



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

DR S RADHAKRISHNAN COLLEGE OF EDUCATION

**PLOT NO. 169, VILL/PO CHIKSIA, TEHSIL/TALUKA- CHAS, CITY- CHAS, DIST-
BOKARO, JHARKHAND-827013**

827013

www.dsrcebokaro.org.in

SSR SUBMITTED DATE: 22-08-2024

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Dr. S Radhakrishnan College of Education, nestled in the serene environs of Chas Bokaro, stands as a testament to academic excellence. Recognized by the Education Regulatory Commission (ERC), National Council for Teacher Education (NCTE), Bhubaneswar, and affiliated with the esteemed Binod Bihari Mahto Koylanchal University, Dhanbad, the college offers a conducive environment for learning and growing up

Away from the hustle and bustle of urban life, the college's picturesque campus provides an ideal setting for both study and leisure. The tranquil surroundings, free from noise and pollution, create a conducive atmosphere for focused learning.

The college boasts state-of-the-art infrastructure, including spacious lecture halls, well-equipped laboratories, a comprehensive library, a seminar room, a multipurpose hall, an art and craft resource center, and other essential amenities. These facilities, combined with the dedication of the faculty, ensure a holistic learning experience.

Dr. S Radhakrishnan College of Education is committed to providing equal opportunities in higher education and preparing students to make significant contributions to society. The college's B.Ed. program focuses on delivering quality education through a rigorous curriculum and experienced faculty. By fostering academic excellence and professional growth, the college aims to create a thriving environment for teaching, learning, research, and innovation.

Vision

Dr. S. Radhakrishnan College of Education envision to become a premier institute of teacher education, renowned for its excellence in preparing ideal, dedicated, compassionate, creative and critically thinking educators who enlighten learners to succeed in a rapidly changing world. We believe in developing a responsible and accountable institution which should cater to the needs of teachers, students, as well as society. Our institution wishes to impart values which develops the feeling of nationality, work for the harmony of the people and make a society free from discrimination on the basis of caste, gender etc.

Mission

Our mission is to provide quality teacher education facilities, develop professional competencies, encourage innovative teaching ideas and helps build an equitable society. We aim to: -

- Foster collaborative partnerships with schools, communities, and industries to enhance teacher preparation and professional development.
- To implement quality teaching learning process as per the norms and standards prescribed by the regulatory body: NCTE
- To make education accessible to the weaker and marginalized sections of society.
- To impart outcome based holistic education through multi-disciplinary learning.
- Emphasize social justice, diversity, and equity in all aspects of teacher education.
- Support continuous professional growth and lifelong learning for teachers and educators.
- To develop an understanding of the principles of pedagogy and its applications to curriculum

transaction and evaluation.

- To aware and encourage the faculty and trainee teachers to actively take part in workshop, seminars or other orientation Programme for regular updating of knowledge.
- To make students competent to be placed in better schools.
- To give more emphasis on imparting practical knowledge.
- To conduct programs promoting ethical values, self-esteem, responsibility, patriotism, equality, brotherhood and belief in God.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Nestled in a serene natural setting, our institution offers an optimal learning environment that fosters intellectual growth and personal development. As a leading teacher education institute in Bokaro, we are committed to providing high-quality resources and a supportive atmosphere for the holistic development of our student teachers.

Our dedicated faculty members, including our highly qualified Principal, possess the expertise and passion necessary to guide students toward success. A decentralized administrative structure ensures efficient operations and effective management of our institution.

Beyond academics, we actively engage in social initiatives to fulfill our civic responsibilities. Our well-equipped infrastructure, including a comprehensive library with a vast collection of print and digital resources, provides the necessary tools for student learning.

To bridge the gap between theory and practice, we offer a seven-day pre-internship workshop conducted by experienced educators. We also encourage faculty members to participate in professional development activities through seminars, workshops, and orientation courses.

We value feedback from our stakeholders and conduct regular assessments to continuously improve our institutional effectiveness. A harmonious work environment is fostered through strong interpersonal relationships among staff members and between staff and management.

Our institution prioritizes the well-being of all stakeholders through various cells, including Anti-ragging, Grievance & Redressal, and Women's Cell. These cells organize activities that promote the overall development of our students.

We are committed to supporting students from marginalized communities through scholarship programs offered by the Jharkhand government. Value education is integrated into our curriculum through morning assemblies, club activities, and the celebration of significant national and international days.

Our institution demonstrates a commitment to sustainability by implementing eco-friendly practices such as solar energy and waste management.

Institutional Weakness

The college's ability to tailor its B.Ed. curriculum and syllabus to meet specific institutional and student needs is constrained by the exclusive authority of Binod Bihari Mahto Koylanchal University. This lack of autonomy limits the college's capacity to innovate and adapt its programs.

Furthermore, the college's absence from decision-making bodies within Binod Bihari Mahto Koylanchal University may hinder its ability to effectively advocate for its interests and address its unique challenges.

The absence of external financial support presents significant obstacles to the college's efforts to enhance infrastructure, academic resources, and student support services. These limitations impede the college's growth and development.

Institutional Opportunity

The institution has a unique opportunity to develop an Integrated Teacher Education Program (ITEP) that offers a comprehensive and innovative approach to teacher training. By integrating diverse educational disciplines and methodologies, ITEP can equip teachers with the skills and knowledge necessary to address the complex challenges of contemporary education.

Furthermore, cultivating a research-oriented culture among students can foster critical thinking, inquiry, and innovation. Encouraging student participation in research projects can enhance their academic abilities and contribute to the advancement of educational scholarship.

Institutional Challenge

To enhance the institution's academic reputation and foster a culture of scholarly inquiry, it is essential to motivate faculty members to engage in research activities.

Delays in government admission counseling processes can create logistical challenges for the college, as it may need to accelerate curriculum delivery to ensure timely completion. This can impact academic planning and potentially compromise the quality of instruction.

To enhance student outcomes and increase placement rates, the institution should focus on implementing strategies to improve student employability skills and foster strong industry partnerships.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curriculum planning - the curriculum of both the courses is framed by the BBMKU university and the college prepares its own academic calendar based on the feedback collected from different stakeholders. Importance is given to national issues, environmental education, values and ICT in the curriculum. Along with theory, practical work is given a lot of importance. Internal seminars, Debates, quiz competitions, cultural activities and welfare programmes are organized.

Academic Flexibility -A variety of activities are planned to provide academic Flexibility to the students like class room lectures, tutorials, values added courses , mentoring self study courses , different types of culture activities and community welfare programs are organized.

Curriculum Enrichment: The curriculum of B.Ed programs provides opportunities to acquire knowledge and skills of a world -wide teacher curriculum to include the core areas of teacher behavioural components and skills so that the learning are focussed towards the attitude formation of a global curriculum.seminars, SPL lectures, workshop,MOU, Bridge courses,Remidial classes Organized.

Feedback on Curriculum: is attained through feedback is analysed and action is taken accordingly.

Teaching-learning and Evaluation

"Our institution is committed to fostering transformative learning experiences that cultivate virtue and wisdom in our students. Admissions are conducted in strict accordance with the norms and reservation policies of JCERT and the State Government. We assess student teachers' entry-level performance through comprehensive assessments, including self-introductions and induction programs. We identify and address diverse student needs through a variety of mechanisms, such as Bridge course, mentoring, peer tutoring, remedial classes, microteaching sessions, field visits, and tailored learning materials. Remedial teaching is provided to support students who may require additional assistance. To nurture intellectual growth, students engage in projects, sessional works, and assignments. Experiential learning methodologies, including field visits, group projects, working models, and participative techniques, are employed to optimize learning outcomes. Our faculty utilizes a variety of teaching methods to enhance the effectiveness of the teaching-learning process. Student teachers are kept informed about recent developments in the educational field through expert classes, discussions, and seminars. We enrich the creative, intellectual, and skill domains of student teachers through a blend of co-curricular and extra-curricular activities. Guidance and Counseling Cells, along with Mentor-Mentee groups, address academic and stress-related concerns. Evaluation and assessment are conducted based on students' performance in in-house examinations, attendance, projects, and presentations, ensuring transparency through an Examination Committee. Student teaching placements are meticulously planned, with teachers maintaining 24/7 contact to provide support during practice teaching and internships. Our faculty continuously updates their knowledge through various Faculty Development Programs, orientations, and seminars. Program Learning Outcomes and Course Learning Outcomes are detailed in our college prospectus and website, enabling student teachers to align their academic journey accordingly. A grievance cell is available for student teachers to address any issues they encounter, with initially identified learning needs catered to through a variety of methods."

Infrastructure and Learning Resources

"Our institution features modern classrooms equipped with advanced teaching tools, such as Projectors. We offer a range of specialized facilities, including a digitized library, ICT Lab, Psychology Lab, Science Lab, Maths Lab, Art & Craft Resource Center, Language Lab, Health and Physical Resource Center, Seminar Hall, Multipurpose Hall, Boys' Common Room, and Girls' Common Room. Our library serves as a valuable academic resource, equipped with a Resource Center and integrated with DELNET for enhanced access to information. We prioritize physical development with a Multipurpose Playground and ample parking facilities, fostering a smoke and plastic-free campus. To ensure uninterrupted operations, we have a High-Power Generator along with essential safety measures like lightning arrester, MCB etc. We provide essential amenities

such as printers, scanners, photocopiers, WiFi, CCTV cameras, transportation facilities, and more. Regular maintenance, modifications, upgradations and installations are conducted to maintain a conducive learning environment. Our teaching-learning resources are optimized to enhance the academic experience of our students."*

Student Support and Progression

The college has implemented a comprehensive scholarship program, funded internally, to provide financial assistance to students from various backgrounds. Beyond academic support, the institution offers a wide range of co-curricular activities designed to foster students' soft skills, language proficiency, communication abilities, life skills, and ICT/computing skills. To facilitate career development, the college organizes seminars and workshops. Dedicated student advancement, counseling, and resource development cells focus on enhancing student learning experiences, particularly in the area of life skills. The college has established Grievance Redressal, Anti-Ragging, and Women Cells to address concerns and ensure the safety and well-being of all members of the college community. The institution maintains a strict zero-tolerance policy for sexual harassment and ragging, and the dedicated cells actively enforce this policy. Student representatives are involved in various committees, providing them with opportunities to contribute to college events and initiatives. The college has a strong alumni network, with graduates holding positions in diverse fields. Many students participate in state and national-level competitive exams and a significant number pursue higher education after completing their studies. Currently, the college has an active Alumni Association that organizes events and activities to keep alumni connected and informed about the latest developments.

