranga Programme, Fit India Programme.

File Description	Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Our College is proactively taking efforts in providing an inclusive environment. The initiatives are to promote better education, economic upliftment of the needy and setting communal harmony. Ramesh Prasad Yadav Teachers training College organizes extension activities in schools as a part of Education Social Responsibility. The extension activities are targeted towards enabling a holistic environment for student development. Distribution of vegetables and basic needy things to the needy people has been conducted in the area of flood affected. Students and staff collected money and purchase some vegetables and necessary thing.in group wise they packed these things in small kits. And then they collected in vans and distributed the surrounding places. Actually it is more helpful on that time. Because all persons are on that time is travel through some pathetic situations. Then the next one is students takes tuition to the nearby children's during corona time. We know that many children are not getting enough classless through off line mode. While online classes, about 60 percentage of students not interested to listen the classes. During this situations children's not have any basic concepts about the subjects. On that time the students of college takes the initiates to give tuition for those students whom needed. After the classes students arranged 45 minutes' classes for tuition batches.

File Description	Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

We have taken steps to uplift the status of our college as composite institution. We have applied for an Arts and Science college for the same purpose. We are also planning to upgrade our institution as post graduate college and Research Centre. There is a plan to reconstruct a well-equipped girls hostel with modern facilities. As multistoried building, already we have taken steps to implement lift facility in our institution. Already we have well equipped library and Laboratories. Now we are planning to modernize our Library with Inflibnet facility. We will implement **Swayam** online learning platform portal and to implement an official software in office for various academic purposes. We have taken steps to implement a well-equipped Language Lab and Digital studio from next academic year onwards. We have already started our attempt to make our campus Eco friendly by making a beautiful garden and other facilities.

Concluding Remarks :

The reports focus on specific objectives that will support the goals of the institution in educational reform and development. The IQAC has been actively involved in leading and assisting in quality initiatives in academics, extension activities and various programs in collaboration with other educational institutions. We have organized various programs for the professional development of the staff and students. Various councils have been given their contribution for the fulfillment of the anticipated goals. Management committee reviews and deliberates reformation in academics, activities, finance and management. The reports explain how the institution will utilize the resources to fulfill both the needs of the institution as well as large needs of education and society. The proposal will help our efforts in anticipated outcome assuring in a venerated aspiration.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.4	<p>Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through</p> <ol style="list-style-type: none"> 1. Provision in the Time Table 2. Facilities in the Library 3. Computer lab facilities 4. Academic Advice/Guidance <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: A. All of the above</p>																				
1.4.1	<p>Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.</p> <p>Structured feedback is obtained from</p> <ol style="list-style-type: none"> 1. Students 2. Teachers 3. Employers 4. Alumni 5. Practice teaching schools/TEI <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. Any 1 or none of the above Remark : Input edited as per the given clarification as HEI has not provided proper documents so it should be considered as Any 1 or none of the above .</p>																				
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..</p> <p>2.1.2.1. Number of students enrolled from the reserved categories during last five years.. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>55</td> <td>61</td> <td>41</td> <td>80</td> <td>25</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>28</td> <td>43</td> <td>19</td> <td>19</td> <td>23</td> </tr> </tbody> </table> <p>Remark : Input edited as per the given observation, Excess number of the OBC students should be</p>	2021-22	2020-21	2019-20	2018-19	2017-18	55	61	41	80	25	2021-22	2020-21	2019-20	2018-19	2017-18	28	43	19	19	23
2021-22	2020-21	2019-20	2018-19	2017-18																	
55	61	41	80	25																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
28	43	19	19	23																	

considered as GEN . As Given link is not opening .

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

Answer before DVV Verification : As an institutionalized activity in accordance with learner needs

Answer After DVV Verification: No Special effort put forth in accordance with learner needs

Remark : No special effort put forth in accordance with learner needs , As HEI has not attached any documents for this metric so it should be considered.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	8	8	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	9	8	5

Remark : Input edited as per the given previous data template because HEI has not provided proper supporting documents for the metric. so it should be considered.

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

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

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : As HEI has not provided proper supporting documents , As per the observation Any TWO of the above can be considered..

2.3.6 Institution provides exposure to students about recent developments in the field of education through

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

Answer before DVV Verification : A. Any 5 or more of the above

Answer After DVV Verification: E. Any 1 or none of the above

Remark : As HEI has not provided any proper supporting documents , so Any 1 or none of the above should be considered. As the given link by HEI is asking for user name & password.

