



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SCHOLAR B.ED. COLLEGE

VILLAGE- BANHATTI, POST.- MOTILEDADA, BLOCK- BENGABAD, DIST.-
GIRIDIH, JHARKHAND

815302

www.scholarbedcollege.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

"Scholar B.Ed. College" is a unit of "SCHOLAR" a trust registered under Indian Trust Act, 1882. It is the outcome of sincere efforts made by Trustees under the charismatic leadership of Pramod Kumar, Joraver Singh Saluja and Biva Sonthalia. Quality education is the sole inspiration behind the foundation of the College. The college provides a 2 year Degree in Bachelor in Education (B.Ed.) and 2 year Diploma in Education (D.El.Ed.). The institution has been recognized by the NCTE and affiliated to Vinoba Bhave University Hazaribag and Jharkhand Academic Council.

The College is located in green field of Giridih and prominently situated about 1 kms from Giridih College, Giridih. The College has all the required teaching staff, library, laboratory etc. The College library has a collection of more than 6738 Nos. of Books and requisite no of Journals, Magazines, Encyclopedias and Reference Books. The College run on its own land and building available under the possession of the College.

OBJECTIVE OF THE INSTITUTION

To prepare trainees for teaching at secondary and higher secondary schools. To contribute in improving the quality of class room teaching by introducing scientific methods of training. To improve the educational and professional competency of trainees by structured learning process and practice teaching.

Vision

Our vision is to embrace the best talent across the world and deploy their talent to develop the potential of our students to get the best outcomes , hence moving a step further to becoming the world class institute for training teachers. Core values of our institute like developing human excellence , social welfare , leadership and strong conviction help us to mark our institute on a global map.

Mission

- To provide experience-based learning for multifaceted development.
- To set standards for professional preparation of educational leaders.
- To foster innovative and responsible integration of technology in education.
- To instil the sense of enquiry through research.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Dedicated Principal and diligent faculty.

- Located in a tranquil and eco- friendly environment.
- Locational advantage in attracting both urban and rural youth.
- Remarkable achievements in academics, sports, cultural, Skill in teaching competitions at Zonal and Inter- Zonal level.
- Well-equipped library with sufficient number of text books, general books, reference books, Journals, INFLIBNET, photostat and printing facilities.
- Adequate infrastructure for existing strength.
- 7 days pre- internship workshop where peer teaching, micro, macro, sessional works are conducted under the guidance of the teacher is the regular activity of the college.
- Well qualified staff (as per NCTE norms).
- All the Faculty members are well versed in use of computers/laptops and multimedia.
- Encouragement to faculty members to participate in seminars, workshops, refresher and orientation courses by providing duty leave for professional growth.
- Annual structured feedback is obtained from stakeholders about the institution.
- Good inter-personal relations among staff members as well as in hierarchy with the management and the authorities.
- The College has Anti-ragging cell, Grievance cell and committee against sexual harassment etc.
- Various activities are organized by clubs and societies which facilitate all round development of the students.
- Student support services, such as post matric, SC/ST, OBC and minority communities' scholarships provided by Jharkhand government and Book Bank facility is also provided.
- Emphasis on Value education System through morning assembly, clubs & societies and curricular activities and celebration of important national and international days.
- 7-Days regular NSS camp is annual feature of the college.
- Wi-fi Campus.
- Clean water facility with RO System.
- Solar Panel and waste management System implemented in college campus.

Institutional Weakness

- The College has no role in planning and development of Curriculum and syllabus of the B.Ed. course because the same is designed and developed by the University of Vinoba Bhave.
- That lack of representation of college in the decision-making bodies of the university has great impact on various factors of college.
- There is no promotion policy in college because it is not permitted by the Government and University, every time the college has to start a fresh recruitment process, if a faculty member is to be promoted.
- Lack of government grants.
- Need to strengthen more placement activities and drives in the institution.

Institutional Opportunity

- To add new courses, market-oriented courses like IELTS, life skill development programmes.
- Developing more linkages with reputed public schools.
- Developing collaborations with Institution and universities.
- To strengthen the placement cell.

Institutional Challenge

- Unemployment/under-employment among trained graduates.
- Motivating faculty for research by getting research grants from various funding agencies.
- Linkages with Government organisations and various institutions at National and International levels.
- SBC caters to a large number of students who hail from the marginalized sections of society, many of whom are first generation learners. The challenge of meeting their day-to-day educational and personal needs is an urgent and immediate need.
- The initiation of any new academic programme requires a long and complicated procedure for getting permissions from multiple authorities which often delays the process.
- The commercialization of education and change in the societal values present a challenge to the service motto of the College.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institution is affiliated to Vinoba Bhave University, Hazaribag and the curriculum prescribed by it is strictly adhered to. The college adopts strategic plans for effective implementation of the curriculum. For executing academic activities, Academic Calendar is planned before commencement of each academic session. Efforts are made by the faculty members in designing and developing curriculum to local context through the preparation of college calendar, semester plan, curricular activities, action plan etc. keeping in focus of programme learning outcomes and course learning outcomes. Every year the programme commences with Student orientation programme and teacher's orientation. The curriculum is transacted to develop qualities, competencies, skills etc. to transform student teachers to academically excellent and professionally competent teachers for the 21st century and to perform their role effectively. Curriculum of the institution provides ample opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas through multifaceted activities and supplementary enrichment programmes to make them ready for the professional field.

The Institution has taken initiative to start a Value-Added Course on Teaching Aids which helped the student teachers in providing hands on experience to prepare improvised teaching aids and proper use of teaching aids in teaching learning process that are useful for effective internship programme.

The college is sensitive to cross cutting social issues and makes every effort to sensitize the students by periodically organizing seminars/ extension lectures on Gender Equality, Environment and Sustainability, Human Values and Professional Ethics. There are specific committees and clubs that make a collective effort to raise the level of awareness amongst the students.

Field trips and academic visits are arranged to add an experiential quotient to the understanding of the students. group discussions, surveys, cooperative learning and excursions provide hands-on experience.

Structured feedback on curriculum is sought from different stakeholders and new strategies and programmes are devised to address the issues.

Teaching-learning and Evaluation

Teaching and learning experiences are provided to affect a metamorphosis in the students. The college puts in real effort to kindle the fire of virtue and wisdom in the students. The college admits students in compliance with norms and Reservation Policy of Vinoba Bhave University, Hazaribag and State Government. The entry level performance of student teachers is assessed through various levels such as self-introduction, talent hunt programme etc. Student diversities are identified and are addressed through a variety of mechanisms like peer tutoring, remedial classes, micro teaching classes, field visits, providing learning materials etc. The college conducts remedial teaching and special attention is paid to slow learners. For intellectual development, students are given projects, sessional works and assignments. Experiential learning like field visits, group projects, working models, participative learning techniques like group discussion, exhibitions, etc. and are adopted to ensure optimum learning outcomes. Teachers adopt multiple mode of teaching to make the teaching learning process an effective one. Student teachers get exposure to know the recent developments in educational field through the classes of experts, discussions, seminars etc. Institution enriches the creative, intellectual and skills domains of student teachers through both co-curricular and extra-curricular activities. Career Counselling Cell and Mentor-Mentee groups deal with academic and stress related issues. The students are evaluated and assessed on the basis of their performance in house examination, attendance, projects and presentations to ensure transparency through Examination Committee. The institution adheres to the academic calendar for the conduct of CIE. Students are sent to schools after meticulous planning and teachers keep 24x7 contact to offer assistance in any difficult situation they face in practice teaching and internship. The teachers always try to put-forth efforts to keep themselves updated progressively through various refresher, orientation and workshops. Learning outcomes academic and co-curricular fields through all programmes offered in the college are stated in college prospectus and on website. Student teachers can make use of grievance cell through which they can address the problems faced them. The initially identified learning needs are catered to perform through a number of methods. Our students have also earned top university positions. Some of our alumni are pursuing higher education and others are engaged in government and private sectors.

Infrastructure and Learning Resources

The institution has smart upgraded classrooms to facilitate teaching through modern tools and techniques ranging from Wi-Fi enabled Class rooms. The unique features include method labs, digitalised library, computer lab, ICT lab, psychology lab, Science lab, Yoga room, Art & Craft room, language lab, sports room, Green Room, seminar hall, multipurpose hall (with seating capacity of over 250 persons). New ramp add to the distinctive features and makes it a differently abled friendly campus. The library is an empowering unit with a Resource Centre for meeting the various needs of scholars. The college library is digitalised with INFLIBNET. Both modern digital collections and traditional print media. College is endowed with ample facilities for physical development like Basket Ball Court, Volley Ball, Badminton and adequate parking facility (for both students and faculty). Smoke and plastic free green zone, waste disbursal system and other green initiatives. The institution has a High-Power Generator to ensure 24x7 electric-supply, Multipurpose Laser printer, scanner and photocopier. The institution is characterised by efficient administrative system with digitalised office, Principal office. The institution plans and arranges various maintenance, modification, upgradation, and installations to the existing infrastructure facility according to the need of the hour on regular basis. The teaching learning resources are used to its fullest potential for the benefit of students.

Student Support and Progression

The college has established system of providing scholarship from in-house funding in the form of fee concession to different students under various categories which proves highly successful in getting university

positions. The college organizes various activities for enhancing the soft skills, language and communication, life skills, and ICT/computing skills of the students. It also conducts seminars for the betterment of career advancement of the students. Different cells focus on the advancement of students to counsel the variety of ideas in creating multiple learning resources in the fields of life skills. The college has established Grievance Redressal and Prevention of Sexual Harassment Cell for handling various grievances and for the protection of students and staff. Zero tolerance policy regarding sexual harassment and ragging cases has been adopted by college and the Cell maintains the same. Student representatives are included in various committees of the college so as to provide them opportunity to be a part of organizing various events. Our alumni members are working in different positions like: Teacher, Headmaster, Co-ordinator etc. Students of the institution have won various prizes in Zonal Youth Festivals & Inter Zonal Youth Festivals being organized by Vinoba Bhave University, Hazaribag. The students of the college also appear in various entrance exams at state and national level. The alumni of the college are pursuing higher education after completing their course from the institution. Presently, the College has an active Alumni Association which conducts various activities for Alumni to keep them updated to the latest developments.