Governance, Leadership and Management

This criterion effectively highlights the managerial functions within the institution. Managed by the Bokaro Educational Trust, Dr. S Radhakrishnan College of Education is recognized for its strong commitment to social equity. The institution consistently strives to uplift marginalized communities and promote inclusivity. Under the guidance of its visionary leadership, the management ensures the efficient operation of the college, fostering a collaborative approach involving faculty members and administrative staff. Transparency in financial and administrative matters is a core principle of the institution. Rigorous audits and internal checks are conducted to maintain accountability. The college's strategic planning process is designed to address various needs, including academic excellence, quality standards, infrastructure development, daily operations, and co-curricular activities. These plans are developed through comprehensive discussions among various committees. The criterion emphasizes the high quality of faculty members, who are selected based on their academic qualifications and experience through a transparent appointment process. The institution's daily activities are supported by committees, clubs, and associations, fostering a collaborative environment. The criterion also details the measures taken to ensure the continuous professional development of teachers, including seminars, workshops, training programs, administrative staff capacity building initiatives, and life skill development programs. Detailed documentation of these activities demonstrates the institution's commitment to transparency and accountability. The constitution and functioning of the Internal Quality Assurance Cell (IQAC) are meticulously documented, reflecting the institution's dedication to quality improvement and excellence.

Institutional Values and Best Practices

Best Practices for Morning Assembly and Promoting a Green and Clean Campus responsiveness to social

needs. Morning assemblies and promoting a green and clean campus are essential components of this criterion.

Best Practices for Morning Assembly:

Thematic Assemblies:

Relevant Themes: Align assemblies with current events, national holidays, and institutional goals.

Guest Speakers: Invite experts, community leaders, and alumni to share their experiences and insights.

Interactive Activities: Incorporate quizzes, debates, and role-plays to engage students actively.

Value-Based Education:

Character Development: Emphasize values like honesty, integrity, compassion, and respect.

Moral Stories: Share stories and anecdotes that illustrate positive values.

Ethical Dilemmas: Discuss hypothetical scenarios to encourage critical thinking and decision-making.

Student Well-being:

Mental Health Awareness: Promote mental health awareness and provide resources for students in need.

Stress Management Techniques: Teach relaxation exercises, mindfulness, and coping strategies.

Health and Hygiene Tips: Share information about healthy habits and preventive measures.

Community Engagement:

Social Causes: Discuss social issues and encourage students to participate in community service projects.

Volunteer Opportunities: Highlight opportunities for students to contribute to local initiatives.

Civic Awareness: Foster civic consciousness and promote active citizenship.

Best Practices for Promoting a Green and Clean Campus:

Environmental Education:

Curriculum Integration: Integrate environmental concepts into various subjects.

Awareness Campaigns: Organize campaigns to raise awareness about environmental issues.

Eco-Clubs: Encourage students to form eco-clubs and undertake environmental initiatives.

Sustainable Practices:

Waste Management: Implement effective waste management systems, including recycling and composting.

Energy Conservation: Promote energy-efficient practices, such as using LED lights and conserving electricity.

Water Conservation: Implement water-saving measures, such as rainwater harvesting and efficient plumbing.

Green Infrastructure:

Tree Planting: Plant trees and create green spaces on campus.

Vertical Gardens: Encourage vertical gardening to enhance biodiversity and beautify the campus.

Sustainable Landscaping: Use native plants and minimize the use of pesticides and fertilizers.

Student Involvement:

Eco-Projects: Involve students in environmental projects, such as campus clean-ups and gardening initiatives.

Eco-Audits: Conduct regular eco-audits to assess the institution's environmental performance.

Green Certification: Aim for green certifications to demonstrate commitment to sustainability.

By implementing these best practices, institutions can effectively leverage morning assemblies and promote a green and clean campus to foster a positive learning environment and contribute to the well-being of students and the community.

Research and Outreach Activities

Dr. S Radhakrishnan College of Education recognizes the importance of outreach activities in promoting holistic student development. The college engages in a variety of activities to foster student interaction with the local community and the nation. This criterion outlines the institution's research, publication, and outreach endeavors over the past academic sessions, as well as its efforts to mobilize resources. The college acknowledges the significance of research in education and actively supports faculty members in conducting research, publishing papers, and presenting at conferences. In addition to academic pursuits, the college organizes a range of extracurricular activities throughout the academic session, including picnics, one day trips, awareness campaigns, and cleanliness drives. To enhance faculty development, the college regularly conducts seminars, workshops, and Faculty Development Programs at both national and international levels. Through its diverse range of outreach activities and research initiatives, Dr. S Radhakrishnan College of Education demonstrates its commitment to comprehensive student development and academic excellence.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DR S RADHAKRISHNAN COLLEGE OF EDUCATION
Address	Plot No. 169, Vill/PO Chiksia, Tehsil/Taluka- Chas, City- Chas, Dist-Bokaro, Jharkhand-827013
City	Bokaro
State	Jharkhand
Pin	827013
Website	www.dsrcebokaro.org.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Gayatri Kumari	06542-9117050824	9234303040	-	dsrce.bokaro@gmail.com
IQAC / CIQA coordinator	Mumtaz Zehra	06542-8409344320	7903615336	-	dsrce.ict.bokaro@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	Binod Bihari Mahto Koyalanchal University Dhanbad	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	10-08-2012	24	

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	Plot No. 169, Vill/PO Chikisia, Tehsil/Taluka- Chas, City-Chas, Dist-Bokaro, Jharkhand-827013	Rural	2.2317	4861.43

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	98

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				1				15			
Recruited	0	0	0	0	0	1	0	1	8	6	0	14
Yet to Recruit	0				0				1			
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				8
Recruited	7	1	0	8
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	1	0	0	1	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	8	5	0	13
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	2	1	0	3
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	30	0	0	0	30
	Female	65	3	0	0	68
	Others	0	0	0	0	0
Diploma	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	8	4	0
	Female	6	2	5	0
	Others	0	0	0	0
ST	Male	1	2	6	0
	Female	2	7	19	0
	Others	0	0	0	0
OBC	Male	26	24	18	15
	Female	21	16	21	8
	Others	0	0	0	0
General	Male	12	12	19	8
	Female	26	27	6	9
	Others	0	0	0	0
Others	Male	0	2	0	0
	Female	1	0	0	0
	Others	0	0	0	0
Total		100	100	98	40

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>A multidisciplinary framework is integral to the B.Ed. curriculum. The current syllabus incorporates a unique pedagogical approach that empowers students to explore diverse subjects and curricula from various academic domains. Teacher education is not confined to a specific discipline but rather encompasses a multifaceted blend of knowledge domains.</p> <p>Integrating a multidisciplinary perspective into teacher education is imperative to equip prospective teachers with a comprehensive understanding of the world. Instead of examining individual subjects and their content in isolation, a multidisciplinary approach fosters the integration of different realms of knowledge, thereby enhancing the overall quality of teaching and learning. Our institution currently employs a multidisciplinary approach in both theoretical and practical aspects of the curriculum.</p>
2. Academic bank of credits (ABC):	<p>The college is affiliated to Binod Bihari Mahto Koylanchal University Dhanbad Jharkhand. Data submission to ABC is being handled by the college and BBMKU University jointly. For this, the college has started to push the students for generation of ABC IDs, and it is being made mandatory at the time of admission.</p>
3. Skill development:	<p>The NEP 2020, with its emphasis on skill development, is poised to revolutionize the educational landscape, enhancing the employability of future generations. By prioritizing skill development, the NEP 2020 will contribute to the eradication of poverty through improved employability and inclusive economic growth. Skill development is a key driver of high productivity, increased employment opportunities, income growth, and overall societal progress. While the government has established a solid foundation for a sustainable skill development ecosystem, it is imperative to further build upon this foundation by capitalizing on the NEP to harness the potential of our demographic dividend.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>To foster a deep understanding of the Indian knowledge system, we organize field visits to sites of historical, ecological, cultural, and social significance. Through theoretical and practical exploration of art, music, and drama, both locally, regionally, and nationally relevant, we enhance the professional competencies of our trainee teachers.</p>

	The inclusion of co-curricular activities in the B.Ed. program provides a wealth of opportunities for trainee teachers to showcase their diverse talents. Community-based activities and awareness programs offer a unique platform to explore and appreciate the rich traditions and values embedded in our cultural heritage.
5. Focus on Outcome based education (OBE):	Dr. S Radhakrishnan College of Education is a distinguished institution dedicated to teacher training. Renowned for its unwavering commitment to excellence, the college has a proven track record of producing approximately 100 highly skilled teachers each academic year. Over the years, we have nurtured a cohort of 100 visionary, forward-thinking, and competent educators who are also exemplary citizens of our nation. This exemplifies our focused approach to outcome-based education.
6. Distance education/online education:	The NEP 2020 acknowledges the pivotal role of technology in addressing educational gaps where traditional, in-person instruction is not feasible. Our institution is at the forefront of implementing ICT-based education to meet the contemporary challenges of delivering quality education. ICT is seamlessly integrated into various facets of teaching and learning, encompassing online instruction, online assessment, and the utilization of digital resources.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club is being planned to be set up and construction for the same is under-way.
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?	Students' coordinator and coordinating faculty members will be appointed by the College as soon as the club is set up.
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	The Electoral Literacy Club has not yet been made functional. However, the college has organized awareness drives from time-to-time to spread awareness about ethical voting and the need for voting among the students as well as in the community.

<p>privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	
<p>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.</p>	<p>The college has organized awareness drives and nukkad-natak by students for nearby localities from time-to-time to spread awareness about ethical voting and the need for voting among the residents of the nearby localities.</p>
<p>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.</p>	<p>All the admitted students in the college are already graduates and above 18 years of age at the time of admission. All of them have already been enrolled as voters.</p>

Extended Profile

1 Students

1.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
198	200	198	138	140
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		

1.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
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..

2023-24	2022-23	2021-22	2020-21	2019-20
60	60	60	60	60
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
95	97	43	96	101
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..**

2023-24	2022-23	2021-22	2020-21	2019-20
94	96	43	95	98
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..**

2023-24	2022-23	2021-22	2020-21	2019-20
98	100	100	98	40
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..**

2023-24	2022-23	2021-22	2020-21	2019-20
15	15	16	16	16

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

2.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
16	16	16	16	16

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)..

2023-24	2022-23	2021-22	2020-21	2019-20
75.77	75.77	20.57	26.415	37.327

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

3.2

Number of Computers in the institution for academic purposes..

Response: 54

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:

Dr. S. Radhakrishnan College of Education is a self-financed, non-aided teaching unit affiliated with Binod Bihari Mahto Koyalanchal University, Dhanbad. The university provides us with a realistic syllabus, keeping in view the local conditions, diversity of students, and school requirements, with clearly laid regulations. However, we keep reviewing and enhancing the same regularly as per local requirements.

Planning is an essential requirement for the smooth running of a programme in an Institution. Each organization has its understanding and ideas for implementing the programmes and functions for achieving the organizational goal.

Institutional planning is a programme for developing and improving the activities and for the continuation of the development of the Institution. It also includes reviewing and revising the curriculum based on the learner's needs.

Our college has many Improved programmes for students so that they can enhance their personal skills along with their academics. Our college offers value-added courses like English-speaking for the Improvement in communication and vocabulary, and ICT-related courses so, that students can be familiar with different technological and technical learning programmes in the updated life of today and the future. Personality development course to face unexpected and different situations very confidently. Our college allows the students to show their talent through various competitions at the university level too.

Our college's curriculum fulfils the requirements of the students, systematically. After getting admission to the college, we assess students to improve in all areas of academic and non-academic and it could be added to the plan to improve accordingly for the need and fulfilment of the students.