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

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

Answer before DVV Verification : B. Any 6 or 7 of the above

Answer After DVV Verification: C. Any 4 or 5 of the above

Remark : As HEI has not provided proper supporting documents for the metric ,As per the observation Any 4 or 5 of the above should be considered. As given link by HEI is opening now.

2.4.2 **Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as**

1. **Formulating learning objectives**
2. **Content mapping**
3. **Lesson planning/ Individualized Education Plans (IEP)**
4. **Identifying varied student abilities**

	<p>5. Dealing with student diversity in classrooms</p> <p>6. Visualising differential learning activities according to student needs</p> <p>7. Addressing inclusiveness</p> <p>8. Assessing student learning</p> <p>9. Mobilizing relevant and varied learning resources</p> <p>10. Evolving ICT based learning situations</p> <p>11. Exposure to Braille /Indian languages /Community engagement</p> <p>Answer before DVV Verification : C. Any 4 or 5 of the above Answer After DVV Verification: D. Any 2 or 3 of the above Remark : As HEI has not provided proper supporting documents for the metric , As per the given observation Any 2 or 3 of the can be considered . As given link by HEI is opening.</p>
2.4.3	<p>Competency of effective communication is developed in students through several activities such as</p> <ol style="list-style-type: none"> 1. Workshop sessions for effective communication 2. Simulated sessions for practicing communication in different situations 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ 4. Classroom teaching learning situations along with teacher and peer feedback <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : As HEI has not provided proper supporting documents for the metric , As per the given observation so Any 1 of the above can be considered. As given link by HEI is opening.</p>
2.4.4	<p>Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses</p> <ol style="list-style-type: none"> 1. Teacher made written tests essentially based on subject content 2. Observation modes for individual and group activities 3. Performance tests 4. Oral assessment 5. Rating Scales <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 of the above Remark : As HEI has not provided proper supporting documents for the metric , so Any 1 of the above should be considered. As given link by HEI is opening.</p>
2.4.5	<p>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</p>

	<p>1. Preparation of lesson plans</p> <p>2. Developing assessment tools for both online and offline learning</p> <p>3. Effective use of social media/learning apps/adaptive devices for learning</p> <p>4. Identifying and selecting/ developing online learning resources</p> <p>5. Evolving learning sequences (learning activities) for online as well as face to face situations</p> <p>Answer before DVV Verification : C. Any 3 of the above Answer After DVV Verification: B. Any 4 of the above Remark : As HEI has provided supporting documents for the metric , so Any 4of the above should be considered. As given link by HEI is opening.</p>
2.4.6	<p>Students develop competence to organize academic, cultural, sports and community related events through</p> <p>1. Planning and scheduling academic, cultural and sports events in school</p> <p>2. Planning and execution of community related events</p> <p>3. Building teams and helping them to participate</p> <p>4. Involvement in preparatory arrangements</p> <p>5. Executing/conducting the event</p> <p>Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: D. Any 1 or 2 of the above Remark : As HEI has provided link for supporting documents on college website , so 1 or 2 of the above should be considered. As given link by HEI is opening.</p>
2.4.7	<p>A variety of assignments given and assessed for theory courses through</p> <p>1. Library work</p> <p>2. Field exploration</p> <p>3. Hands-on activity</p> <p>4. Preparation of term paper</p> <p>5. Identifying and using the different sources for study</p> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : As HEI has provided supporting documents for the metric ,As per the observation 2 of the above should be considered. As given link by HEI is opening.</p>
2.4.10	<p>Nature of internee engagement during internship consists of</p> <p>1. Classroom teaching</p> <p>2. Mentoring</p> <p>3. Time-table preparation</p> <p>4. Student counseling</p>