Governance, Leadership and Management

A clear idea about the nature and execution of managerial roles is depicted in this criterion. "**SCHOLAR**" **Trust** is known for its social commitment and the educational institutions run by the management always work for the development of the poor and for bringing the marginalized communities to the mainstream. The management has a clear vision about the college and ensures the smooth functioning of the college. As the vision and mission state democratic form of leadership is executed giving priority to all stakeholders. Participatory mode of management exists wherein all faculty members and administrative staff members function in various capacities. A remarkable feature of the institution is the existence of high degree of transparency in financial administrative set up. It is clearly monitored and checked at various levels through audits conducted by Government/chartered accountant and management level. Another remarkable feature of the institution is in its development of strategic plan and deployment. The institutional plan for progress is formulated considering various needs like academic excellence, proving quality standards, strengthening physical and IT infrastructure, day to day administration, co-scholastic and curricular requirements.

It is properly executed through wide discussion in various committees. Another feature highlighted in the criteria is about the qualitative strength of faculty members who are appointed purely on merit considering their academic achievements. The procedure for appointment is transparent and clearly stated. The day-to-day administration and working are carried out through committees, clubs and associations. The criteria give the glance on measures adopted for the continuous professional development of teachers and the programme undertaken by the faculty members in last 5 years such as seminar/workshop/training programme for administrative staff

capacity building programme, life skill development programme. Details regarding document are mentioned in this criterion. The constitution and working IQAC of the college are clearly visible in the minutes and action taken report.

Institutional Values and Best Practices

Scholar B.Ed. College aims to a holistic development of the learners. The College has a stated Energy Policy which focuses on the moderate and judicious use of energy and attempt to use energy without sacrificing the

essential requirements of the stakeholders. Waste management process starts with segregation of waste in buckets and pits, recycling through Vermi-compost, Rainwater usage, Economical usage through water reservoirs and tanks. Institution has water purifiers for providing clean water. There are separate washrooms for girls and boys. Institution maintains a green atmosphere and cherishes the slogan Green Campus Clean Campus. Institution is committed to encourage green practices. The college is eco-friendly, smoke free and plastic free zone. Dynamic and creative programs and awareness programme like World Environment Day Celebration, Women Empowerment awareness programme, adult literacy, tree plantation etc. Institution leveraging local environment, location knowledge and resources. The code of conduct for Management, faculty and students displays on college website.

Research and Outreach Activities

The institution encourages its staff to engage in research activities and resource sharing through: The College has a Research Committee with 2 doctorates and 4 faculty members pursuing Ph.D. The college organizes seminars, workshops, Faculty development programmes etc. at various national and international levels or professional development. College library enriched with journals like University news, Indian education review, journal of education and many more. Library has INFLIBNET software for up gradation of faculty and students. College permit faculty members to attend seminars, workshops, faculty development programme on rotational basis. Our college also provide time table adjustment as per their participation in seminars, workshops, faculty development programmes. College also provides time table adjustment if any teacher wants to attend pre-Ph.D. course-work. College permit all of the above facilities to teachers by considering college functioning will not suffer.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SCHOLAR B.ED. COLLEGE
Address	Village- Banhatti, Post.- Motileda, Block- Bengabad, Dist.- Giridih,Jharkhand
City	GIRIDIH
State	Jharkhand
Pin	815302
Website	www.scholarbedcollege.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Shalini Khowala	06532-229692	9431145000	-	scholar.bed@gmail.com
IQAC / CIQA coordinator	Hardeep Kaur	06532-	9955984117	-	hardeepkaurmarch@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Jharkhand	Vinoba Bhave University	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	22-05-2015	120	Permanent Recognition

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	Village- Banhatti, Post.- Motileda, Block- Bengabad, Dist.- Giridih,Jharkhand	Rural	2	4182

2.2 ACADEMIC INFORMATION

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

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				1				15			
Recruited	0	0	0	0	0	1	0	1	8	4	0	12
Yet to Recruit	0				0				3			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	6	1	0	7
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	1	0	1	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	7	4	0	11
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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	49	0	0	0	49
	Female	51	0	0	0	51
	Others	0	0	0	0	0
Diploma	Male	24	0	0	0	24
	Female	26	0	0	0	26
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	4	1	3	7
	Female	6	2	7	2
	Others	0	0	0	0
ST	Male	3	12	10	8
	Female	7	15	17	13
	Others	0	0	0	0
OBC	Male	27	37	21	9
	Female	19	15	16	6
	Others	0	0	0	0
General	Male	12	10	16	27
	Female	22	8	10	28
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		100	100	100	100

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Multidisciplinary concept does exist in B.Ed. curriculum. The syllabus at present includes unique educational approach which allows the students to learn & explore distinct subjects or curriculum from various disciplines. Teacher Education is not limited to a particular discipline but rather is a blend of multiple knowledge content. Integrating a multidisciplinary approach in teacher education is a must so that the prospective teachers get a more holistic understanding of the world. Rather than looking at individual subject and their subject content in isolation, a multidisciplinary approach would integrate different realms of knowledge and make teaching learning more wholesome. At present our</p>
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	<p>institution uses a multidisciplinary approach while transacting both the practical and theoretical aspects of curriculum.</p>
2. Academic bank of credits (ABC):	<p>Keeping in view the objectives of NEP 2020, our institution roots for implementation of academic bank of credit in B.Ed. curriculum and believes that it will help: to promote student centric education; learners' friendly teaching approach; develop interdisciplinary approach; provide opportunities to choose courses of one's own interest and learn at own pace.</p>
3. Skill development:	<p>The NEP-2020, with its focus on skill development, will hold the key to restructuring the educational ecosystem so as to improve the employability of future generation. NEP-2020 will encourage on skill development and boost employability. Skill development is a significant driver to address poverty reduction by improving employability and inclusive growth. It facilitates a cycle of high productivity, increased employment opportunities, income growth, and overall development. The Government has laid the foundations for a sustainable skill development ecosystem; however, it is now time to further build and bank upon it by leveraging the NEP to reap the benefits of our unique demographic dividend.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>We are blessed to be born in India as we have been bestowed with the treasure of knowledge. In order to incorporate Indian knowledge system among our trainees we organize field visits to places of historical, ecological, cultural, commercial importance. The professional competencies of the trainee teachers are enhanced through theoretical and practical knowledge of art, music and drama existing as apart of core curriculum. The existence of co-curricular activities in the B.Ed. programme offers endless opportunities to the trainee teachers to showcase their differential aptitudes. The community-based activities and awareness programs give an array of exclusiveness to the traditions and values inherent in our cultural system.</p>
5. Focus on Outcome based education (OBE):	<p>In align with NEP 2020; the B.Ed. syllabus in our college at present emphasizes the explicit declaration of learning outcomes. The trainee teachers at the entry level are apprised of the tasks which they are expected to perform during and after completing the course, and to measure what standard they have</p>

	<p>achieved professional excellence. The trainees are taught how to identify requisite learning outcome for their respective content areas and how they are going to assess their respective future students on the basis of the prescribed learning outcomes.</p>
<p>6. Distance education/online education:</p>	<p>NEP 2020 recognizes the importance of leveraging the advantages of technology wherever traditional and in-person mode of education are not possible. Our institution takes initiation to work ICT based education to meet the current challenges of providing quality education. ICT is incorporated in various aspects of teaching learning (online teaching, online assessment and use of e-resources).</p>

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
198	200	198	199	194

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..

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

File Description	Document
Letter from the authority (NCTE / University / R	View Document
Institutional data in prescribed format	View Document

1.3

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

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

File Description	Document
Institutional data in prescribed format	View Document
Central / State Govt. reservation policy for adm	View Document

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
93	99	100	97	100
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
98	100	98	99	93
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	16	16	16	11

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	11

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
59.68	55.55	56.89	64.17	50.06

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

3.2

Number of Computers in the institution for academic purposes..

Response: 30

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:

Scholar B.Ed. College (College) is self-financed, non-aided, teaching unit affiliated to “Vinoba Bhave University” (“University”), Hazaribagh (Jharkhand). The University provides us the Syllabus which is realistic, keeping in view the local conditions, student diversities and school requirements, with clearly laid down regulations. The mechanism for their implementation is well defined.

We understand that curriculum is the epicenter of any educational institution around which the entire things revolves. All faculty members of the college actively participate in curriculum restructuring where subject wise courses are discussed with them.

We believes that all round development of students is our prime responsibility. Our Curriculum provides enough space for development of Physical, Intellectual, practical, aesthetic and moral dimension of the students.

To achieve the “graduate attributes” we periodically organize meetings/workshops etc. with various stakeholders and review the results before implementation, focusing on institutional goals and infusing the value system amongst students to enable them to be competitive in national/global environment.

Our Curriculum has ample space for debates, talks on educational issues, music, dance etc. to enable students for their all-round development.

The Institution has established a Curriculum Committee in collaboration with Staff & Student council with core focus on: -

- 1.Syllabus implementation in merit
- 2.ICT Enableness
- 3.Ethical Education
- 4.Physical Education
- 5.Social/Political/Cultural awareness
- 6.Value addition courses
- 7.Social Responsibilities
- 8.Others (need based and mid-term improvements)

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
Any other relevant information	View Document
Paste link for additional information	View Document

1.1.2

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

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

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

Response: A. Any 5 or more of the above

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

1.1.3

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

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

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document
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: 95.24

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

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

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

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

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

1.2.2

Average Number of Value-added courses offered during the last five years

Response: 2

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

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

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

1.2.3

Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 49.85

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

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

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

1.2.4

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

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

Response: A. All of the above

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

1.2.5

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

Response: 0

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

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

File Description

Document

Data as per Data Template

[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

The curriculum is transacted to develop knowledge, qualities, competencies, skills and values to transform prospective teachers to academically excellent and professionally competent teachers appropriate for the 21st century.

1. Fundamental or coherent understanding of the field of teacher education

Individual assignments, library work, seminar presentations, quizzes, debates, discussions, brain storming, diary maintenance etc. help them to develop Meta-cognitive skills.

Theoretical and practical aspects in the curriculum help student teachers to develop understanding of the various psychological, sociological, and philosophical principles as well as practices.

The institution provides learning experiences to address the challenging career of a teacher as a Nation builder, agent of social change, and international perspectives of education through orientation programmes and workshops in their pre internship programmes, group discussion, debates, practicum, assignments, seminars, mock interviews, role play, NSS camps etc.