At the end of each semester, we get feedback from teachers and students to achieve the target of development and meet the necessary needs of the students. Accordingly, after reviewing and revising the curriculum, the Curriculum Development Cell, with the other facilities in each paper of the B.Ed. course, our college includes and excludes in the syllabus and takes the necessary measures for the betterment of students.

Our curriculum must be focused on the reequipment of our society to fulfil local needs and demands. Our institution is situated in a rural area where the people of society are not properly developed and educated. Our institution has adopted a nearby village to undertake social responsibility. Many cultural and educational-based programmes are held at the village premises to inform and develop the people of the village. Programmes such as community surveys, educational awareness programs, COVID awareness

programs, health checkup camps, blood donation camps, voting awareness programmes etc. are held regularly in almost every academic session.

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

1.1.2

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

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

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

Response: A. Any 5 or more of the above

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

1.1.3

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

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

Response: A. All of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 65.56

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

2023-24	2022-23	2021-22	2020-21	2019-20
12	13	11	13	10

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

2023-24	2022-23	2021-22	2020-21	2019-20
18	18	18	18	18

File Description

Document

Data as per Data Template

[View Document](#)

Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum

[View Document](#)

Any other relevant information

[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: 1.2

1.2.2.1 Number of Value – added courses offered during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
2	2	2	0	0

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant information	View Document
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: 52.17

1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
172	140	144	0	0

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

1.2.5

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

Response: 7.21

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

2023-24	2022-23	2021-22	2020-21	2019-20
27	18	18	0	0

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

- Teacher Education Program is quite different from other academic uses class PG program our Institutions look after this aspect very carefully when new session student where organize induction may program for the new student to familiarize them to the new environment as well as new curriculum with discuss all the curricular aspect including a man objective of teacher education program we also discuss about our system is an culture we discuss about the important of the teaching skill and value in the present scenario we also discuss about various school system including Indian and international content. Innovations and research are included in the Teacher Education Program we also communicate about them.
- The Institute provides the knowledge and skills among the student teachers for different levels of School Education through the innovative techniques and practical experience such as internship-filled engagement filtrate lap work etc. during the teaching learning program teacher uses different stages and technique such a seminar-workshop brain storming PPT presentations and use of different websites and videos institution also provide different courses to enable the effective prospective teaching with skills which is generally needed in school.
- Institute provide space to extra platform acquired competency through the different practical engagement such as school internship and field engagement like School observation etc. before sending the organizing these activities student teachers an made well-equipped aspects of teaching skills via micro and demonstrations teaching classes. There are various orientation programs are also organized before sending the field engagement program. During the orientation program students are learnt important skill related to field engagement program which are generalized/implemented in real field situation.
- Co-curricular activities are an internal part of our institution apart from the course syllabus we organized various activities throughout the session for the Holistic development of our students. Our ultimate focus is developing their personality to become a complete teacher. We organize seminars, workshops, debates, writing competitions etc. We also celebrate all the important day's events and conduct many social activities under different platforms. These events and activities

help to develop social, emotional and cooperation values among the students.

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

Development of the School System

The education system in India has evolved over the years and plays an important role in shaping not just the careers of the students but their lives as well. The education system in India is divided into the pre-primary level, the primary level, the secondary level, the higher secondary level, the graduate level and the postgraduate level. The institution tries to analyse the students coming from different boards and universities and bridges the gaps between them. In doing so students get familiarized with the school systems from Indian and international perspectives.

Functioning of various Boards of school education

Various boards of school Education play a pivotal role in imparting the Indian Knowledge System to students, fostering cultural understanding, and bridging the gap between traditional wisdom and modern knowledge. Students are familiarized with the functioning of different school boards through the dissemination of knowledge among them coming from diverse entities. During the internship, the students are sent to different private/governmental schools, where they participate in various activities and functions and come to know about their functioning.

Functional Differences among them

The functional differences of the diverse school boards are based on the curriculum framework formulated keeping in mind the economic, cultural, social, scientific, and philosophical diversities. The institution regularly discusses the various news collected from diverse sources relating to functional differences in rules and regulations of schools and makes the students aware of it from time to time.

Assessment systems

The assessment process is an important part of the evaluation process. In India, the School Assessment system is mostly limited to examinations. The student teachers are made aware of the various micro and macro assessment systems prevalent in India and the outside world. The students are informed about the updated assessment system from time to time.

Norms and standards

The students of our institution are familiarized with Indian norms and standards and their comparative differences from their international counterparts. Academic standards of teaching-learning, classroom transactions, evaluation and cultural activities are carried out according to the suitability of the local context.

State-wise variations

Subjects and syllabi of the institution differ from state to state, especially in a diverse cultural country like India. Students of a specific region are aware of the regional languages specified in the curriculum. Various pedagogical differences which change from one region to another is guided by the teachers of the intuition to meet the societal demands.

An International and Comparative Perspective

Students of our institution are encouraged to collect and compare information related to the school system prevalent in India and in foreign lands. Comparative study of curriculum, marking criterion, admission process and research-based environment helps the students to gain visions of the school system. Students are made aware that unlike India most of the developed countries give more credit to non-classroom activities and assignments, like projects, research opportunities, seminars, essays, and others, which contribute to most of the performance metrics in the student scorecards.

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

1.3.3

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

Response:

Dr. S. Radhakrishnan College of Education follows the curriculum in a way as to provide varied experiences to the students. In order to achieve this aim, students are given professional training in teaching by the following measures:

- The college follows student-centered approach, an approach to education focusing on the needs of the students.
- The college follows and promotes the teaching methods such as active learning, cooperative learning and inductive teaching and learning inquiry-based learning, problem-based learning, project-based learning, discovery learning, etc. It seeks to promote Collaborative group learning, both inside and outside the classroom
- Individual student research and discovery,

Research and discovery by students and faculty together: When discussing social development, prospective teachers in one program reflect on their own social development and on the ways in which their teachers influenced them. This introspection helps prospective teachers examine their own beliefs and learn how these beliefs might influence their future work with families. For example, one faculty member teaches about issues of power in society (gender, caste and minority status, for example) by asking students to analyze their own cultural perspectives (such as their cultural history, language, and literacy).

In one program, prospective teachers are asked to look at their own cultural experiences and history, think about the match between their family, community culture and their school culture, and then discuss ways in which some children's home and school cultures differ.

In addition to above Teaching skills are taught through Micro Teaching and Mega lessons, five lessons per teaching subject. Experts are also invited to deliver lectures on micro and macro teaching before commencement of practice teaching.

Student teachers develop School Profile They visit school, observe daily routine, and also interact with the permanent teaching staff of the of practice teaching schools.

In the course of practice teaching, the student teachers participate in all the curricular and extracurricular activities of the school and assist the school teachers in decorations, conducting morning assembly arranging sport events, annual day celebration etc.

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: A. All of the above

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

1.4.2

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 87.2

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document
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: 90

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

2023-24	2022-23	2021-22	2020-21	2019-20
54	61	59	73	23

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

2.1.3

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

Response: 4.82

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

2023-24	2022-23	2021-22	2020-21	2019-20
3	10	6	2	0

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

2.2 Honoring Student Diversity

2.2.1

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

Response:

The students who take admission to this institution invariably belong to diverse economic and social strata of society. Their admission is based on JCECEB entrance exam result merit and relevant

reservation policies of govt. During the time of admission, Teachers interact with parents and the students to assess their needs and aspirations. Students are also counselled at the time of admission. They are familiarized with the course, mode of internal assessment curricular and co-curricular activities, rules and regulation as well as other facilities available in the institution. The institution organizes an orientation program for the students at the commencement of new batch every year and it takes every possible measures to understand the needs and requirements of the students before the commencement of the program. Teachers, before beginning their courses, informally get the pulse of the students in the class, their comfort level with various teaching methodologies. The entire teaching faculty is sensitive towards the diverse learners. They are provided an appropriate learning environment with the support of peer learning and modification of teaching methods based on the needs of the students. Bridge course are taken by the teachers as per the needs of the learners performance in the entry level test. Bridge course are designed for newly admitted students in order to fill the gap between subject studied in previous classes and subjects that they would be studying in new courses. The key area of bridge course is the basic English grammar. Students with good co-curricular skills are identified through various activity organized by institution are nurtured to further gear their talents. Slow and advanced learners are identified and special measures are taken to enhance their abilities special care is taken by the faculty in monitoring the performance of slow learners. Faculty members interact with parents about the performance of slow learners. As record advance learners they are given activities and tasks according to their capabilities. The learners are encouraged to read reference books of their course and also actively participate in various college events like organizing sports, managing and organizing morning assembly etc.

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

2.2.2

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

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

7. Multilingual interactions and inputs**Response:** B. Any 4 of the above

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

2.2.3**There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students****Response:** Only when students seek support

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

2.2.4**Student-Mentor ratio for the last completed academic year****Response:** 13.2**2.2.4.1 Number of mentors in the Institution**

Response: 15

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

The teaching-learning process is one major objective and the strength of our college. Students are given a right blend of traditional and modern methods to make learning student-centric and a rewarding experience. Experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode etc are well adopted to ensure the holistic development of students and facilitate life-long learning and knowledge management.

Experiential learning:

Our college is giving the opportunity to all students learning through experience. College organizes educational tour where students explore the sight, culture, society. Teacher arranges microteaching where the students learn various teaching skills by teaching in classroom before the teacher and colleagues. Students get the real school teaching and observation experience during the 3rd and 2nd semester. Students learn event planning, anchoring, coordination etc by organizing various cultural activity throughout the session. College provides lab facility like curriculum lab, psychology lab and music lab where students learn by doing. It is assisting the students with improving their insight, introduction abilities and personality enhancement.

Participative learning:

Our College is utilizing participatory figuring out how to urge students to be effectively associated with the learning cycle. College is utilizing the accompanying member learning strategies like Group Discussion, Small, debate, speech completion, various awareness prog., Group Exercise, Assignment, Quiz, Case Study, Project and so on.

Problem solving Methodologies :

Problem solving methodologies adopted are:

Curriculum lab and organizing various event are provided to improve critical thinking, creativity and problem solving skills among students and are asked to prepare files by the students.

Brain storming :

- First, a small group of students is formed. They are approached to sit in a group and are given a specific issue or point.
- Teacher, as the group leader, then ask group members to think about the problem and give their ideas. They are advised to find as many solutions to the problem as they can find. They are told not to condemn others thoughts however they are allowed to make considerations to others thoughts.

- Students are encouraged to put forward suggestions without hesitation even if they seem to come up with unusual and unorthodox ideas.

- Students thoughts are to be tuned in and acknowledged quietly, without passing any judgment or remark of any kind until the session is finished.

Focused group discussion :

Group discussion are held regularly where students get opportunity to think from different angles and incorporate all these points while writing answers in the exam. It not only inculcates team spirit but also improves their communication skills while sharing opinions and exchanging views with others, enables to think in divergent directions to generate more points and a good presentation of the topic and enhances analytical ability.