	<p>5. PTA meetings 6. Assessment of student learning – home assignments & tests 7. Organizing academic and cultural events 8. Maintaining documents 9. Administrative responsibilities- experience/exposure 10. Preparation of progress reports</p> <p>Answer before DVV Verification : C. Any 4 or 5 of the above Answer After DVV Verification: D. Any 2 or 3 of the above Remark : As HEI has not provided proper supporting documents for the metric , so Any 2 or 3 of the above should be considered. As given link by HEI is not opening.</p>
2.4.12	<p>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</p> <p>1. Self 2. Peers (fellow interns) 3. Teachers / School* Teachers 4. Principal / School* Principal 5. B.Ed Students / School* Students</p> <p>(* ‘Schools’ to be read as “TEIs” for PG programmes)</p> <p>Answer before DVV Verification : C. Any 2 or 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : As HEI has not provided proper supporting documents for the metric , so 1 of the above should be considered. As given link by HEI is not opening.</p>
2.4.13	<p>Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include</p> <p>1. Effectiveness in class room teaching 2. Competency acquired in evaluation process in schools 3. Involvement in various activities of schools 4. Regularity, initiative and commitment 5. Extent of job readiness</p> <p>Answer before DVV Verification : C. Any 3 of the above Answer After DVV Verification: D. Any 1 or 2 of the above Remark : As HEI has not provided proper supporting documents for the metric , so Any 1 or 2 of the above should be considered. As given link by HEI is opening now.</p>
2.5.3	<p>Average teaching experience of full time teachers for the last completed academic year.</p> <p>2.5.3.1. Total number of years of teaching experience of full-time teachers for the last completed academic year Answer before DVV Verification : 105 Answer after DVV Verification: 0</p>

Remark : As HEI has not provided proper supporting documents for the metric , so it should be considered as Zero. As given link by HEI is not opening.

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

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

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : Input edited as per the given document , Any 2 of the above should be considered.

2.7.2 Average pass percentage of students during the last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	48	100	100

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
200	200	148	148	200

Remark : Input edited as per the given data template as B.Ed. program is for two years. As per it input edited.

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

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

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: E. None of the above

Remark : As HEI has not provided proper supporting documents for the metric , so none of the above should be considered. As given link by HEI is not opening.

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

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

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : As HEI has not provided proper supporting documents for the metric , so 1 of the above should be considered. As given link by HEI is not opening.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4	2	2	1	2

Answer After DVV Verification :

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

Remark : input edited as per the given data template , HEI not provide ISSN / ISBN no. for the metric as well as not provided link for the UGC website .

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4	3	2	4	2

Answer After DVV Verification :

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

Remark : HEI has not provided proper supporting documents for the metric so it should be considered as zero . given link by HEI is asking for user name & password.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	2	4	5	4

Answer After DVV Verification :

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

Remark : As HEI has not provided proper supporting documents for the metric , so it should be considered as zero.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
8	6	8	5	5

Answer After DVV Verification :

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

Remark : As HEI has not provided proper supporting documents for the metric , so it should be considered as Zero. As given link by HEI is not opening.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
100	80	35	80	97

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
87	40	20	100	100

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	2	2	1

Answer After DVV Verification :

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

Remark : As HEI has not provided proper supporting documents for the metric , so it should be considered as zero. As given link by HEI is not opening.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	3	5	3	4

Answer After DVV Verification :

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

Remark : As HEI has not provided proper supporting documents for the metric , so it should be

	considered as zero. As given link by HEI is not opening.
3.4.2	<p>Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years</p> <p>3.4.2.1. Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years Answer before DVV Verification : 5 Answer after DVV Verification: 0</p> <p>Remark : As HEI has not provided proper supporting documents for the metric , so it should be considered as Zero. As given link by HEI is not opening.</p>
3.4.3	<p>Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes</p> <ol style="list-style-type: none"> 1. Local community base activities 2. Practice teaching /internship in schools 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education 4. Discern ways to strengthen school based practice through joint discussions and planning 5. Join hands with schools in identifying areas for innovative practice 6. Rehabilitation Clinics 7. Linkages with general colleges <p>Answer before DVV Verification : C. Any 3 or 4 of the above Answer After DVV Verification: D. Any 1 or 2 of the above</p> <p>Remark : As HEI has not provided proper supporting documents for the metric , so none of the above should be considered. As given link by HEI is not opening.</p>
4.1.2	<p>Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.</p> <p>4.1.2.1. Number of classrooms and seminar hall(s) with ICT facilities Answer before DVV Verification : 3 Answer after DVV Verification: 2</p> <p>4.1.2.2. Number of Classrooms and seminar hall(s) in the institution Answer before DVV Verification : 7 Answer after DVV Verification: 3</p> <p>Remark : As HEI has not provided proper supporting documents for the metric , so Above edited value should be considered. As given link by HEI is not opening.</p>
4.2.3	<p>Institution has subscription for e-resources and has membership/ registration for the following</p> <ol style="list-style-type: none"> 1. e-journals 2. e-Shodh Sindhu