2. Development of Competencies and Procedural knowledge

Micro teaching workshops and simulated teaching, Link Classes, Demonstration Classes, Lessons based on Models of Teaching, Sessional Work during internship workshops provide skills, Macro teaching workshops to understand the methodology, strategies, knowledge of procedures and importance of lesson planning.

Competencies to transact school curriculum that are specific to optional teaching subjects. Core paper provides technological basis of education. (Blog creation, E content, online learning, quizzes, assignments, ICT integrated lesson templates etc. are provided). Subject curriculum provides sufficient theoretical and practical experiences in pedagogic content knowledge. Participation in various college level, zonal and Inter-Zonal Skill-in Teaching and teaching aid preparation competitions.

The college has 13 pedagogical subjects (English, Hindi, Urdu, Sanskrit, Social Science, History, Civics, Geography, Economics, Commerce, Mathematics, Biological Science, Physical Science) and teacher in charges organizes programmes and competitions to develop competencies of different pedagogical aspects.

Internship (16 weeks) helped the student teachers to improve and apply competency and skills in chosen specialization which they have already practiced in theoretical and practical classes.

Problem based practicum helped to develop critical thinking and problem - solving ability.

Invited talks/ lectures of experts on different themes, training on the preparation of learning aids by experts in the field contribute much to the methodology of teaching. The curriculum provides understanding on Objective based evaluation, preparation of Test based lessons, preparation of different tools of evaluation and school /community-based project to successfully complete their internship and in future service as a teacher.

3. Values, Attitudes, Skills

The institution provides the following activities and programmes to develop Emotional intelligence, Communication Skills and to inculcate Values and Attitudes:

1. Emotional intelligence:

- Knowledge on EQ, Competency building, and Self-Awareness Activities are provided in the core paper classes.
- Workshops on life skills, soft skills and Stress Management are provided.
- Reading and reflection of texts are provided in all Core classes.

2. Negotiation and Communication skills:

- Provided collaborative environment to communicate freely in all core paper, pedagogy subjects and optional classrooms.
- Activities through clubs, committees and college union provide student teachers to engage in teamwork and environment for Negotiation to settle their differences.
- Reading and reflecting from the texts, Peer review of classes during internship, debates and brainstorming, Problem based practicum, Project etc. provided through curriculum helps to develop critical thinking ability of student teachers.

3. Values, attitude and Collaboration with others

- The college provides opportunities for social visits of different institutions, conscientisation programmes, remedial programme for school students, participating in inter-college competitions, organising inter- school programmes, social networking.
- The core paper Gender, School and Society provides understanding of gender perspectives in education, socio-cultural perspectives of gender bias in India, legal provisions to empower women and girl children etc. The college organises programmes on women empowerment, ways to eliminate gender bias, human rights with respect to family, society, work culture etc with special emphasis on women's issues.
- The propagation of an environment friendly culture through activities like campus cleaning, plastic free- eco-friendly campus life, planting and protection of trees, related programmes, development of medicinal plant garden etc. Relevant competitions and campaigns are organized to inculcate naturalistic intelligence among student teachers.
- The college provide opportunities to the students by organising Yoga camps and celebrating International Yoga Day every year and also demonstrations on Yoga done by various experts and Talks by Art of Living faculty on Self-awareness and self-management activities through practice.
- Observation of International days such as environment day, water day, earth day, women's day, literacy day, Human Rights Day, AIDS day, friendship day, Mother's Day etc. to inculcate Global Perspectives and Integration.
- Observation of National days for promoting National Integration: - To inculcate Patriotism and national values important days like Independence Day, Republic Day, Gandhi Jayanthi, Teachers Day, National Science Day etc are celebrated.
- To develop values among students Hawan, morning assembly and celebration of important days are the integral part of the curriculum. College also encourages the students to participate in Zonal and Inter- zonal youth festivals.
- Theoretical knowledge and Programmes to promote attitude against Terrorism as a part of Peace Education and concept of anti-corruption for developing the right economic value are provided in the core paper classes.
- Celebration of religious and cultural fests:- Basant, Deepawali, Christmas, etc are celebrated to promote cultural and social values.
- Community Extension: - Teacher trainees take classes on cleanliness, health and hygiene, nutrition, alcoholism, drug abuse, population explosion, corruption, terrorism and environmental issues to the school students during their internship.
- To develop collaboration among students, donation drives, visit to old age homes, awareness rallies through NSS and Talent Hunt programmes are organised every year.

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
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:

Looking at the recent reform in teacher education – the political recognition of Universalization of Elementary Education (UEE) as a legitimate demand and the state commitment towards UEE in the form of the Right of Children to Free and Compulsory Education Act, 2009 it becomes necessary to familiarise students with various school system exists nationally and globally.

Development of school system

SBC addresses diversities in school in all its entirety by taking/sending students to different schools governed by different boards viz. JAC, CBSE, ICSE etc. to attend programs held and organized by them and keenly observe the school settings, the group dynamics, diverse groups, different ethnicities and diverse mindsets, post which, they are expected to replicate the same in organizing our internal competitions, programs, stage-shows where they collaborate with the diversities showcasing a true team spirit with their peers in an international and comparative perspective.

Functioning of various boards of school education

SBC provides end to end knowledge about varied education boards viz. JAC, CBSE, ICSE etc. popular/available in our area which despite being diverse are equally qualitative and competitive in providing an all-encompassing education. The introduction and functioning of all boards that are in the Indian education are provided in the curriculum also.

Assessment systems

Assessment is a crucial process of systematically gathering information as part of an evaluation. The student teachers are made aware of the different types of assessments followed by different schools to assess students' capabilities and work upon their areas of improvement.

International and Comparative Perspective.

Lack of resources do not permit or physical movement to international institution but the students are

given overview of working through material available on digital platform and they learn a lot by their visits to different school system which exists in India. Working with diverse groups and their multi-culture plays an eminent role for our teacher students to get the international perspective. Also, the education system in India is divided into pre-primary level, primary level, elementary education, secondary education, undergraduate level and postgraduate level. The international schools also have similar setups and standards of schooling around the globe, thereby, providing for an easy transition between different schools.

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

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:

Scholar promotes an amalgamation of theoretical knowledge with the right blend of research-based activities. Our students at scholar B.Ed. College are presented with ample amount of opportunities to combine the theories and the concepts to the practical functionality of various professions, thereby, deriving professionally relevant understandings resulting to a wide gain and a rich experience of professional acumen through our Teacher Education Program. It enables our students to build approaches that help students learn pathways to become expert learners whose conceptual frameworks are deeply interconnected, transferable. The teachers help the students to assess and clarify prior knowledge, facilitate social environment through active learning activities that interconnect ideas and varied approaches to knowledge and invite students to reflect, co-construct the course road maps. The teachers demonstrate by role-playing to students on how they brainstorm and think through different issues or problems that they face on a regular basis, which further value add to our student's professional acumen. We also provide training on resume writing, interview etiquette and other workforce skills, provide career guidance counselling, project-based learning where the students develop their skills to work independently or collaboratively. Further to this, we also give them opportunities to collaborate with local experts, businesses, community centres and other organization to give them an opportunity to apply the knowledge gained through education, thereby, not just limited ourselves to imparting knowledge but also equipping the prospective teachers with professional acumen.

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

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

1.4.2

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

Response: B. Feedback collected, analysed and action has been taken

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: 100

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

2.1.2

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

Response: 98

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	45	50	50	50

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

2.1.3

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

Response: 2.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	5	0	0

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

2.2 Honoring Student Diversity

2.2.1

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

Response:

At the entry level assessment, college prepares itself for freshers. The college facilitates the students with best possible chances of success in attaining the academic goals of institution. Assessment results are

used in the placement. The college has a comprehensive admission process catering to the needs of students belonging to various categories. Students are counselled at the time of admission and are guided to choose the particular subject combination by assessing their needs. Scholarships, financial aid, book bank facility also available in college. Each teacher in college is having 10-12 students under tutorials where they guide the pupil teachers individually as per their learning needs and has a WhatsApp group for content sharing and personal guidance.

The institution assesses the learning levels of the students, after admission through Orientation Program organized for the freshers to acquaint them with the B.Ed. curriculum, college infrastructural and library facilities. The students are familiarized with the faculty, syllabi, course plan, academic calendar, examination system and internal assessment criteria. To overcome the language barriers the college provides them the opportunity to choose any medium (English, Hindi). The students also visit language lab and use the equipment's to have better understanding about concepts of language. After identifying their learning needs, the students excelling in various fields of creativity are encouraged to represent the college at different levels and to participate in Talent Hunt and Youth festivals for their readiness towards B.Ed. program.

The college provides academic support to the students by providing various facilities like reference books, journals in library. The college also has well equipped Educational Technology lab where get to interact through various electronic gadgets like OHP, LCD Projector, Interactive board, CDs, have internet access in ICT and ET lab where they can prepare their lessons, CVs and topics related to syllabus. Special facilities are provided to physically challenged students like separate class rooms on the ground floor, ramps etc.

Recognizing the need of the hour and requirement of skill development, different courses have been introduced for their academic support. Periodic oral and written tests for pupil teachers are conducted to enable them to perform better in examinations. Peer learning is encouraged where the students discuss the topics with slow learners, real life examples are used, extensive use of audio-visual aids are used for better comprehension while teaching. Guest lectures, House meetings, Remedial teaching and Tutorials are arranged from time to time. Guidance and placement Cell provide opportunities through special career talks and placement opportunities. College creates educational WhatsApp group in every session and send many messages regarding employment and competitive exams.

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: As an institutionalized activity in accordance with learner needs

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: 16.5

2.2.4.1 Number of mentors in the Institution

Response: 12	
File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

2.3 Teaching- Learning Process

2.3.1

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

Response:

The main objective of our teaching is all round development of the trainee teachers that includes physical, mental and moral development.

Participative learning mode (form of a reflective teaching), is used by teacher educators to instil confidence and positivity and to ensure physical and mental development of the trainee teachers. It also evokes interests, develops mental ability and encourages trainee-teachers to participate actively in the teaching learning process and learn simultaneously. We motivate our trainee-teachers by various participative methods such as initiating group work through cultural programme, be responsible for community work, organising debates, discussion and seminars, participation in physical development activities, and teamwork during field/ school visits and educational tours. Our educators provide opportunities for self-assessment and peer- assessment which improves the structured learning process.