Online Mode :

Nearly all teachers are using Google meet, Zoom app, Google Classroom Application to teach their respective subjects. Whats App Group is created for all students to discuss their issues with teachers about various subjects. During the Covid-19 pandemic, students are being taught through online medium only.

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

2.3.2

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

Response: 74.36

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

2023-24	2022-23	2021-22	2020-21	2019-20
11	11	12	12	12

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

2.3.3

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

Response: 100

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

Response: 198

File Description	Document
Programme wise list of students using ICT support	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Any additional Links	View Document

2.3.4

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

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

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document
Link of resources used	View Document

2.3.5

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

Response:

College follows a well-established mentoring system. This system regularly mentors students on academic, professional and personal. Many students suffer from any academic/ professional and personal problems, they provide the assistance appropriately, enable the students to solve the problems and come out from the difficult situation gracefully.

- **Working in teams-** working in teams very big part of our institution. Under guidance and support of teachers, students perform the work in team through which a strong bond and healthy

relationship is established among the members. There are many works like organizing event, Rangoli and various games etc. is performed by mentor-mentee. Thereby students develop creative thinking, nurturing various skills etc. Students get help from their mentors to design variety of working models, charts and teaching aids etc.

Students and teachers develop healthy relationship by performing work or activities together like awareness program, celebrating festivals etc.

- **Dealing with student diversities-** Make the mentor-mentee relationship healthy to welcome the student diversity. The diverse learners are identified by the faculty and provide effective mentoring. If any gaps between subjects studied earlier and would be study in B.Ed, are identified by the faculty which are eradicate by arrange bridge course that is designed only for new comers. Remedial class provides for students identified by the teacher who gets less than 50% marks in the internal exam. There are various value added course are designed by the college to the students where the students get enrolled as their interest.
- **Keeping abreast with recent development in education and life-** The trainees are encouraged to keep themselves abreast with the recent development in the field of education and life through Wi-fi enabled campus, ICT lab and rich library e-resources. We often conduct seminars and inhouse workshops by collaborating with the academicians, faculty and professionals related to the field of education.

College library rich with the different reference books, journals, magazines, newspapers, mentors encourage the mentee to use the rich library that keep update with present scenarios of education.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.6

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

1. **Special lectures by experts**
2. **'Book reading' & discussion on it**
3. **Discussion on recent policies & regulations**
4. **Teacher presented seminars for benefit of teachers & students**
5. **Use of media for various aspects of education**

6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: A. Any 5 or more of the above

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

The college plays an important role to make learn the various skills among the students like creativity, innovativeness and thinking skill etc. through performing the various tasks, projects and assignments. Student get space to think critically and be innovative and creative. Using the ict the traditional teaching has been replaced with more innovative ways of teaching. Teaching pedagogies time to time changed to facilitate innovation. The college provide effective teaching through the various ict enabled device. College takes various initiatives to make classes more live and students centered. There is a well-equipped computer lab where the students learn computer operation skills. Teachers use various innovative teaching methods to make the class more live and effective, interesting.

- Use of Google Meet- Teachers teach effectively in virtual mode also through G-meet where course content is delivered online to the students in effective way.
- Use of LMS- college provides many short content videos on college website. Using these videos students learn course content from anywhere.
- Certificate/value added course- there are various certificate course are running in college where the large number of students get enrolled in these courses and develop their professional skills.
- Field visits – the college organizes field visits through this student develop their knowledge more concrete.
- Seminar- the college organizes classroom seminar, national seminar in order to develop their communication skills, innovative and creative mind.
- Competitions- college provides space where the students to participate in various literacy competition like quiz, debates, group discussion etc.
- Use of ict- Teachers provide effective teaching learning environment by using the ppts,

projectors, multimedia and many ict enabled device.

- Preparation of lesson plan- College organizes workshop and special lectures to prepare innovative and creative lesson plans for the students.
- Debate session- It is participative approach session where efforts are made by the students reach to the solutions for a specific problem by gathering a list of ideas.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View 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: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
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: B. Any 6 or 7 of the above

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

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

2.4.4

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

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

Response: B. Any 3 or 4 of the above

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

2.4.5

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

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**

4. Identifying and selecting/ developing online learning resources**5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document
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: A. All of the above

File Description	Document
Report of the events organized	View Document
Photographs with caption and date wherever possible	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document

2.4.7

A variety of assignments given and assessed for theory courses through

- 1.Library work**
- 2.Field exploration**
- 3.Hands-on activity**

4.Preparation of term paper**5. Identifying and using the different sources for study**

Response: B. Any 3 of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	View Document
Data as per Data Template	View Document

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Internship program is systematically planned, involving the college staff and JCERT, Ranchi. The practicing **schools are provided by JCERT on the basis of the proximity of the student teachers' residence** to the school, availability of basic infrastructural facility.

The teacher in charge of internship program prepares a letter and send to JCERT, Ranchi for permission of listed students to complete internship program. After getting the permission of school, the internship in-charge prepare the school joining letter for all the students teachers.

Before the commencement of internship, detailed instructions are given to student-teachers. During Internship, the student-teachers are required to undertake a **variety of activities** relating to classroom teaching, **classroom management**, and organization of school-based and **community based activities** of teaching.

A few such activities are suggested below:

- Observing the classroom teaching of regular teachers as well as peer student-teachers.
- **Preparation of case study** of the internship school and the innovative activities that the school undertakes.
- **Preparation of Lesson Plans**, Unit Plans, Question papers and other Assessment Tools.
- Mobilization and development of teaching-learning resources.
- Undertaking **action research project** on at least one problem area of schooling.
- Maintenance of a **reflective diary** to record day to day happenings and reflections thereon.

Lessons are observed by the Teacher Educators at **regular intervals** and our Teacher Educators verify whether the students rectify the correction given in the previous observation. All the lessons are observed by the mentor-teachers. **Feedbacks** are collected from mentor teachers and heads of institutions by the teacher educators. Necessary instructions are given to the student teachers based on the feedback received.

The task of Teacher Supervisor/Mentor is to assess the student teachers activities along with the guidance to be offered. The Teacher Supervisor **evaluates the copies** of the student teachers from time to time. The performance of the students is **duly observed** by the accompanying teacher in charge, school subject teachers and the peer group. The remarks are not recorded in a ritual manner but they are suggestive in nature for the further polishing of teaching skills of the prospective teachers. By the end of internship program it is **duly certified** by the **head** of the practicing school.

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

2.4.9

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

Response: 3.28

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

Response: 29

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

2.4.10

Nature of internee engagement during internship consists of

- 1. Classroom teaching**
- 2. Mentoring**

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

Response: A. Any 8 or more of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Role of Teachers

The internship lasts for **20 weeks** (School internship 16 weeks and school observation 4 weeks). **70 lessons** are prepared by Interns. During entire internship, teacher monitor all the activities at regular interval and provide suggestion feedback on their respective subject lesson plan files. They verify whether the students rectify the correction given in the previous observation. The teacher, when visiting the school, interacts with the trainees and thus a **real flow of feedback** is ensured regarding the performance of the trainees on the following basis:

1. Use of qualitative Teaching aids
2. Use Innovations Techniques
3. Use of innovations in preparation of lesson plans with respect to pedagogy and teaching aids
4. Checking of Answer Scripts
5. Formulation of School Time table
6. Overall Conduct
7. Maintenance of attendance register, admission register, result records, stock registers etc.

8.Organization of a Co-Curricular activity (at least one, such as morning assembly, debate, declamation etc.) and submission of report

9. Correction of home-work notebooks

10.Action research on a child with deviant behavior :

11.A case study

Role of School Principal

During this internship program, the students are directly **under the charge of the Principal of the school** and discharge all duties assigned by him/her. One teacher of the college is associated with each school for guidance to the students. During their stay in the school, the students observe **complete discipline** and demonstrate a sense of responsibility while discharging all duties of a pupil teacher, as assigned by the head of the institution. The internship is duly certified by the head of the practicing school after ensuring that each student has completed all the activities.

Role of School Teachers

The student teachers are under the **supervision of senior teachers** of the school who act as mentors. The classroom performance is observed and evaluated by the mentors and suitable feedback and corrective measures are suggested to them. School teachers assign various duties to student teachers like **checking of answer scripts**, maintenance of attendance register, organization of co-curricular activities, **correction of home-work notebooks**, maintenance of classroom discipline etc.

Role of Peers

Peer groups observe lessons delivered by each student teacher and **provide**

feedback which helps the student teachers to be aware of their **strengths and weaknesses**. During internship program peer groups collectively perform various assigned duties of co-curricular events for its successful completion.

File Description	Document
Documentary evidence in support of the response	View 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: B. Any 4 of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View Document

2.4.13

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

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

Response: A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document
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:** 97.5

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

2.5.2**Percentage of fulltime teachers with Ph. D. degree during the last five years****Response:** 12.82**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 02

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

2.5.3**Average teaching experience of full time teachers for the last completed academic year.****Response:** 5.27**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 79

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document
Any other relevant information	View Document

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

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

Response:

College organizes national seminar, workshop time to time where the faculty member participate and expose their views on given topics. For updating of professional skills institute organizes faculty development program under the IQAC, where the teachers get opportunity to share their experiences to all. Faculty also conduct in house seminar on emerging issues topics related to education. Institute permits the faculty members to attend seminar, workshop, refresher course , webinar, conferences, and any academic activities which are organize by any institution. Faculty members act as a resource person in the college activities. College management encourage the faculty staff to present papers in seminars and also encourage to publish their article in reputed journal. They are also encouraged to writing books, story, poems etc.

College provide rich resources of latest technology are used by the faculty members like digital library, ppt based teaching, a big computer lab etc. faculty members using these technology that keep themselves updated on current development and issues in education.

File Description	Document
Documentary evidence to support the claims	View 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:**

The evaluation process at the college is continuous and comprehensive. The student-teachers are assessed formally as well as informally.

Formal assessment:

Formal assessment of the student-teachers is done through the internal examinations (House Tests) twice in an academic year. In addition to it, colleges conduct class-tests, written and oral. It facilitates learning and its promotion, diagnosis of learning problems and treatments.

? The Theory part is assessed internally as well as externally through Year-end Examination.

? Besides, students undertake projects, maintain practical files, and make assignments for meeting requirements of internal assessment.

? Each Theory part is assessed internally (20%), and externally (80%) through Year-end Examination.

? Practice teaching is assessed internally (60%) and through External Assessment (40%).

? The Work Experience Program is likewise assessed internally (100% marks).

Informal assessment:

? Student-teachers are evaluated through their communication in the classrooms, their involvement in the teaching-learning process, etc. participation in the co-curricular activities and overall behavior.

? Assessment is also done through submission of assignments.

? Classroom interaction by teachers in the form of question answers, seminars, discussions, presentations on curriculum subject matter also form the basis of assessment.

? As such, various approaches to evaluation i.e. internal and external are used for assessing student learning.

? Classroom interaction by teachers in the form of question answers, seminars, discussions, presentations on curriculum subject matter also form the basis of assessment.

? As such, various approaches to evaluation i.e. internal and external are used for assessing student learning.