	<p>3. Shodhganga 4. e-books 5. Databases</p> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: D. Any 1 of the above Remark : Input edited as per the given clarification Any 1 of the above should be considered.</p>
4.2.6	<p>Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways</p> <ol style="list-style-type: none"> 1. Relevant educational documents are obtained on a regular basis 2. Documents are made available from other libraries on loan 3. Documents are obtained as and when teachers recommend 4. Documents are obtained as gifts to College <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : Input edited as per the given clarification link provided by HEI . Any 1 of the above can be considered . Given link for the metric is asking for user name & Password .</p>
4.3.4	<p>Facilities for e-content development are available in the institution such as</p> <ol style="list-style-type: none"> 1. Studio / Live studio 2. Content distribution system 3. Lecture Capturing System (LCS) 4. Teleprompter 5. Editing and graphic unit <p>Answer before DVV Verification : C. Any 2 or 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : Input edited as per the given clarification none of the link given by HEI is working . so Any 1 of the above can be considered. As the link is asking for user name & Password.</p>
5.4.2	<p>Alumni has an active role in the regular institutional functioning such as</p> <ol style="list-style-type: none"> 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution

7. Placement advice and support

Answer before DVV Verification : C. Any 2 or 3 of the above

Answer After DVV Verification: E. None of the above

Remark : HEI has not attached any supporting document for the metric so None of the above should be considered.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	2	2	3	2

Answer After DVV Verification :

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

Remark : HEI has not attached any supporting documents so it should be considered Zero.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	2	2	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	5	5	5

Remark : Input edited as per the given data template , it should be considered as the given link is not working .

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

Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	2	3	2

Answer After DVV Verification :

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

Remark : HEI has provided link which is not working so it should be considered as Zero.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	2	2	2

Answer After DVV Verification :

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

Remark : Input edited as per the given data template HEI has not provided proper details & given link is also not working. So it should be considered as Zero.

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

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: E. None of the above

	<p>Remark : Input edited as per the given link by HEI which is asking for user name & Password so cannot check the documents.</p>
7.1.3	<p>Institution waste management practices include</p> <ol style="list-style-type: none"> 1. Segregation of waste 2. E-waste management 3. Vermi-compost 4. Bio gas plants 5. Sewage Treatment Plant <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: E. None of the above Remark : Input edited as per the given link by HEI which is asking for user name & Password so cannot check the documents.</p>
7.1.4	<p>Institution has water management and conservation initiatives in the form of</p> <ol style="list-style-type: none"> 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage <p>Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: E. None of the above Remark : Input edited as per the given link by HEI which is asking for user name & Password so cannot check the documents.</p>
7.1.6	<p>Institution is committed to encourage green practices that include:</p> <ol style="list-style-type: none"> 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants <p>Answer before DVV Verification : C. Any 3 of the above Answer After DVV Verification: E. None of the above Remark : Input edited as per the given link by HEI which is asking for user name & Password so cannot check the documents.</p>

cannot check the documents.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students on roll year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>100</td> <td>100</td> <td>49</td> <td>100</td> <td>100</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>200</td> <td>200</td> <td>98</td> <td>200</td> <td>200</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	100	100	49	100	100	2021-22	2020-21	2019-20	2018-19	2017-18	200	200	98	200	200
2021-22	2020-21	2019-20	2018-19	2017-18																	
100	100	49	100	100																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
200	200	98	200	200																	
1.3	<p>Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> <td>50</td> <td>50</td> <td>50</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>43</td> <td>43</td> <td>43</td> <td>43</td> <td>43</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	50	50	50	50	50	2021-22	2020-21	2019-20	2018-19	2017-18	43	43	43	43	43
2021-22	2020-21	2019-20	2018-19	2017-18																	
50	50	50	50	50																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
43	43	43	43	43																	
1.5	<p>Number of graduating students year-wise during last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>100</td> <td>100</td> <td>49</td> <td>100</td> <td>100</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>200</td> <td>200</td> <td>98</td> <td>200</td> <td>200</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	100	100	49	100	100	2021-22	2020-21	2019-20	2018-19	2017-18	200	200	98	200	200
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100	100	49	100	100																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
200	200	98	200	200																	
1.6	<p>Number of students enrolled(admitted) year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>100</td> <td>100</td> <td>49</td> <td>100</td> <td>100</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	100	100	49	100	100										
2021-22	2020-21	2019-20	2018-19	2017-18																	
100	100	49	100	100																	

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
200	200	98	200	200

2.1

Number of full time teachers year wise during the last five years..

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
15	15	15	15	15

Answer After DVV Verification:

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