Problem solving methodologies are used while taking classes and it helps in developing good study habits, analytical, critical and generalization abilities, and in transfer of knowledge. The trainees learn to identify and define the problem. The educators use a variety of examples to make the trainees understand the problem in respective courses. During internship the trainee teachers single handily undertakes several initiatives to ensure better coordination between the school and their institution. Problem solving methods learn how to act in new situations and solve future classroom problems.

Experiential learning which focuses on the learning process of the individual, is one of the other teaching methods used by our college faculty. Some examples of experiential learning which is organised in our college are educational tours and field visit (to ecological, historical and economic places). One of the most important part of experiential learning opportunities is an internship session of four months where trainees experience a real life classroom. Our trainee teachers gain a lot of teaching experience when they go for community service such as Road safety programme, Blood donation camp, and various awareness programmes. Through these programmes trainee teachers gain a better understanding of course material; develop insight into their own skills, interests, passions, and values; receive opportunities to collaborate with diverse organizations; develop positive professional practices and skill

sets as well as self-confidence and leadership skills.

Focused group discussions are also used by teacher educators to enhance student learning on various topics related to B.Ed. course. Teacher educators ask various questions about the issue which leads to discussion on possible answers, free thinking and generation of ideas among trainee teachers.

Our teacher educators support a blended form of learning. The trainee teachers are often encouraged to maximise use of ICT in teaching learning process, through commonly available technologies such as Google class room, Google meet, you tube, power point or interactive websites for enhancing their learning.

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

2.3.2

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

Response: 56.34

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

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

File Description	Document
Data as per Data Template	View Document
Any other relevant information	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: 50.51

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

Response: 100

File Description	Document
Programme wise list of students using ICT support	View Document
Landing page of the Gateway to the LMS used	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any 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: B. Any 3 of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of resources used	View Document

2.3.5

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

Response:

Teacher Trainees of our college are divided into groups under mentors, mentors assigned in the beginning of the course continue to be the mentor till completion. Mentors encourage and nurture mentees under their guidance (to enjoy learning, taking time to listen to what trainees have to say, and imparting a sense of belongingness in the classroom) which helps them to be successful and develop team spirit. Community outreach initiatives also help in understanding the importance of teamwork.

Mentors are allotted with students from first and second year each as mentees and first semester students are enquired about their personal details as they come from varied socio-economic, religious and language backgrounds. Staff of our college also represent the diverse environment which often helps in handling diversity and teaching them to work in teams.

Mentors update the Teachers' Council in case of a problem related to a student regarding the attendance, performance in the internal assessment, and University examinations. The mentor meets all the mentees under his/her mentorship at least once a month or as and when needed. Records of all such interactions are kept confidential. Counselling is organised by the guidance and counselling cell through a pool of academicians, alumni and inhouse faculty who are willing to provide career and personal counselling and teach teamwork.

Diversity is nurtured through active learning, Group learning, Group discussions, individualised feedback, and independent learning. Consistent communication, practice of cultural and religious sensitivity, freedom and flexibility in the teaching learning environment, acknowledgement of individual differences, bilingual interactions in the classroom, rich teaching learning materials in Hindi and English, provide ample space for respecting student diversity.

The code of conduct guidelines provided by the college help in ensuring the correct way of actions and behaviour in the college. All students and teachers are encouraged to treat their colleagues and authorities with courtesy at all times irrespective of their professional status.

Stress Management- For meeting diversified learner needs we have a recreation room, gymnasium and a beautiful garden and an open terrace area which reduce feelings of stress and frustration.

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.

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
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Link for additional information	View Document

2.3.7

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

Response:

Wall Magazine:

A wall magazine gives a platform in an educational institute where trainees can express their creative, literary and artistic sides through articles, poems, drawings which form a collage representing a common theme. The college organises a wall magazine annually where trainees of all methods contribute their ideas. Creativity and innovativeness are given a platform as trainees often present known content with a creative twist of their own. Innovativeness in every aspect of the magazine from its external appearance, decoration and presentation of content are undertaken by trainees. The trainees come up with relevant themes and this is done by group discussion with convenors of the Magazine Committee.

Intellectual and thinking skills are nurtured and nourished when the trainees brainstorm to develop a framework of the magazine. The wall magazine is a collaborative group work and teachers always encourage participation of maximum trainees. In this collaborative process the trainees get acquainted with each other and develop a sense of belonging to peers. The bond gets stronger with the successful completion of their endeavour. This platform acts as a medium of interaction between students, teachers

and staff by showcasing their ideas and making it widely known. It also acts as a source of encouragement for learners who see their works published for the very first time.

Cultural Initiatives

Cultural activities increase opportunities for social interaction and help in building new relationships. These activities are generally group-oriented which have students from different niches and gives them a chance to know more about people of different passions and cultures. Interaction among trainees helps in development of interpersonal skills of students. The trainees often learn on how to work for a common goal and this ultimately develops a sense of responsibility in them. It increases the level of confidence and also teaches them how to co-operate and work with people in different conditions. They learn to face the challenges that will come in their professional life. Sustained involvement in more than one activity reflects the talent and potential of the trainee teachers. The trainee teachers along with B.Ed. training learn prioritization and time management skills. These academically and co-curricularly talented trainee teachers have a well-groomed personality, which helps them to face the world in a better way. The value and enjoyment resulting from cultural activities, also gives our trainee teachers a chance to develop important life skills such as creativity, confidence, self-discipline, effective communication and the ability to work in teams.

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

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document

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: A. All of the above

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

2.4.5

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

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

Response: A. All of the above

File Description	Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document

2.4.6

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

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

Response: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

1. Selection/identification of schools for internship: participative/on request: Our college has ten designated schools where we send our trainee teachers for completion of Internship. Every year schools are assigned keeping in mind the place of residence of trainees. Trainees are given the option to either accept or raise objections in adverse cases. In case any trainee is unwilling to accept assigned schools, counselling is done by Teacher's Council. Trainees are motivated to accept the allotted school. Change in allotment of schools is only made in special conditions. Most of the schools allotted for practice teaching are within one kilometre radius from the college. The list of designated schools is reflected in College Website.

2. Orientation to school /headmaster/principal/teachers: Before school internship begins, an Introductory Meeting is scheduled with the headmaster/headmistress and Teacher-in-Charge of designated schools. The agenda of this meeting includes discussion regarding requirements of the schools from this Internship Program. We also brief trainees about the nuances of the Internship Program and the

code of conduct to be maintained during internship. We also solicit feedback from participating schools regarding specific requisitions and suggestions for further improvement.

3. Orientation of students going for internship: An Orientation programme is conducted for the trainees before they are sent for completing their internship. The sessions focus on roles and responsibilities of trainees such as Time-Table preparation, attending PTA meetings, assessment of student learning including home assignments & tests, preparation of progress reports, organizing academic activities, co-curricular activities, and cultural events; maintaining documents, registers and records; administrative responsibilities. The trainees are given the opportunity to select a Group leader among themselves who will be acting as a chord between the practice teaching school and the College during the Internship. Group leader assigned to the respective school is responsible to take care of all the immediate needs of trainees.

4. Defining role of teachers of the institution: Faculty members are also assigned as mentors for each practice teaching school. Any problem experienced by trainees is to be immediately reported to group leader and respective school mentor. Every method teacher has responsibility to approve learning designs of trainees before its delivery.

5. Streamlining mode/s of assessment of student performance: Mentor teachers have to maintain hand written records of the classes observed during internship. These records help in further improvement. The mentors assess a minimum of five practice teaching classes of each trainee teacher. The trainees are evaluated on criteria's such as blackboard skill, questioning skill, use of teaching aids, classroom management and so on. Teacher educators make efforts to understand and solve difficulties faced by trainees during internship.

6. Exposure to a variety of school set ups: Seminars and special lectures are organised in the first semester to provide exposure to trainees regarding different school systems currently in practice in India. As a part of practicum in second semester, trainees are given opportunity to visit government and private schools where they get hands-on experience of working nature of different schools and interact with teachers and administrative staff.

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

2.4.9

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

Response: 15.5

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

Response: 6

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

2.4.10

Nature of internee engagement during internship consists of

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

Response: A. Any 8 or more of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Internship is a process of training by which interns can develop aptitude for their future job performance. It is essential to acquire proficiency by the trainee-teachers during their internship in B.Ed. College. University prepares a calendar of school internships. The first phase (2nd sem.) is pre-internship, where they carry out works like real teachers, observation of school activities and observation of peer lessons

etc. The second phase (3rd sem.) is the internship phase where they have to teach lessons in their respective pedagogic subjects.

Our institution takes the following steps for effective monitoring mechanisms during internship programme:

Our college organizes orientation–cum-consultation meetings with the school headmaster/headmistress or TIC. The Teacher Council of our college organizes a meeting with school principals and mentor teachers every year before the internship programme. In this meeting, our Teacher Council puts forth some rules regarding the participation and contribution of trainees in all the activities such as school assembly, cultural activities, PTA meetings, games, inter-house competitions, etc., and guide in the subject practice teaching by student-teachers. The headmasters/headmistresses/TICs are requested to evaluate the trainees in all the above activities.

The headmasters/headmistresses of all the schools follow the rules prescribed by the affiliating university to evaluate the trainee teachers. Teacher educators of our college visit the practice teaching schools for observing the trainee teachers during internship programmes and a minimum of five classes of each trainee is observed by them. Alternate mentor teachers other than the one assigned for a particular school also go for class observation.

In the school where the trainees go for internship, the experienced school teachers also guide them how to teach, use teaching strategies and teaching learning methods appropriately and provide feedback in the feedback form if correct strategies are not followed.

Peer monitoring is also done during the internship programme by other trainee teachers. The group leader also monitors daily attendance and code of conduct of each peer.

Our college Principal also visits the schools regularly and observes some of the demonstrations presented by trainee-teachers.

The senior teachers of our college also go to the schools separately to evaluate the performance of trainee teachers.

The basic principle which helps in conducting assessment during internship programme is based on constructive criticism. All the stakeholders of the internship programmes are provided with enough opportunities to discover and bring out the best among the trainees.