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: A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Annual Institutional plan of action for internal evaluation	View Document
Link for additional information	View Document

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

The Institution appoints College Examination Controller for smooth conduct of Examinations. The students can approach the Teachers, **College Examination controller** and Principal to redress the **examination related grievance** as per the requirement. Mechanism to deal with examination related grievances is transparent, time bound and efficient. The college adheres strictly to the guidelines and rules while conducting internal and semester-end examinations.

1. At the beginning of the semester, faculty members **inform the students** about the various components in the **assessment process** during the semester.
2. The internal assessment **test schedules** are prepared **as per the university** and communicated to the students well in advance.
3. To ensure proper conduct of Internal exam, two invigilators are assigned to each hall. Evaluation is done by the course handling faculty members within three days from the date of examination.
4. The **corrected answer scripts** at random are verified to ensure the standards of evaluation.
5. The marks obtained by the students in internal assessment tests are displayed on the notice board.

6. Day to day **performance** of the students is assessed which includes **regularity, performance, viva voce** and the promptness in submitting the record.

7. The students have the **freedom to use the suggestion box** regarding dissatisfaction if any, with the internal examination mechanism. The Principal and faculty in charge keep an eye on the overall procedure by conducting the meeting .

8. A **centralized exam cell system** is followed. **Any grievance** related to the university question paper like **out-of-syllabus**, repeated questions, improper split of marks, marks missed, **wrong question number** during semester exams are **addressed** to the Principal in turn he/she forwards the same to the university immediately.

09. University decision or information, after resolving the grievances is intimated immediately to the concerned departments once it is obtained, through the principal. It is also conveyed to the students through subject handling faculties.

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

2.6.4

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

Response:

The institution prepares an academic calendar before the start of the academic year that includes pertinent information about the teaching and learning schedule, numerous activities to be planned, dates of internal examinations etc. The tentative examination schedule for all semester exams for the year is notified in the college academic calendar With reference to academic calendar, exams are conducted.

The micro teaching, demonstration, criticism and observation, school internship programme and practical are conducted as scheduled. The orientation and field works, practical and project assignment displaying are methodically planned. The examination committee monitors the entire internal evaluation, procedure and provides moderation if necessary. The examination controller ensures transparency and accountability of the conduct of internal evolution. There is an examination policy for proper functioning of the examination.

The internal examination is used for the internal evaluation to assess the academic aspects. Each teacher evaluates the written works that are subject based. Teaching skills are evaluated by observing the classes. Other aspects are evaluated by the teacher through participant observation in all activities.

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:

The learning effectiveness of any programme and course depends on the PLOs (Programme Learning Outcomes) and CLOs (Course Learning Outcomes).

The programmes offered by college cater to **multiple interests** of the student which aim at imparting knowledge and skills for building their competence and personality. In fact there is also an emphasis on the **holistic development** of the students as the learning outcomes focus on imparting values and ethics and on enhancing their **interpersonal and communication skills**. The syllabi of all courses with the programme learning outcomes and the course learning outcomes are displayed on the College website.

At the beginning of the academic year during the Orientation Programme students are briefed about the PLOs. The concerned faculty of each of the courses brief their respective classes about the PLOs and CLOs. The College is committed to quality education which is reflected in their programme outcomes and course outcomes.

The teaching learning process of the institution is aligned with the following extent of PLO's.

(i) Content Competency

The learner became competent in the specific content due to their involvement in teaching practices and skilful activities.

(ii) Pedagogical Skill

The learner acquires and have access on pedagogical knowledge and skill. Through rigorous teaching allied activities and teaching practices.

(iii) Professional ethics

Teaching and learning imparts high level of professional ethics in the students.

(iv) Effective Communication

It is essential for every student teacher to communicate effectively in any situation as an outcome of Programme. Effective Communication is means of success in every walk of life.

(v) Environmental Awareness

It is also programme learning outcome that each and every student teacher have more aware than ever to the environment. They show their respect and foundation to green environment.

(vi) Managing classroom situation

After completing the B.Ed. programme the student teacher is able to handle and manage the classroom situation. He / She is very capable to manage the inside situation of classroom. He also be more aware about outside classroom activities.

Alignment with CLO's

CLO'S is an undivided part of the course. B.Ed. course is compact with curriculum, knowledge, Learning, ethics and skills as well as teaching learning behaviour. This course learning outcome is the complete textual knowledge.

Now a day information communication technology (ICT) is widely used in day to day life. Every day uses of digital technology includes devices such as computer, tablet or mobile phone send email, browse the internet, make video call- These are all examples of using basic ICT Skill and Technology to Communicate. ICT is a genuine CLO'S in technical understanding and communication.

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

2.7.2**Average pass percentage of students during the last five years**

Response: 98.61

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

2023-24	2022-23	2021-22	2020-21	2019-20
94	96	43	95	98

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

The college being affiliated to BBMK University follows the pattern of examination that is

framed by them. The end semester examination results are analyzed and the **desired learning outcomes** of students are evaluated. Students are provided with **proper counselling and guidance** that helps to overcome their barriers, if any, for their enhancement in performance. In the beginning of the session, the tutorial sessions are conducted. From the entry level, the progress of student is recorded and maintained along with relevant information by their tutors. The progress of students in both academic as well as non academic field is recorded and maintained. The college adopts following methods to assess the progressive performance of students and attainment of professional and personal attributes in line with the PLOs and

CLOs:

Compulsory attendance i.e., minimum 80% per semester.

- Paper evaluation is done on time for grading internal assessment.
- Practical work such as **assignments** are checked and marked on time.
- Based on result analysis, the required **remedial measures** are taken.
- Students are provided with **counselling and guidance programs** for improving their cognitive and professional performance.
- The **continuous internal assessment** is taken regularly and students' marks are recorded which helps to predict their academic progress.
- **End semester house test** and final exams also helps to ensure alignment of stated outcomes.
- Suitable pedagogical approaches are utilized for effective realization of learning outcomes.
- Participation in various literary and **cultural programs**.
- Participation in **various competitions** such as debates, essay writing competitions, quiz test.

- Participation in various class room activities such as **group discussions**, seminars, Brain storming.
- Participation in various **co-curricular activities** such as organizing morning assemblies, , tree plantation **campaigns**, awareness campaign.
- Participation in **community engagement activities** such as visit to nearby village.

During internship, the supervisors evaluating teaching proficiency of student teachers. The peer group is also encouraged to observe the lessons and give constructive suggestions. They are evaluated on the basis of various activities performed during internship i.e. maintenance of registers, action research, organization of co-curricular activities etc.

The college carry out these activities on regular basis in order to maximize and monitor learning outcomes.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 21.05

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

Response: 20

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

The institution has made various provisions for assessing student's learning needs.

During the time of **admission**, the Principal **interacts** with the parents and the students to assess their needs and aspirations. Students are **counselled** at the time of admission.

The institution organizes **orientation program** for the students at the commencement of new batch every year.

New entrants are **acquainted** with the course, **mode of internal assessment**, curricular and co-curricular activities, rules and regulations as well as other facilities available in the institute.

Bridge courses are the first step in helping students to come at par with the rest of the class. Bridge courses are designed for newly admitted students in order to bridge the gap between subjects studied in previous classes and subjects that would be studying in new courses.

The institution also provides **extra certificate courses** to the students in order to enrich their knowledge.

The faculty members assess the **learning needs** of the students through regular class tests and house tests. Performance of students is measured in terms of their scoring in these tests. Those who score below 50% are provided extra assistance in order to improve their performance. The institute conducts **remedial classes** for weak students in different subjects to enhance their skills and competencies. On the basis of class tests and house tests, slow learners are identified and they are provided remedial teaching. Students are provided with reading material. Lots of **written assignments** and exercises are given to them. At the end, remedial examinations are held to test the knowledge acquired during class hours.

The faculty members coordinate with parents of slow learners so that their needs can be catered to.

Peer tutoring is also provided to serve academic needs of such students.

Mentor- mentee interaction keeps faculty in constant touch with the students, irons out their academic and personal problems and stimulates overall personality development among students.

The **continuous internal assessment** is taken regularly and students' marks are recorded which helps to predict their academic performance.

During internship, the supervisors evaluating teaching proficiency of student teachers. The peer group is also encouraged to observe the lessons and give constructive suggestions. They are evaluated on the basis of various activities performed during internship i.e., maintenance of registers, action research, organization of co-curricular activities etc.

File Description	Document
Documentary evidence in respect to claim	View Document
Link for additional information	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

3.1.2

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

3.1.3

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

1. Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation**4. Facilitating research by providing organizational supports****5. Organizing research circle / internal seminar / interactive session on research**

Response: A. Any 4 or more of the above

File Description	Document
Sanction letters of award of incentives	View Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Any 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: B. Any 3 of the above

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

3.2 Research Publications

3.2.1

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

Response: 0.45

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	1	3	2	1

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any 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: 0.26

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

2023-24	2022-23	2021-22	2020-21	2019-20
4	0	0	0	0

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	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: 5.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
5	13	4	2	3

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

3.3.2

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

Response: 45.19

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

2023-24	2022-23	2021-22	2020-21	2019-20
78	79	70	73	95

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document
Any additional information	View 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: 76.66

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

2023-24	2022-23	2021-22	2020-21	2019-20
150	165	150	65	140

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

Outreach activities centralise the trainee teachers towards the social issues like child abuse, save girl-child, victims of water, save water etc. The activities help the trainee teachers to develop skills like social skills, communication skills, management skills, problem solving skills, leadership skills, analytical skills etc. It also helps to develop a passion and brotherhood towards the community.

Our institution with great efforts, promotes regular engagement of faculty members, trainee teachers and staff with neighbourhood community for their holistic development through various activities every year. Various activities like awareness programmes, workshops, rallies, Nukkad Natak with themes like cleanliness, green environment and tree plantation, empowerment of girls and women. Awareness programme on health and hygiene awareness of junk food, campaign organised etc.

Our Institution participates in various government initiatives such as Swachh Baharat Abhiyaan, health awareness (during global pandemic) and special days & weeks are also celebrated. These include Republic Day, Women's Day, World environment day, Human Right Day, Independence Day, National Tree Day etc.

The outreach activities benefit communities as well as Trainee Teachers of the educational institution. These activities build strength and develop professional knowledge, civic responsibilities and health awareness in the communities. Outreach activities also help the students to understand the theory from the lectures.

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

3.3.5

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

Response: 2

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

2023-24	2022-23	2021-22	2020-21	2019-20
1	1	0	0	0

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

3.4 Collaboration and Linkages

3.4.1

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

Response: 2

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

2023-24	2022-23	2021-22	2020-21	2019-20
4	0	2	0	4

File Description	Document
Report of each linkage along with videos/ photographs	View Document
List of teachers/students benefited by linkage exchange and research	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	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: 5

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

Response: 5

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.3

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

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

Response: B. Any 5 or 6 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Response:

Adequate infrastructure facilities are key for effective and efficient conduct of the educational programmes. Dr. S. Radhakrishnan College of Education is located in a tranquil and pollution-free environment on Dhanbad-Bokaro National Highway (NH-18). Established in 2012 and is affiliated with Binod Bihari Mahto Koyalanchal University, Dhanbad & is also approved and recognized by N.C.T.E. (National Council for Teacher Education), Bhubaneswar. It is run on its building with a permanent address The college has a magnificent and spacious building.

The Institution has all the physical Infrastructure as per National Council for Teacher Education (NCTE) norms. There is a large multipurpose hall, a library with a reading room, staff rooms, classrooms, two store rooms, different kinds of laboratories like Science Lab, Psychology lab, Language lab, ICT resource centre Lab, separate common room for girls and boys students and other facilities. The institute is growing its facilities at a continuous pace. There is a spacious ground which is being used for holding other important functions and sports.

In the science and mathematics laboratory, a variety of equipment is available that pupil teachers use to perform experiments on their own. The Psychology laboratory is well equipped with materials and psychological tests to know the different behaviours of the persons

The college is keeping pace with the latest trends in using technology in the field of teacher education. There are a large number of modern teaching aids, which are used by the members of staff. Some of these teaching aids are overhead projectors, etc. Apart from these, there are a variety of materials like models, cassettes, charts, scientific apparatus and other equipment which are commonly used for teaching purposes. The college has Cell-Phone, E-mail and the Internet for quick communication and information.

There is a facility of two central points for safe drinking water having a water cooler for students and staff. Toilet facilities are provided at different points in the building. They are regularly cleaned and properly maintained.

In order to maintain the building of the institute. its whitewashing, painting and repairs are carried out as a priority. The Institution ensures the regular maintenance and upkeep of all equipment facilities. The maintenance is done by trained in-house experts as well as outsourced to appropriate outside agencies a full-time caretaker is appointed by the college to ensure the cleanliness, hygiene, sanitation, water supply, and electricity and update the Principal of the Institution about the state of the case. Furniture and

fixtures are purchased on per requirement basis. The Institution has a full-time plumber, electrician, and sweeper to maintain the campus condition. Cleansing and upkeep are carried out regularly.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	View 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: 4

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

Response: 6

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	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: 6.83

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

2023-24	2022-23	2021-22	2020-21	2019-20
2.47	2.47	0.91	5.33	4.92

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

Response

The Library of our college was established in 2012 since then the library has made consistent progress in data collection and providing services. An accession Register is maintained for the record of books. The college library is creating a conducive atmosphere for study. The Library has more than 7600 books for the usage of students and faculty. The college has prescribed subject-related magazines, journals and newspapers to get clarity with current affairs and general knowledge. The books are indexed, categorized according to the programme and subjects and being arranged well. All the details about the author's name, title and place of publishing are mentioned in the register. The Library has five computers with internet; and a barcode scanner. The library has sufficient books to fulfil the academic needs of the students, CCTV Cameras has been installed in the Library for surveillance with Wi-Fi- connectivity.

The library has a collection of other knowledge resources apart from the textbooks which are suggested by the university. Our college is also the member of an e- Sodhsindu and a membership of NDLI (National Digital Library of India) and adopted DELNET (Develop Library Network) for better uses.

The college Library has a photocopying machine. The capacity of the reading room of our college library is more than 50 students.

The Library also has a collection of biographies, Autobiography, journals, encyclopedias, Dictionaries, e-books, e-journals, digital Hanuman Chalisa and Bhagwat Gita Our College always strives to enhance Library facilities on a regular basis.

The college wishes to upgrade its collection gradually.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View 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:

The College library has computer and internet facilities. Details on the access to the staff and students and how frequently is being used are as follows: Access to the staff: - Teachers and students use computers and the Internet to access all kinds of information regarding teaching subjects, Teaching Learning process, Teaching Strategies, Teaching Techniques etc. various Kind of innovative in the fields of classroom interaction teaching aids effective use of audio-visual teaching aids role of electronic media in education, recent researches related to educational development and educational complexities etc. Our Students frequently use e-resources in the Library.

The College has not adopted any Gateway for remote access to library resources used by teachers and students. However, an automation gateway for the college library has been planned, and the initiative has been taken and is also under process.

Our College Library adopted the subscription of e-sodhsindhu and we have also got membership of NDLI(National Digital Library Of India). and DELNET(Developing Library Network).

NDLI and DELNET help student & Faculty to enhance their knowledge by using e-resources like e-books, e-journals etc.

File Description	Document
Details of users and details of visits/downloads	View Document
Any other relevant information	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: B. Any 3 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
Any additional information	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: 0.84

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

2023-24	2022-23	2021-22	2020-21	2019-20
0.55	1.42	1.25	0.55	0.41

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	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: 15.96

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: 726

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: 759

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: 660

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: 693

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: 561

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
Any other relevant information	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: C. Any 2 of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

- All the computers of the college have Updated software installed in them and the Hardware is also maintained from time to time.
- The college has Adequate numbers of projectors, scanners-printers.
- The college website is monitored and updated from time to time by the IQAC cell of the college.
- The computers and printers of the Administrative Block, Library, and Computer Lab are

connected to Highspeed LAN.

- The whole campus of the college is Wi-Fi Enabled and has an Internet (Broadband) facility 24/7 with a Bandwidth of 80Mbps. The students and teachers can access this facility on their laptops or smartphones.
- The institute has 2 smart classrooms for a better teaching-learning process and our teachers encourage, students to use PowerPoint presentations, Projectors, and Smart Board.
- The Teachers of the college use the Internet to take Online Classes and to provide notes to the students whenever & wherever required and necessary.
- Our college has an ICT (Computer Lab) that is equipped with 30 desktop computers which are connected with Online-Ups (backup of about 60 minutes), which are used by the students for their academic purposes.
- Our college library is well-equipped with 5 desktop computers for e-library and e-journals, e-books, and also has a yearly membership of DELNET (Developing Library Network) which is a major resource-sharing library Network.
- During COVID-19 Pandemic the college made serious efforts for E-learning via online- teaching learning which was undertaken remotely and on various digital platforms in the academic year 2020-21.
- The CCTV cameras have been installed to capture live activities of the students inside the campus, if any incidents like ragging, women exploitation, etc., or any other unusual activities are done by the students, the responsible committee/cell members will catch them through the CCTV cameras for taking necessary actions for the students who misbehave inside the campus.
- The language lab of our college is equipped with 20 desktop computers with updated software i.e. Rosetta Stone Computer-assisted language learning software, headsets, and an internet facility.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 3.67

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
Any additional information	View Document

4.3.3**Internet bandwidth available in the institution****Response:** 80**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 80

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any other relevant 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: C. Any 2 or 3 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
Any additional information	View Document
Link to the e-content developed by the faculty of the institution	View Document
Link to videos of the e-content development facilities	View Document
Link for additional information	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: 1.87

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

2023-24	2022-23	2021-22	2020-21	2019-20
1.04	1.04	0.94	0.96	0.44

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
Any additional information	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:

Response:

Dr. S. Radhakrishnan College of Education has developed system and procedures for maintaining and utilizing physical, academic and support facilities such as Laboratory, Library, Computer, Classroom Health and Physical Resource Centre etc.

The maintenance of physical, academic and support facilities is carried out by our support staff and care has been taken to keep the equipment's, machine etc in working condition.

A brief description is presented below on maintenance and utilization of some facilities.

Maintenance of Laboratories: -

- Each Laboratory has one faculty as Lab-in Charge. The Lab-in-Charge is responsible to maintain

and upgrade the Laboratory with necessary equipment's from time to time and the same is maintained through stock registers.

- General instructions to student regarding the safe and secure usage while in the Laboratory are displayed in each lab.
- Stock registers are maintained.

Maintenance of Library: -

- Well stocked library
- The Librarian focus on the availability and utilization of instructional material and stock verification is done. New books are added to the library as per the requirement of the faculty and students.
- The library software is updated whenever needed.

Maintenance of Health and Resource Centre: --

- Sports committee of the institute looks after the sports facilities and organizes various indoor and outdoor sports competitions for students.
- Well maintained playground facilities with periodic maintenance being done.
- New equipment is added as per the required and damaged equipments are replaced.

Maintenance of Computer Lab –

- Well-equipped computer lab
- Maintenance of computers (Hardware and Software) is in place and is done as per the requirement.
- ICT lab is kept open for users on all working days
- Power back facility is provided.
- Staff-in-Charge maintains the computers and other accessories on a periodical basis. Need for new requirements or replacements are notified to the Principal.

Maintenance of Class-Room: -

- Classrooms are cleaned on daily basis monitored by institute supervisor/administrator in-charge of the college
- C.C.T.Vs installed in each classroom to make sure of safety and security of all students, teachers and equipments.
- Classrooms are equipped with IT facilities to supplement the teaching-learning process.

Maintenance of Website: -

- The website is updated regularly and domain renewal is done annually.

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
Upload any additional information	View Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document
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
Geo-tagged photographs	View 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: C. Any 3 or 4 of the above

File Description	Document
Upload any additional information	View Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	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
Upload any additional information	View Document
Report of the Placement Cell	View Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View Document
Data as per Data template	View Document
Paste link for additional information	View Document

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 11.27

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

2023-24	2022-23	2021-22	2020-21	2019-20
11	11	11	10	5

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document
Paste link for additional information	View Document

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 8.51**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 8

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.**

File Description	Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document
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:** 4.23**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
3	4	8	2	1

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

5.3 Student Participation and Activities

5.3.1

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

Response:

Response:

Student Council

The Student Council stands as a pivotal platform within our institution, comprising dedicated students under the guidance of principal and faculty members. It is constituted every year. At its helm are the President, Secretary, and executive members, carefully chosen through the discernment of the institution's principal and through mutual consensus. Beyond merely bridging the gap between students, faculty, and management, the Student Council endeavors tirelessly to elevate the campus experience, ensuring comfort and enrichment for all

The Student Council works on the following objectives: -

Seamlessly conduct activities within the B.Ed. Program.

Discover and foster the talents latent within our student body.

Uphold discipline across classrooms and college grounds.

Cultivate an appreciation for aesthetics among our student-teachers.

Foster teamwork and collaborative learning.

Instill a deep appreciation for cultural endeavors.

Provide a robust mechanism for grievance resolution.

Few of the activities of the Student Council are: -

- Convening meetings as necessitated by circumstance.
- Orchestrating culturally enriching events in conjunction with various houses.
- Commemorating significant days such as Republic Day, Independence Day, Constitution Day, Jayanti's, Teacher's Day, International Women's Day, and more.
- Curating college-level events and competitions.
- Delivering instructional guidance within classrooms.
- Seamlessly executing academic, sporting, yoga, and cultural activities.
- Implementing a Grievance Redressal mechanism to ensure the concerns of student-teachers are duly heard and addressed by subject teachers, the principal, and higher authorities
- Arranging and overseeing events such as Sawan Milan, Fresher's Day, Holi Milan, Alumni Meet, Christmas Gathering, and more.