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

2.4.12

Performance of students during internship is assessed by the institution in terms of observations of

different persons such as

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

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

Response: A. All 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

2.5 Teacher Profile and Quality

2.5.1

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

Response: 94.67

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: 35.21

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

Response: 5

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: 4.92

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

Response: 59

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:

The expectations from teachers are high and rising each day. The teachers are expected to have a deep understanding of what they teach and to keep up with the rapidly expanding knowledge base. The college time to time provides the opportunities to the teachers to enhance their skills and update them professionally.

1. In house discussions on current developments and issues in education:

During pandemic the teachers experienced totally a new way of teaching that was online. For that the college gave teachers the exposure to teach online. The teachers got the training by computer instructor of the college how to take classes online and create google classroom, use of Google Meet, how to make Google forms, how to make YouTube channel etc. the college have our YouTube channel and our teachers have posted their lessons of particular subjects. After that teacher also shared the links of the YouTube channel with the students after taking online class. In a way this is very beneficial for the students. Our college organized a Faculty Development Programme and all the teachers of the college participated.

Through In-house discussions our college teacher educators learn to improve their skills and, in turn, they can boost trainee teacher's learning outcomes. In-house discussions in our college takes several forms such as formal seminars, teacher induction programs and informal discussions during leisure hours. We organise formal seminars to celebrate various occasions such as World Book Day, World Consumer Rights Day, World Environment Day and so on. In such In-house seminars teachers of our college give presentations following which there is discussion by all teachers and even trainees participate. Every year we organize teacher induction programs (focus on curriculum, communication skills, knowledge of learner's psychology) which is followed by extensive In-house discussions between experienced and new appointed faculties. We organise counselling sessions which are followed by In-house discussions regarding recent and innovative ways to enhance mental health of trainees and educators. During leisure hours our faculties often engage in informal discussions criticising and analysing recent developments in the field of education from NEP 2020 to Blended learning, on how to apply higher thinking skills for improvement of trainee teachers, how to improve trainee teacher's classroom management techniques during internship.

2. Share information with colleagues and with other institutions on policies and regulations:

.The faculty of the college values its diversity and tries its best to maximize its benefit from the rich resources at hand. Every year we try to organise small workshops, lectures or seminars from the faculty for our faculty. The logic behind these sessions is to value and recognise the inherent potentialities within the institution. Apart from this programme the different bodies of the college like the IQAC and Governing Body of the college includes noted personalities who are helpful in making us abreast with changes in policies and regulations. We have a friendly rapport with other faculty members and we always feel comfortable to use them as our support system in academic works. The working environment of the staff room is friendly and supportive and it really helps in building a conducive environment for learning and discovery. college motivate the teachers attend seminar, conference and Faculty Development Programmes organized in other institution. And our college provides proper support to the teachers participating in such programmes.

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

2.6 Evaluation Process

2.6.1

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

Response:

The basic purpose of doing the internal evaluation is to use the outcome of evaluation for improving the performance of students. For improving the performance of the students, the following steps are taken.

1. The marked answer sheets are given to the trainee teachers to give them the opportunity to look into the weaknesses of their performance.
2. When the trainee teachers have seen their performance; the teacher educators discuss each and every question-attempt made by the majority of the trainee teachers and then explain the correct way to answer those questions.
3. The trainee teachers are given one assignment in each course of the programme and the way in which they complete it helps in understanding the comprehension regarding the particular unit.
4. The college also follows criteria laid down by the University for the internal evaluation system. The college displays all the circulars regarding examinations on notice boards and WhatsApp group from time to time. The faculty informs and elaborates the syllabus, its objectives and paper patterns to trainee teachers at the beginning of each semester. The faculties provide extra guidelines and counselling to trainee teachers.
5. Special tests are taken for slow learners.
6. School Internship: During school Internship a lot of assessment is done on the basis of internal evaluation. Internal Evaluation of Intern is evaluated by the Mentor, Method teacher and Principal/ Head of the Institution to assess the progress during practice teaching sessions. Microteaching demonstration classes are also evaluated by method teachers to monitor the development of teaching skills in trainee teachers. Peers also evaluate and give verbal feedback during micro-teaching, simulated demo classes before internship and practice teaching classes.

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

2.6.2

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

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

Response: A. Any 4 or more of the above

File Description	Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Any other relevant information	View Document
Annual Institutional plan of action for internal evaluation	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

- At the beginning of the semester, faculty members inform the trainee teachers about the various components in the assessment process during the semester.
- Internal Examination in the college is conducted, as per rules and regulations of the affiliating Training University. Examination related grievance complaints are readily accepted by the college. If there is any examination related grievance, in relation to physical resources, such as improper sitting arrangement, insufficient light etc, immediate action is taken to resolve the issue.
- In case of sudden illness during the examination, first aid is given to the student, and if necessary, the services of nearby hospitals are taken.
- At the Institution level, Examination committee is appointed by Principal to look into examination related matters and solve student issues.

- Our college plans its examination schedule based on the Academic Calendar provided by the affiliating University.
- Before the examination, there are some Common grievances of trainee teachers such as late application form filing, non-receipt of admit card of examinations or wrong entries in the same. In either case, grievances are communicated to the University Examination Section and resolved at its earliest. College supports the trainee teachers to fill the Examination form, make payment and download admit cards for examinations.
- After declaration of result by the university, if any trainee teacher has an objection with the result, he/she comes to college for the same. The College addresses their issues by sending an application to university for photocopy of answer script, revaluation and recounting of marks etc. options are provided to trainee teachers to exercise. After receiving photocopies, if trainee teachers are not satisfied about their marks, he/she may apply for revaluation. The application is forwarded to university for corrective action.

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

2.6.4

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

Response:

Before the commencement of each academic year the college prepares its own Academic Calendar, which contains a detailed schedule of working days, events to be organised and dates of examination. A copy of the same is published on the college website to inform the students and other stakeholders regarding the nature of activities which are scheduled for the semester. The Teacher Council initiates this academic plan and tries to ensure that a strict adherence to the same is maintained by all the faculty members. The College Examination Committee decides on the dates within which the internal assessment is to be conducted and dates within which the marks are to be submitted to the office. These dates are to be strictly adhered to during each semester. The convener of the College Examination Committee issues notices to all teachers to submit their chosen dates for practicum examinations and written internal tests. A notice regarding the same is issued after receiving notification regarding examination from the University. Trainee teachers are informed about specific dates for submission of assignments, practicum, and so on. Before starting each internal assessment test, assignments are given to the students for each course which includes homework, problem solving, group discussion and quiz. Seminars are carried out by the students on a particular topic in a course during the respective subject hour.

Usually in the 1st semester and 3rd semester, the dates for the first evaluation for theory papers lies in the

1st week of December while for the second Sem. and 4th Sem. in the 1st week of June. For the practical papers the internal evaluation is conducted in almost all practical classes according to the nature of assignment. A sample of circular announcing dates for conduction of assignments and submission of marks is uploaded. The decision regarding dates for conduct of assignments depends on gazetted holidays as well as other planned activities of the college such as the cultural programs, Foundation Day, Sports day, etc.

File Description	Document
Any other relevant information	View 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:

After completing B.Ed. programme, trainees are able to:

1. The knowledge of theoretical content and hands-on practice helps them to understand the very basics of the teaching learning process. This fundamental knowledge is essential to acquaint the trainee teachers with the essence of the teaching profession. The trainees learn to design appropriate teaching learning strategies, and become aware of teaching and learning of the subject concerned (method opted). They also develop concepts and skills regarding assessment and evaluation related to their respective method subjects, understand the individual differences among learners in the classroom, become competent in measuring the attainment, evaluating progress, and assessing learning abilities as a teacher, as well as become proficient in handling guidance programmes and administering psychological tools. Trainees learn the epistemological, sociological and the psychological bases of curriculum development, understand the different types of curriculums with respect to their main orientation and approaches, compare and analyse the educational policies over the years with respect to their foundation, considerations, concerns, priorities and goals. The trainees perceive and acknowledge linkage among curriculum framework and critical issues, which directly and indirectly are related to learning, and analyse the curriculum framework in the light of learners' needs. Trainees learn how to motivate others, learn about testing and non-testing tools, develop the knowledge about adjustment and maladjustment, understand the mental health, causes and remedy of depression, phobia, child psychology, concept of growth and development and stages of development with special reference to the stage of adolescence.

2. The trainees are familiarized with the ICT process which enables them to become technologically proficient. It also helps to figure out integration of technological tools for teaching and learning, content development and developing collaboration and sharing in the field of education. They learn to use ICT as

teaching aids in teaching their method subject, use ICT based communication in the classroom and use ICT in lesson planning.

3. The Internship program in schools which include first-hand experience in observing the school practices, school administration, teaching learning environment, role of different stakeholders in education and practice teaching. All these real experiences of the school prepare the future teachers before they enter the professional world. The whole of the Internship program is divided into two parts: Pre-Internship where the trainees are accustomed with school life and during Internship, they master the skills by constantly practising it. The trainees are accustomed to prepare learning design, instructional material for teaching and make teaching aids, toys, charts, before and during the Internship program.

4. Trainees are also involved in a number of co-curricular activities which includes participation in cultural activities and involvement in different cells and committees in the college governance. These opportunities provided to the trainees help in nurturing a sense of leadership and developing accountability to the teaching profession. The trainees understand classroom diversities and are enabled to deal with diverse learners in inclusive classroom setup, become aware of human rights, acknowledge women empowerment, develop sensitivity towards environment and accept its role in teaching- learning process.

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

2.7.2

Average pass percentage of students during the last five years

Response: 99.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
97	100	96	99	93

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

2.7.3

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

Response:

The affiliating University has clearly defined PLOs and CLOs while developing the B.Ed. program, which are adapted by the college and implemented efficiently. The college website and the Brochure has the PLOs and CLOs listed for clarity of the trainees who wish to pursue this course. PLOs and CLOs help the trainees to become aware about the demands of the course as well as the qualifications expected out of them in their chosen profession. The B.Ed. program has CLOs for each paper upon achieving which the PLOs can be attained. For this purpose, the institution has an effective monitoring process which helps to determine whether trainees are attaining the prescribed CLOs. Each course paper has internal assignments, practicum and also external evaluation where performance of trainees is evaluated on both cognitive and professional grounds.