File Description	Document
Upload any additional information	View Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document

5.3.2

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

Response: 9

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

2023-24	2022-23	2021-22	2020-21	2019-20
13	12	8	4	8

File Description	Document
Upload any additional information	View Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document
Paste link for additional information	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:

Report of Alumni participation in institutional function

Many students of B.Ed. Session 2021-23 took part in various institutional programmes like Motivating the freshly enrolled students, proper guidance and support in curriculum transactions, sharing of their experiences, interaction with the students, taking part in various cultural programs etc. The coordinating member of the alumni association Md. Gulam Rasul Ansari organized a one-wees alumni meet program. In which many students visited the college classroom after a long time and share their memories with the fresher students. During the meet interaction between alumni and students take place, in between the alumni members gave inspirational and motivational speeches. Some of the contribution of the college Alumni made during the week is as follows:

Motivating the freshly enrolled students

Dr. S. Radhakrishnan College of education the alumni meet every year. The alumni gave the motivational speech to the new or our freshly enrolled students. He said that our freshly enrolled students take part in different activities. These activities will help to develop leadership qualities, confidence, adjustment and many more things in student.

Organization of various activities

Dr. S. Radhakrishnan College of education alumni help or play the active role while they organized some events or activities. They help us to lead the new students. Alumni guided the new students very well. They always help us for conduct our alumni also play active role.

Mentoring students

All the alumni students were always ready to help in the academic events like micro teaching, practice of teaching, group work, personality development and motivated them with life examples.

Support in curriculum delivery

Our alumni students advised the students of present session about: -

Strategy to prepare for exams, Which books to choose, Way of learning a particular topic/subject, Stress management etc.

Our alumni students also shared soft copy and hard copy of written notes. They also arranged get together program for educational knowledge purpose.

Placement advice and support

Most of our alumni are working as a teacher in many schools. 50, from time to time they make the institution aware about new vacancies and also give their valuable advice to be required to get placed in good schools.

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document
Paste link for additional information	View Document

5.4.2

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

1. Motivating the freshly enrolled students

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

Response: A. Any 6 or more of the above

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

5.4.3

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

Response: 24

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

2023-24	2022-23	2021-22	2020-21	2019-20
13	11	0	0	0

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document
Paste link for additional information	View Document

5.4.4

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

Response:

The Alumni Association of Dr. S Radhakrishnan College of education provides effective support in all activities of the institution. The Alumni association is administrated by an alumni committee. The alumni association was formed with the objective of sharing knowledge, experience and opportunities among the alumni, the faculty and the students. Every year meetings are conducted and the visit of our alumni is a great source of inspiration and support to the college. During these meetings, many Alumni share their memories with their faculty members and friends. The Alumni cell guides the students on an educational, vocational or personal basis. They also guide the new students related to pre-internship queries. They enjoy the day and recollect their memories by visiting their classrooms. The members of the alumni association take part in the further development as they are an important resource for our college.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View 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:

The administrative and academic derives with the different aspects for effective outcomes of curriculum as well as the general improvement on social skills environment awareness. Academic and administrative collect feedback from students and other stake holders for feedback consideration. The leadership ensures academic and administrative process with continual improvement through regular monitoring. The college administration depends upon its Quality Assurance cell for senior faculty member's social outcomes representatives of alumni and the members of management. The institution has a vision and mission for concrete and quality value-based education. For the fulfilment of mission leadership maintains the interactive environment. The governance of college has effective leadership for the needs of students and society. College has well qualified faculty members and administrative staff for the guidance and management.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

6.1.2

Institution practices decentralization and participative management

Response:

Institution has its well-designed structural organization with different committees' bodies as well as defined regarding to provide leadership and has its power to manage various functions. It has its vision and mission the issued has its different strategy with multi to review and receive feedback. Each program has its different channels such as individual class feedback faculty academic council faculty board of studies Alumni and parents' employees' advisory committee education etc has more of it for the

curriculum program review process.

Participating management is the component of the college for the different cultural voluntary basis addition to ensuring provisions. Decentralization ensured the power of delegation and it reflects the positivity over management.

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

6.1.3

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

Response:

The annual academic plan is set to prepare in advance displayed through respective bodies. It's financial academy auxiliary and functions are completely transparency maintained. According to Government norms are strictly followed through proper procedures. Concerned bodies are regularly reported details of various activities.

Transparency in academic functioning

Various activities including the academic calendar. All the relevant details are being explained through prospective it is also available on college website. All notification regarding admission is available through newspaper and also College website. The secretary college trustee members' principle is clearly explained through whole academy plan compulsory orientation program on admission.

College trustee members directly concerned with students and helps with filling of forms. The fee is online withdrawal and refund as per UGC norms.

The institution maintains through complete transparency of its academic administrative and all other functions.

Financial Activity

Our college done all transactions by Bokaro education trust.

Academic activity

The syllabus regulations and curriculum are available in the college.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Administration of decentralization structure described with the organogram. College has its aspects to be organised in reference to attain the desired goal. Principal, teaching, non-teaching staff and students with respect to cooperation of all stake holders regarding common references.

The perspective plans of the college have been involved for the implementation.

The student and the staff complaints have different cells to look after. The principal works over the functioning the cells like Anti ragging cells sexual harassment cell grievances redressal cell minority cell.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document
Link for additional information	View Document

6.2.2

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

Response:

The college functioning and administration is quite effective and sufficient which are related on following ways

Administrative: -

The governing college body has its effective administration under the supervision of principal. The creation of different committees under the leadership through principal for Day College of functions.

Appointment: -

All the post of appointment of lecturers and non-teaching staff are done by leading newspaper online through applications interview are connected college has adopted the appointment policies transparent as per the NCTE norms state Government of Jharkhand as well as.

Policies: -

The college has adopted the policies under the NCTE norms as affiliations by BBMKU and state government of Jharkhand.

SERVICE RULE: -

College has been adopted as per norms affiliating on the university and state government of Jharkhand which are timely introduced.

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

6.2.3

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

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination System**

6. Biometric / digital attendance for staff
7. Biometric / digital attendance for students

Response: B. Any 5 of the above

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

The college follows the decision assured by IQAC relevant to examination committee. The other assessment and internal exam are conducted as per decision of IQAC.

Sports committee conducting with IQAC has been organized with the resolution.

Co-curricular and cultural committee being always active with activities as per the academic calendar under the supervision of IQAC.

Placement cell and guidance has conducted a program as per the decision.

The teacher in the assembly as per day is also implemented by the division of IQAC.

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

6.3 Faculty Empowerment Strategies

6.3.1

Effective implementation of welfare measures for teaching and non-teaching staff is in place**Response:**

Our college Dr. S Radhakrishnan College of Education acts effectively implement the schemes of welfare for teaching and non-teaching staff. College arranges the availing the government schemes such as medical leave EPF maternity leave. Our college organizes National conference seminar workshop. Our college gives the permission for attending faculty development program such as computer courses orientation programme and other short-term courses for the development and process for teaching and non-teaching staff.

Our colleges provide the benefits for teaching and non-teaching staff as be below: -

Faculty development program for National level.

Fulfilment of the staff salary advance to the teaching and non-teaching staff.

Employee Provident Fund.

ESIC Medical facilities.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document

6.3.2

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

Response: 28.21

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

2023-24	2022-23	2021-22	2020-21	2019-20
8	1	6	1	6

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
E-copy of letter/s indicating financial assistance to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document
Certificate of membership	View Document
Any additional information	View Document

6.3.3

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

Response: 25

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

2023-24	2022-23	2021-22	2020-21	2019-20
8	8	6	2	1

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

6.3.4

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

any other similar programmes**Response:** 7.69**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**

2023-24	2022-23	2021-22	2020-21	2019-20
6	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Any additional information	View Document

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

Our college has the performance appraisal system. College applies the quality initiative for the maintaining the capabilities, strengthening and upliftment for teacher and other staff. College regularly organizes many programs to improves the quality of teaching and non-teaching staff and provide them with conducive environment needed for quality teaching-learning process.

The performance of the teaching and non-teaching staff is judged through feedback system. Feedback of the staff members are valued and considered for better functioning. The principal regularly motivates the staff members and takes feedback from them. She also rewards the teaching and non-teaching staffs for their overall achievements carried out throughout the year.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

College has quality assurance cell adopts managing provisions particularly. It supports learning and teaching. Student Full support by mentoring and advice for career pedagogical tools adopts developed the certain abilities for the students through introduction. The continuous improvement for quality achieving academic excellence for assurance system of higher education. The quality of teaching and learning process through IQ AC for improvement by the institution.

- Attendance registers and daily teachers teaching diaries are daily check and maintained.
- Library has its resources related to syllabus.
- The discussion of participated students in classroom.
- At the beginning the preparation of course plan has been done every session.
- The academic calendar is prepared and strictly followed.
- The teaching materials has brought and improved with the help of evolution.
- Various programs and activities of college maintain proper documentation for the quality improvement through IQAC.

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

6.4.2

Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the last five years (not covered in Criterion III)(INR in Lakhs)**Response:** 0**6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description**Document**

Data as per Data Template

[View Document](#)**6.4.3****Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.****Response:**

The college has the target ensuring institution for achieving the goals of resource mobilization policy. Mobilization for the development of organization is important for fund. The institute has a mechanism for monitor effective and for financial resources. The mobility of funds is very essential and the availability of fund is important for any organization cooperative family and society.

Trustee members fulfil the required things.

Account department spends on the activities related to sports and yoga etc.

* Up gradation and maintenance provided the facilities from the college regarding telephone, internet, water, transportation and electricity and infrastructure.

* There is college fund for miscellaneous expenses and for urgent emergence situations.

File Description**Document**

Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal

[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Strategies and function of IQAC

1. Strategies and function of IQAC For quality changes in the college for dynamic system.
2. The various programs activities leading the quality improvement for documentation.
3. The feedback form for the students and other stakeholders on related process of the college.

Principal

Dr. S. Radhakrishnan College of Education

Chiksia, Chas, Bokaro-827013 (Jharkhand)

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

College has quality assurance cell adopts managing provisions particularly. It supports learning and

teaching. Student Full support by mentoring and advice for career pedagogical tools adopts developed the certain abilities for the students through introduction. The continuous improvement for quality achieving academic excellence for assurance system of higher education. The quality of teaching and learning process through IQ AC for improvement by the institution.

- Attendance registers and daily teachers teaching diaries are daily check and maintained.
- Library has its resources related to syllabus.
- The discussion of participated students in classroom.
- At the beginning the preparation of course plan has been done every session.
- The academic calendar is prepared and strictly followed.
- The teaching materials has brought and improved with the help of evolution.
- Various programs and activities of college maintain proper documentation for the quality improvement through IQAC.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document
Any 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: 14.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
20	19	17	6	10

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

6.5.4

Institution engages in several quality initiatives such as

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

Response: A. Any 4 or more of the above

File Description	Document
Feedback analysis report	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	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:

The institution has successful implemented quality in academic and administrative. Some initiatives of IQAC contributed towards incremented improvements are

- Using of ICT tools in teaching
- Integration of modern methods of teaching and learning
- Development of environmentally friendly campus

Use of ICT for teaching learning

- Institute website development
- Smart classes started
- Uses of computer in college campus student enabled get the chance assignment and group projects by saving times
- Training programs for the staff through computer
- Computerized result publications
- Centre student environment learning
- Encouragement students to demonstrate on what they achieved
- Students gets the opportunity to lead in the classroom growth and empowered
- Identifying real world programs and development through teacher's starts using project-based learning
- Learning environment develops the trust among the students making them the confidence while speaking and listening
- Institute introduced child centered learning

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

Introduction

Dr. S. Radhakrishnan College of Education is committed to creating a sustainable campus environment by conserving energy and minimizing its environmental footprint. This policy outlines the strategies and actions to reduce energy consumption, promote energy efficiency, and foster a culture of energy conservation among staff, students, and visitors. The College uses a 20 KVA Generator as an alternative source to meet its Power Requirements. In the Future the College of alternative sources is poised to formulate a systematic energy policy of energy conservation methods and has considered working seriously on it. This is our long-term goal as per the policy, which includes educating students and employees on environmental concerns and sustainability to turn our college into a carbon-negative institute include environment concerns in planning and decision making our sole goal is to include environmental concerns in planning and decision-making.

Policy Objectives

1. To reduce the college's overall energy consumption through efficient utilization.
2. To create awareness about energy conservation among the college community.
3. To implement energy-saving measures and technologies.
4. To set energy performance targets and monitor progress regularly. Implement "Reduce, Reuse and Recycle
5. Promote Awareness of energy conservation among all Stakeholders
6. Provision of naturally ventilated college campus plantation natural sunlight window
7. Regular maintenance by electricians.
8. Hand on Training to Faculty Non-Teaching Staff and Students to implement energy-saving practices.
9. Use energy resources efficiently by switching to innovative technologies.

Energy Optimization Action Plan: -

1. Use of energy-efficient equipment as applicable.
2. Regular maintenance of electronic equipment and computer equipment to minimize e water Reduce e- waste to minimize before moving on to replace a recycle stage.
3. Consider Switching to renewable energy specifically solar energy.

4. Maximum use of daylight for indoor illumination and natural ventilation.
5. Outdoor games are preferred for students.
6. Conduct awareness programs for staff students & Society.
7. Arrange and earmark appropriate training for faculty and students on energy management.
8. Periodic maintenance and replacement of other lights to LED.

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

7.1.2

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

Response:

Dr. S. Radhakrishnan College of Education endeavours to harmonious and all-around Development of students by providing healthy and congenial atmospheres necessary for intellectual moral aesthetic and physical growth as well as emotional stability.

For Waste management the action plans are:-

It is mandatory on the part of every employee to report changes/additions in hazardous waste generation and steps taken to reduce the generation of waste per unit of production.

- Sign board for water conservation regarding awareness
- The RO waste water is used for watering the plants
- E-waste management by exchange of items
- Provision of vermicomposting for waste management
- Different types of bins like red green and blue for general paper and plastic waste.
- Waste management dumping for making compost
- Left-out oil in the generator will be given to the generator service person for reuse.
- The leakage of water from taps and oil from the generator is checked periodically.
- Paper waste is to be recycled using different ways.
- Waste avoidance and waste minimization at source.
- The waste could either be recycled/recurred or disposed of.

Burning of leaves, vegetable waste and some general waste will be completely prohibited within the campus to maintain carbon neutrality.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.3**Institution waste management practices include**

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

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document

7.1.4**Institution has water management and conservation initiatives in the form of**

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

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document

7.1.5

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

Response:

The institution following the motto Reduce, Reuse and Recycle took subsequent steps in the above-mentioned context. The institution's cleanliness efforts adhere to the principles of Reduce, Reuse, and Recycle, aiming for overall purity of "Body, Mind, and Soul".

Initiatives: -

Organization of assemblies, seminars and extension lectures, Nukkad-Natak Awareness Rally on creating sensitivity and responsiveness about our surroundings and emphasis on 3R's: - Reduce, Reuse and Recycle policy to avoid clutter in Campus

Action Plan:-

- Safe Cleaning material is used.
- A gardener is employed to maintain green cover.
- No pesticides are used in the garden.
- Students and staff are motivated to give suggestions for improving green cover.
- Drawing, Poster Making and slogan competitions.
- Cleanliness activities as part of community services.
- Removal of the broken waste and unusable material.
- Skills on theme save water in tutorials and assemblies.
- Maintaining carbon neutrality through plantation inside and outside the college campus.
- Celebration of World Environment Day with the theme – Reduce, Reuse and Recycle.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

Response: D. Any 1 or 2 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	View Document

7.1.7

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

Response: 1.16

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0.77	.7	.73	0.53

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

7.1.8

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

Response:

- The College adheres to the concept of declaring the festive days of Holi, Eid, Diwali, Christmas, Durga Puja, Raksha Bandhan, Karma, Sohrai, Tusu and other local festival like Chatth, Sarhul etc.
- The Institution conducts outdoor programmes related to the curriculum, exposing to firsthand student experience. For example: museum.
- Organization of Cleanliness drive to encourage students to clean their surroundings.
- Promoting biodiversity through energy conservation waste management and conserving water through rainwater harvesting etc.
- A police station is located in a range of 0.5 km for safety and security purposes.
- 24*7 CCTV Surveillance in the college assists' the community to control any anti-social activity in the nearby area.
- Easy Accessibility to College with Connectivity via public transport.
- Parking Facility in the premises.
- Sufficient green area in the vicinity of the college.
- The College organizes special visits to the Asha Lata Institute of Special Children.
- The college regularly organizes awareness programmes in the Chiksia village to aware about girl child education, the importance of water and the plantation of trees by conducting various programs.

File Description	Document
Documentary evidence in support of the claim	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:** B. Any 3 of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
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:**

7.2.1

BEST PRACTICE-1**The Title:** The Morning Assembly**Objectives of the Practice:**

- To create the cultural habit among the students.
- To maintain discipline.
- To keep the mind and the soul peaceful.
- Prayer is conducted everyday morning to mould the students to give the spiritual/moral value.
- The main objective is to inculcate moral and ethical values among the students and to develop their behavior.
- Assembly enhances the team spirit, self-confidence, leadership quality and strengthens personality.

The Context:

A committee has been formed to monitor the prayer so that individual attention of the students is encouraged. Both students and teachers are the important participant on the occasion of prayer. It is conducted to provide opportunities to the student to plan prayer gathering and execute the prayer. The college focuses on unity and team building quality through prayer by the students.

Evidence of success:

The morning assembly offers opportunities to the students to improve communication skills and remove the stage fear. The prayer supports the students to have calm and reflective mood. Prayer creates a sense of pride in the students.

Programs encountered and resources required:

Conducting the morning assembly on the college ground by keeping the students and staff members stand I will create health-problem like leg pain and giddiness. Adverse climate conditions also may affect the participants. Hence make the students to stand in shadow conduct the prayer for maximum ten to Fifteen minutes.

Best Practice – 2

Title of the Practice: Promoting Green & Clean Campus

Objective:

- Maintenance and supporting greenery around the campus.
- Conservation of energy by using star rated appliances and low power consuming instruments.
- Ensure campus development while prioritizing environmental concerns.
- Raise awareness about environmental issues by organizing various awareness programs.
- Encourage the use of eco-friendly products and services among students and staff.
- Emphasize cleanliness in college campus and following healthy practices.

Context:

- In light of global environmental concerns, Dr. S. Radhakrishnan College of Education is committed to promoting a green and clean campus.

The Practice:

- The college maintains green campus with regular cleaning routines.
- A Herbal Garden and annual plantation drives enhance the green cover.
- Rainwater harvesting is practiced.
- Ensure clean drinking water by modern RO Purifiers.
- Earth Day, Environment Day, Water Day etc. is are celebrated to raise awareness.
- Dustbins for disposable materials are provided for convenience.
- The college aligns with national initiatives such as the Swachh Bharat Campaign.
- Greenery is nurtured around the campus, including medicinal plants.
- Students have the option to learn gardening as part of their curriculum.
- Cleanliness drives are conducted both within and outside the campus.

- The building design maximizes natural light and airflow, reducing energy consumption.

Evidence:

- LED Bulbs is installed throughout the campus.
- 5-star Rated appliances like Refrigerator is used.
- The Herbal Garden promotes interest in alternative medicines.
- Substantial increase in green cover.
- Clear water availability for staff, students, and guests.
- Students' understanding of reuse, recycle, and reduce concepts.
- Effective utilization of rainwater.
- Waste Water Recycling tank is constructed in the campus.

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

7.3 Institutional Distinctiveness**7.3.1****Performance of the institution in one area of distinctiveness related to its vision, priority and thrust****Response:**

The vision, mission and objectives of Dr. S. Radhakrishnan College of Education clearly point towards a value education based on the curriculum prescribed by Binod Bihari Mahto Koyalanchal University.

- All staff and students are expected to be honest, loyal, punctual and committed to the vision and mission of the college.
- The focus is on skill development, and career-oriented programs through value-added courses.
- The college provides every opportunity to all its students to get the best exposure not only in the field of teacher education but also in other fields like Sports, Cultural activities, taking them to educational tours etc.
- Academic Excellence
- Prayer Assembly has been organized regularly in our college since 2012 by the students which generates a positive vibe amongst staff & students.
- Green and naturally beautiful environment which helps to provide the best educational environment.

- Noise and pollution-free environment.
- Respect for Sarva Dharma and Inter-Religious harmony and common celebration of the cultural practices of our country are instilled in the minds of the students through the Morning Prayer Assembly. Jharkhand Foundation Day, Celebration of Constitution Day etc.
- It is Recognized and approved by NCTE Bhubaneswar
- It is affiliated with BBMKU Dhanbad
- CCTV starting from the entrance gate of the campus
- CCTV in the entire Classroom
- The college is fully Wi-Fi enabled which is free of cost.
- Academic Calendar, Paramount Infrastructure
- Well-equipped library computer lab language lab science laboratory and psychology lab
- IQAC Eco-Friendly Committee

The College has provided tremendous thrust and priority to its program of diversity inclusion and integration in areas distinctive to the vision of the college is to educate enable and empower young women the college emphasizes the need to mainstream the marginalized and weaker sections of students to ensure justice and Equity in society the mission is to steer the education it offers not only towards the programmatic goal of employability but also to build a life of the mind and sensitize and orient Its Students to the service of the community in the quest for a better life for society and the world that we inhabit.

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

5. CONCLUSION

Additional Information :

Under the stewardship of the esteemed Bokaro Educational Trust, our institution is committed to providing exceptional educational experiences. Dr. S Radhakrishnan College of Education has established a reputation for academic excellence and holistic student development within the educational landscape of Jharkhand. Our overarching goal is to contribute to the betterment of society by delivering high-quality education that empowers individuals and fosters positive social change

Concluding Remarks :

Our institution remains steadfast in its pursuit of excellence in teacher education, despite the evolving landscape marked by commercialization, privatization, and the proliferation of B.Ed. programs. The transition to a two-year B.Ed. curriculum has significantly enhanced teacher training, albeit introducing challenges related to admissions, retention, resource allocation, and infrastructure development. We are committed to addressing these challenges proactively, leveraging our institutional strengths to achieve new heights in teacher education. Furthermore, we foster a collaborative learning environment, expose students to best practices from both national and international contexts, and cultivate a culture of innovation and creativity while adhering to our core values.