The college ensures holistic and progressive management of the students' performance in professional and personal attributes by adopting a wide range of strategies which includes both formative and summative assessment. At the very initial stage of entry, we create an individual learner's profile (mentoring book). The purpose behind this profiling is to ensure effective assessment of learning. We often provide feedback that is specific, informative and focuses on facilitating trainee teachers to evaluate their own learning performances and to gain mastery on the content areas. Purposeful self-assessment approaches are sometimes conducted and we often employ peer assessment techniques. Self-assessment is highly valued for its ability to build reflective lifelong learners.

The trainees' performance is evaluated by a number of stakeholders as the teacher educators, mentors, external examiners, Principal of the college, heads of practice teaching schools, experienced school teachers, and peers. All these stakeholders provide separate feedback in regular intervals, feedbacks are constructive and targeted towards improvement of performance. The feedback to the teacher trainees provides them advice on how to improve or move forward, understand the goals of their work, express and communicate their understandings and skills. We also encourage dialogue between teacher educators and trainee teachers that encourages reflection on their learning. The teachers using information about ongoing learning tries to adjust teaching so that all trainees have opportunity to learn. The results are timely reported and recorded and use evidence obtained when trainee teachers are involved in special tasks or activities in addition to their regular work. The evaluation outcomes are recorded in most of the cases in the form of marks on assignment, marks of practicum, internship marks, marks on microteaching, scores of theoretical papers.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 105.38

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

Response: 98

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

2.7.5

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

Response:

At the beginning of course, learners are provided with objectives in the prospectus so that they can identify whether the program is aligned with their learning needs. After admission during the induction program, we try to assess learning needs of trainee teachers through an Aptitude test, a Personality Test and a cultural program. Learning needs are evaluated by judging the gap that exists between PLO and CLO and knowledge of trainees. We have learners coming from diverse backgrounds who have different entry level knowledge and learning needs.

For assessment to be meaningful, we feel that it must be well-aligned to the type of learning that is valued. Our trainees along with the academics are involved in a list of extra-curricular activities which are significant in developing competencies such as critical thinking, creativity, managerial skills, social and communication skills, adaptability, problem solving, ability to co-operate which are needed for actively shaping a peaceful future. We try to focus on competencies for life. The whole of the curriculum experiences highlights that trainee teachers use these competencies to live, learn, work and contribute as

active members of their communities. We love to focus that we value competencies based on knowledge, attitudes, and values which will lead to action.

The formative evaluation assesses what students do when they are in the classroom, how well they are progressing towards CLOs, whether they follow code of conduct, whether they show active participation in extracurricular, community-based activities, and as members of different committees. The Summative evaluation on the other hand, emphasizes whether academic and cognitive learning needs are met. Teacher educators try to judge the trainee teachers on the basis of their performance. The Practicum in each course gives the opportunity to assess whether trainees have developed skills or competencies needed in real life situations. The Field Work assessment provides an opportunity for judging collaboration, discipline and presence of mind. The Participation marks engagement with course learning and develop trainee teacher’s ability to communicate and discuss ideas. The Written preparations of assignment encourage reading and teach academic reading and writing skills. The seminars allow trainee teachers individually or with a group, provide a presentation to class and help to judge communication skills. Group work such as co-curricular activities emphasise collaborative learning, problem-solving and critical evaluation, and is a valuable preparation for professional and personal life. The Formal tests, quizzes, debate, work games, survey, different practicum, individual seminar presentation, assignment submission are the methods for assessing student performance by college. We try our best to evaluate whether our trainee teachers have developed personal and professional skills of teaching and imbibed the right values as per their initial learning needs and whether the intended PLOs’ and CLOs are achieved. The performance of the trainees is well reflected through their achievements in examination, Performance during Internship, punctuality and attendance in college, job placement and modification of behaviour. In case progress is unsatisfactory, remedial classes are provided to fulfil the learning needs.

File Description	Document
Documentary evidence in respect to claim	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.9

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Data as per Data Template

[View Document](#)

3.1.2

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

Response: 0

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

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

3.1.3

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

1. Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

5. Organizing research circle / internal seminar / interactive session on research

Response: B. Any 3 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
Link for additional information	View Document

3.1.4

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

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

Response: A. All of the above

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

3.2 Research Publications

3.2.1

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

Response: 0.7

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

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

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
E-copies of outer jacket/content page of the journals in which articles are published	View Document
Data as per Data Template	View Document

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: 0.56

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	1	2	0	1

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	View Document
Data as per Data Template	View Document

3.3 Outreach Activities

3.3.1

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

Response: 7.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	8	3	6	7

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: 37.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
70	69	81	72	74

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: 37.92

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

2022-23	2021-22	2020-21	2019-20	2018-19
70	76	88	69	72

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:

The College has made its noteworthy contribution to the society and environment by making a participation to promote College-Neighbourhood-Community network. Major emphasis is given on student engagement, service orientation and holistic development of students contributing to good citizenship. Rural India has been facing uncleanliness, unhygienic, malnutrition conditions and the most important problem is open defecation. Lack of awareness is noted among the villagers about such problems like health, cleanliness and diseases. Fortunately, idea of the cleaning the campuses, the surroundings, the furniture are also included in our uniform 2year B.Ed. curriculum as community-based activity. The whole of the B.Ed. syllabus is a perfect amalgamation of theories and practical concerns (social concerns, cleanliness and beautification, celebrations of important dates, awareness of cultural diversity) which are taught and discussed throughout the session. Due to such activities students also get conscious about sanitization. For abatement with deforestation and pollution problem the college focused on tree plantation.

The physicians are invited to deliver their talk on health, nutrition and female related issues. These activities involving students make positive impact on health awareness and personal hygiene. Working together with other individuals, students learn to negotiate, communicate, manage, analyse and lead others. Such programmes sensitize the student volunteers towards the social issues and take challenges of the lesser privileged sections of the society. Through involvement in these extension and outreach activities, the students develop critical thinking skills and time management. The engagement of teacher trainees in community outreach programmes including visits to different places provide exposure and understanding of the diversities existing in our society. Working outside the college campus and with diversified social groups of peoples allows students to gain more self-confidence, autonomy, and appreciation for others. These activities help them to become good leaders and well-mannered citizens.

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: 4

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	0	0	1

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: 4.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	5	4	4	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
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: 0	
3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years	
File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Link for additional information	View Document

<p>3.4.3</p> <p>Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes</p> <ol style="list-style-type: none"> 1. Local community base activities 2. Practice teaching /internship in schools 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education 4. Discern ways to strengthen school based practice through joint discussions and planning 5. Join hands with schools in identifying areas for innovative practice 6. Rehabilitation Clinics 7. Linkages with general colleges <p>Response: C. Any 3 or 4 of the above</p>
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File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Scholar B.Ed. College has adequate infrastructure facilities and resources to conduct the curricular and co-curricular activities that enable it to contribute in holistic development of the learner.

Classrooms: College has 7 classrooms, one seminar hall & ICT Resource Centre, one multipurpose hall and one conference hall that supports the teaching-learning process. The campus is fully wi-fi enabled. Learners use ICT facilities in attending webinars, presentations, preparing technology enabled lesson plans and thus become competent to match the needs of the global sector.

Library: It has a wide collection of books, reference materials, journals, e-resources and a special reading room for teachers and students with internet connectivity and is subscribed to INFLIBNET also.

Laboratories: Curriculum laboratories available in the college consist of Psychology, Mathematics, Science and Social Science Laboratory. Language Lab is well equipped with O'RELL DIGITAL LANGUAGE LAB software with the capacity of 25 students at a time. It is used to develop the basic skills of the English language, which nowadays is the preferred language for the teaching profession in society. Computer lab is equipped with the software and internet connectivity to make the students proficient in a wide range of computer applications, and thus make them competent in the present scenario of requirement of technology enabled teachers.

Equipment's: In the science and mathematics laboratory a variety of equipment are available that pupil teachers use to perform experiments on their own. Social science laboratory contains models, charts on various concepts to use in teaching. The Psychology laboratory is well equipped with materials and psychological tests to know the different behaviours of the persons.

Computing facilities: Computer laboratory is well equipped with the updated MS Office software. Each faculty has a separate desktop with a facility of Microphone webcam and speakers for online classes. A common attached printer is also available for printing the documents.

Art & Craft Resource Centre and Teaching learning resource centre for work experience: It provides students to encourage arts practices and develop aesthetic value.

Girls Common Room: It provides female students a place to relax, study, and have informal discussions in free time available.

Sports field and Badminton play ground: To support sports activities one sports field and Badminton playground are available in the college.

Fitness Centre: Various health related activities are done by the students in the centre to develop more strength and stamina in themselves. Indoor games like chess, carrom-board etc. are also available in the centre.

Canteen: The college canteen provides hygienic food to students and staff.

Parking area: The campus has a wide parking area to accommodate two as well as four-wheeler vehicles.

Ramp: Ramp and wheelchair are also available for differently abled persons.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	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: 62.5

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

Response: 5

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

Response: 8

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

4.1.3

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

Response: 5.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.66	7.22	1.11	1.78	0.20

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The college library act as the Knowledge Resource Centre, for the institution and its stake holders. Reading room with a reasonable collection of journals, periodicals and newspaper.

The college library was established in 2013 with a humble collection of books. However, the present library room has been extended, modernized and updated over the years.

The College Library houses many collections of books, journals, reports, and other resources, offering a ready platform for the students, teachers and other stakeholders to pursue learning and research.

Scholar B.Ed. College is a knowledge hub that provides comprehensive access to text and reference books, journals, magazines, audio/videos, CD-ROMs and much more. The rich collection covers diverse disciplines of educational Psychology, Teaching Learning Process, Information Technology, Health sciences and Sciences, Humanities and its related field.

The library is a member of N-List and INFLIBNET which provides catalogue of books, database of theses and dissertation, database of e-books etc.

The Fully computerised internet equipped library of the college has a collection over 6700 books with subscription of magazines, journals, newspapers in English and Hindi.

The library is developing a comprehensive collection of print, digital and media resources on education, philosophy, psychology, sociology, English literature, History, Geography, Economics, political science,

varied disciplines of sciences, health and Physical Education to fulfil the teaching and research needs of the teacher education community. The teaching and research work of the institution is also supported by online resources and e-library. The library has institutional membership of Information and Library Network Centre (INFLIBNET) to fulfil information needs of faculty, students. It provides excess to a big number of journals and books of national and international standards.

Functions of Library Committee

- Purchasing of new books
- Forwarding proposals for renovation
- Collection of material resources
- Access, use and security of library materials
- Annual Stock verification
- Preparing Annual Budget
- Reviewing the working of the committee
- Availing new trends in library management
- Utilization of donated books and other facilities
- Adopting measures for motivating staff and students for strengthening reading habits

The library has computer and internet facilities. There is a computer with Laser Printer and xerox machine. An active internet connection is also available in college library. Library is easily accessible to the staff at any working hours and the trainees can access books any working hours. The library is kept open on all working days from 9.00 a.m to 4.30 p.m.

The new arrivals are displayed in the display stand which is kept in the library. The list of new arrivals is displayed in the Notice board and the staff room.

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

4.2.2

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

Response:

Almost all of the University Libraries' e-journals, e-books, and other electronic information resources accessed from any computer on the campus network. The students on use online access for their projects, assignments and seminars etc. Faculty member use online access for their publications, seminars, conferences, subject related material and preparation of lectures. This is possible with the help of ICTs using remote access tools.

Peculiarities of the library

- The library has institutional membership of Information and Library Network Centre (INFLIBNET).
- Each student is given a unique bar-coded ID card.
- Students can borrow only 2 books at a time for a period of 14 days.
- Faculty can borrow 15 books for a period of one month.
- Books of the reference section will not be issued.

Readers will be responsible for any damage caused to the book. If a book is damaged or lost by anyone, he/she is responsible to replace it or pay three times the cost of the book including postage.

Late return will be penalized.

All books must be returned to the library 3 days before the close of each term.

The library is freely accessible (on request) to staff and students of other institutions.

The new arrivals are displayed in the display stand which is kept in the library.

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: 0.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.80	1	0	0.58	1.11

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

4.2.5

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

Response: 18.75

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: 607

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: 798

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: 778

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: 1315

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: 440

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

4.2.6

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

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

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document
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:

Usage of Wireless infrastructure in the college is to enhance the accessibility of internet for academic purposes and to browse exclusive online resource (licensed online journals) of the institution.

The connection strength has been progressively increased over the years to meet the changing demands of the situation.

To meet the growing demands of technically skilled professionals in the modern competitive world, the college ensures that its students and faculty are facilitated with latest computers and software. College frequently upgrades the IT facilities including Network, Internet and WI-FI in college campus.

The college upgrades its IT infrastructure and facilities in order to ensure effective teaching learning process. Feedback and suggestions are sought from the faculty for improvements in infrastructure and action is taken accordingly. The college has 1 ICT resource centre. 30 Computers and one Laptop with internet facility and Licensed Software like Windows and Antivirus are provided in laboratory. Scanners, Printers, Projectors, Photostat Machines, 30 UPS and 12+ CCTVS are also being used effectively in both the sections. Internet facility is made available in the entire campus at a high speed leased line connection of 80 MBPS. In 2020-21, the college took a giant leap in upgrading IT infrastructure. Visual Studio has been installed to facilitate research on multi-media data base.

Availability of the signal will vary from place to place for students/faculty members and staffs. The signal strength also may vary from location to location

It is not mandatory that each and every area in each floor of every block will have the same kind of signal strength. Each floor has a network router.

Password protection is ensured for security and safety.

Access to Wireless internet is only an extended service and either students or staff can access it on demand with support of the ICT resource Centre.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 6.6

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

4.3.3

Internet bandwidth available in the institution

Response: 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

4.3.4

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

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

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link to the e-content developed by the faculty of the institution	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 75.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
33.60	35.66	41.55	62.26	42.87

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

4.4.2

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

Response:

Proper care is given to the maintenance of equipment and infrastructure, so that optimal utility can be obtained.

Library:

All new books and journals are entered into library accession registers. Damaged /lost books are removed

as per procedure mentioned in Vinoba Bhave University Calendar. Annual stock taking of the library resources is duly carried out and the reports are submitted to the principal. The Librarian is ably assisted by her support staff of a Restorer, and a Cleaner in the efficient and smooth running of the library.

Science Laboratories: The maintenance of these laboratories falls under the supervision of Assist. Prof. Vinay Kumar and Assist. Prof. Rajendra Prasad for routine management. The outdated equipment and chemicals are disposed of as per the rules of the district administration or of Vinoba Bhave University, Hazaribagh. Stock registers are methodically maintained and checked by the teachers in charge and are verified by the principal.

Sports:

An efficient ground staff is attached with the Department of Physical Education for the proper maintenance and marking of tracks and grounds. Proper stock registers of sports equipment procured and in use are maintained. Every year the facilities are upgraded and new equipment is added.

ICT Resource Centre:

The College has One ICT Resource centre with Wi-Fi facilities. The college has engaged the services of a System Administrator for the upkeep of its infrastructure.

Construction & Purchase Committee:

To ensure proportionality, transparency, accountability and fairness in procurement of necessary articles for college use, a purchase committee has been set up. A group of staff members in this committee independently review and evaluate the purchasing documentation like quotations and recommend the most appropriate supplier on basis of price and quality.

College Cleanliness & Sanitation Committee:

Regular cleaning schedule in college is a must ensuring that college is well maintained and is conducive to productivity. So, a cleanliness committee has been formed to inspect various parts of the college campus from time to time and to take necessary measures for ensuring hygiene and cleanliness.

Gardening Club:

Gardening Club of the college ensures the maintenance & proliferation of green cover in the college. Regular plantation is conducted and gardeners are instructed regarding proper upkeep of lawns Measures taken at Administrative Level The college has engaged the services of two full time electricians to supervise the upkeep and maintenance of all inverters, generators, sound systems, electrical fittings and appliances.

File Description	Document
Any additional information	View Document
Appropriate link(s) on the institutional website	View Document
Link for additional information	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: A. All 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: B. Any 5 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
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: 2.66

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	0	0	2	0

File Description	Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	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: 18.37

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 18

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

5.2.3

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

Response: 11.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	26	7	7	4

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

5.3 Student Participation and Activities

5.3.1

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

Response:

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

Yes, the institution has a student council. The student council consists of meritorious students and they play a proactive role in the functioning of college as they are the future teachers of the nation and they are required to develop the qualities among themselves. The functioning of the following students' councils is: -

- **Houses** There are 4 houses of students in the college. In every house of students there is 1 captain and 1 vice-captain who takes care for proper functioning of morning assembly as her their turn and duty.
- **TP Group Leader** There is 1 Teaching practice group leader in every school who reports the presence or absence of the pupil teacher as well as the activity of each and every pupil teacher under his leadership to the mentor teacher.
- **Class Representative** Every year 2 boys and 2 girls are elected as class representative by way of voting by the students.
- **NSS Camp** The institute conducts NSS Camp in the month of June and December every year and the class representatives look after the activities of students in NSS Camp.
- **Discipline** The institution gives much attention towards discipline in the college and for proper discipline, duties have been assigned to the house captain and vice captains. The tutorial leaders, TP group leaders, festival leaders, Class representatives, who are working for proper discipline in the college under the supervision of teaching staff and principal of institution.

Refreshment For each and every function performed in the college, the duties for refreshment has been assigned to the leaders/captain/ CR's who manage the refreshment under the supervision of teaching staff and principal.

Each tutorial is made in charge of all the functions to be organized in that week or to assist any Association which is holding its function on that week.

This council Also has student representative as president, 2 vice president (one male and one female), general secretary, secretary 09 executive members. This council organizes cultural activities, extension lectures, sports and games, involving grievance redressal mechanism.

COMMITTEES AND CELLS

Many committees have been established in the college in which current students and alumni are also added.

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: 4.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	3	5	6

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

The alumni association jointly believe in creating and maintaining association with its alumni. The

Alumni Association provides an interface for establishing a link between the alumni, staff, and students of the institute. The alumni are currently working at various positions all over the globe and proving their mettle in all spheres of teaching.

The Alumni Association Contribution through various means:

- **Book Donation:** Contribution by donating Books.
- **Alumni Interaction:** Alumni give inputs to aspiring B.Ed. graduates. They are invited as resource persons at various events, guest lectures and panel discussions. They provide inputs and share their experiences regarding skills, recent technologies in teaching world.
- **Placement & Career Guidance Assistance:** Alumni are working in organizations at various capacities. They keep the faculties and the placement officer abreast about the available job opportunities. They assist and guide the students to crack the interviews. They also share their experience with the students and motivate them for their career development in various domains.
- **Job opportunities:** Alumni provides innumerable opportunities in various companies to the students.
- **Awareness:** Some of our Alumni have established startups in different sectors. They decided to become teacher during their academic span at our college. Through the journey as a teacher, they learnt various skills & knowledge. They enlighten the students with their success stories and challenges faced.
- **Alumni Meet:** The alumni get chance to reconnect with the new students and old friends. This is the best platform for networking and sharing current happenings in the teaching world. These inputs are helpful to academicians for moulding the aspiring students.
- **Promoting Institute Events:** Alumni associates with various events conducted at our college. Alumni take active role in planning and organizing any activity, competition or events.
- **Institute Social Responsibility:** Our Alumni in association with Scholar B.Ed. College are engaged in conducting social activities for the welfare of the society through Donations in the form of Books, clothes, Stationary etc.

Communication

- Social Networks (Facebook/What's App).
- The alumni association not registered but functional very actively under the patronage of the principal.
- This association meets from time to time and arranges get to gathers, functions and other events involving the alumni. Alumni are encouraged to visit the college and maintain their link with the staff and colleagues. They are encouraged to work towards college development. The alumni provide inspiration and motivation for trainees to perform well during the training period.

Contribution of Alumni

- Alumni are continuously in touch with the college. Various suggestions are received in the light of which improvements are made in teaching learning practice and staff-student support.
- Alumni conduct guest lecturers for students, which leads to productive interaction and experience sharing.
- Alumni interact with the students on regular intervals for directing them for developing professional competencies and also for carrier guidance.
- Alumni also strengthens the placement cell of the college for job opportunities and for generating

references in the job market for the placement of the students.

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

5.4.2

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

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

Response: 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
Documentary evidence for the selected claim	View Document

5.4.3

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

Response: 7

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	1	3

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 Scholar B.Ed. College provides dedicated support in all activities of the institute.

- Short lectures on Soft Skills, Spoken English, Personality Development and skills to face Interviews, Resume Writing, basic Computer study in ICT lab.
- The Alumni members are invited in faculty development programme.
- The Alumni cell guides the students on educational, vocational or personal basis.
- Alumni helps in pre-Internship of new students as they tell them the nature in schools and everything related to it.
- Active members of various academic and administrative bodies of the Alumni also help the students in many ways.
- The institute takes feedback from all Alumni members in surveys that motivates the students.
- Provide counselling to students for employment.
- They are also active in IQAC cell.
- Act as judges in cultural and sports competitions.
- Actively help in organization and management of extensive outreach activities of the Institute.
- Alumni give their creative ideas for brochures and conference proceedings.
- Offer honorary services to teach, guide, action research of students.

File Description	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 institution has a well-defined vision and mission to make concrete and dedicated efforts for quality and value-based education. For the fulfilment of the mission, the leadership strives to maintain an open and interactive environment. All stakeholders are actively encouraged to participate and voice their perspectives for effective decision making and policy formation. The governance of the college is reflective of the effective leadership as it addresses the needs of students and society it seeks to serve by: (a.) Developing attributes as per the need of the discipline. (b.) Developing overall personality of the students to be good citizens. (c.) Inculcating human values and having regard for heritage and culture. The college has well qualified faculty members and competent administrative staff who work under the constant guidance of the principal and the patronage of the managing committee to provide effective leadership and management at various levels.

The Principal, Administrative staff steer the college through appropriate planning and efficient review mechanism for achieving broad based goals. The leadership ensures the compliance of academic & administrative processes and procedures along with continual improvement through regular monitoring. It adheres to the Academic calendar of Vinoba Bhave University, Hazaribagh to accomplish its objectives. The college administration relies heavily upon its Internal Quality Assurance Cell comprising senior faculty members, members of the management, representatives of the alumni and social outfits. Some of the major areas which the cell deals with are: The administrative and academic committee collects feedback from students and other stakeholders and this feedback is considered for future action of the institution. At the commencement of each academic session the administrative and academic committee comes out with different proposals for the effective delivery of curriculum as well as for the general improvement in efforts to impart social skills and awareness regarding environmental issues.

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
Link for additional information	View Document

6.1.2

Institution practices decentralization and participative management

Response:

“**SCHOLAR**” Trust is quite sensitive to latest management concepts like decentralization, teamwork, decision making, participative management etc. That is why it has adopted the policy of decentralization and the same is ensured through participatory management of the institution. The principal with the support of Conveners of various committees initiates the decision-making process which creates an organizational climate of participatory democracy. The faculty plays a significant role in the planning and effective implementation of the college administrative process. Responsibilities are delegated to them based on their competence, commitment and aptitude to meet the institutional objectives. It facilitates them to balance workload and provide development opportunities to staff to create positive and motivating environment, to inculcate team spirit to take initiatives and to make learning a more interesting and rewarding experience.

At the institutional level, various committees are formed which take decisions regarding their respective fields. They hold meetings at regular intervals and take into account the opinion of all members. The resolutions are passed with the consent of majority of members. Through committees such as administrative committee, Academic Committee, Time table Committee, Anti-Ragging Committee, Examination Committee, Code of conduct Committee, Purchase Committee, Maintenance Committee, Press Committee etc. The college encourages a culture of participative management. clubs and societies, teachers and students work in a cooperative spirit, helping and motivating each other and encouraging every individual to grow. The governing body also includes two staff representatives to look into the overall policy and governance.

CASE STUDY - PURCHASE COMMITTEE

One case study of Purchase Committee of the institution which shows that the institution is following the policy of decentralization and participative management. Though it is the principal of the college who has the last say in the decisions of the committee, a senior assistant professor is appointed as the convener of the committee. The committee is constituted of a few full-time teachers, the office superintendent and one member from the office staff. Transparent working Procedure: Firstly, the demands and requisites are received by the office. Then the Principal marks those demands and requisites to the committee. The convener of the committee notifies the time and date of the meeting to all the members to discuss and decide about the demands received. On a fixed date and time, a meeting is called. After thorough discussions, Quotations are called, In the presence of Principal, Members and the Bidders, the quotations are opened and three lowest quotations are selected and a comparative statement is prepared. Full transparency is taken care of in all the procedures undertaken. All members sign the comparative statement and then the order is placed to the lowest bidder. After the order is duly completed a cheque is issued to the supplier. The committee holds its meetings as and when required. The minutes of the meetings are maintained regularly.

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

6.1.3

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

Response:

Financial Transparency: The members of the Finance Committee discuss major matters relating to budget provisions of the College and finalize budget proposals to be presented before the Management Council for approval near the beginning of each financial year. The day-to-day income received and expenditure incurred is accounted and documented in the various registers of the college; It is being audited by competent authority and counter signed by the principal at regular intervals. The financial accounts are audited yearly under various heads at different strata like Management level and Chartered Accountants level. The financial transparency of the institution reflects in the following actions Preparation of annual statement of accounts Structured utilization of management funds, Auditing and documentation of the fund by internal and external system. Documentation of all financial transactions, Periodic filing of documents of income tax paid by staff members.

Academic Transparency: The regulations, curriculum and syllabus are uploaded on the college website. There is an academic committee in the college which monitors the academic activities. The rules and regulations are made clear to the students through the college Annual Calendar; made available online or through Hard copies. Significant current events, including admission, examinations, seminars, time-tables, workshops, training programs etc. are posted on the College notice board. They are circulated among the staff and students. The admission process is organized as per the norms laid down by the Vinoba Bhave University, Hazaribagh in the Prospectus. The process is published through the College Website and also by one-to-one counselling on campus for those who seek information regarding admission. The mid-term examinations, assignments, and projects are verified and feedback is provided regularly.

Transparency in the Admission process: Online process through Vinoba Bhave University level Admission Portal on the basis of merit and reservation policies of Government of Jharkhand.

Interaction Session with parents and students: Course curriculum explanation through interview, Proper documentation with receipts for official and in-house contribution by Students/Parents.

Transparency in Administrative and auxiliary functions: Periodic review meeting at various levels, Periodic Faculty Meetings, Institutional IQAC, Class Representatives (CRs) Meetings, attendance and admission. Grievance Redressal mechanism for faculty, students and parents, timely handling of files and papers to various cells.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

In view of the strategic plans, the institute has perspective plan of advancement. This arrangement is made according to the necessities of the students and so as to oblige the requirements of the institute and the society.

Following Major areas are covered in the plan as mentioned below:

1. Academics
2. Co-curricular activities
3. Feedback from stakeholders

Academics:

Scholar B.Ed. College is an affiliated institute from Vinoba Bhave University, Hazaribagh. It receives curriculum as provided by the Vinoba Bhave University, Hazaribagh.

The curriculum provided by the university focuses on various issues viz:

- To have insight into the concept, types and role of education.
- To understand the concept, principles, factors affecting human growth and development.
- To create an awareness about models of teaching and teaching-learning aids in Educational Technology.
- To acquaint with the Indian educational system in post-independence era.
- To provide knowledge about nature of Language.

Co-curricular activities:

As the modern educational theory and practice gives top most priority on all round development there is the vitality of the organisation of these activities, in the present educational situation. For bringing

harmonious and balanced development of the child in addition to the syllabus which can be supplemented through curricular activities, but the co- curricular activities play significant role. These activities are otherwise called as extra-curricular activities. It is therefore said that the co-curricular are to be given importance like the curricular activities. So, the organisation of co-curricular activities is accepted as an integral part of the entire curriculum.

Types of Co-Curricular Activities:

Co-curricular activities are categorized in the following heads.

- **Physical Development Activities:** These activities include games, sports, athletics and yoga.
- **Cultural Development Activities:** The activities like music, dancing, dramatics, folk song, community activities, exhibition, celebration of important festivals comes under this category.
- **Emotional and National Integration Development Activities:** Under this category organisation of educational tours, speech programmes, celebration of national and international days are included.

Feedback from stakeholders:

Proper supervision and evaluation procedures are adopted periodically by the institution for ensuring the quality of the course. The committee accepts the feedback and suggestions about the existing curriculum from all the faculty members, members of Alumni Association, student-teachers of the previous session, teachers & heads of schools. The curriculum focuses and offers diversity and flexibility to the learners based on the feedback analysis. End-term feedback is collected from students by the administrative committee from approximately 20 percent randomly selected students.

Strategic plan for an activity:

The College purchase committee discussed with principal of the college regarding white wash of the college campus. Staff representative initiated the process through principal and with worthy Secretary. Then agenda was put forward in Governing body meeting through college secretary. The governing body meeting was held and discussed to call for Quotations from various contractors. After calling quotations, again governing body meeting was held in which one lowest price sealed quotation was finalized in the presence of contractors and purchase committee of the college with some terms and conditions. Then white wash process completed within two months.

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:

Hierarchy of Administrative setup

The Institutional bodies form an effective and efficient as visible policies administration set up. Office Assistant is the authority of all administrative function. An office was setup for the proper functioning, placement, promotions and for managing the service rules and appointment. The academic committee frames policies and regulations and it is published in the academic Calendar of the college. Administrative committee review academic economic and physical facilities and other activities of the college and suggest remedial measures.

Functioning

Promoting the faculty for effective and efficient transaction of teaching and learning process in the institution. Promoting faculty to do research under faculty improvement program, to participate in refresher courses, orientation programs, seminars, workshops, conferences Resource persons to various institutions. Directing the administrative body to make the necessary provisions for maintaining the smooth functioning.

Recruitment of Faculty

The appointment of staff members, both teaching and administrative is made on procedural lines. Notification in registered newspapers Preparation of list Inviting university nominees after getting concurrence to the post. Constitute of interview board as per government norms. Issuing interview memo to all eligible applicants. Conducting interview and preparation of minutes signed by selection board members. Preparation of merit list with the approval by the Office Assistant. Issuing appointment orders on the basis of vacancies available. The College functions under the supervision of “**SCHOLAR**” Trust. The principal is the administrator of the college and he works in collaboration with the governing body to regulate and maintain a congenial academic environment. The principal along with members of the teaching and non-teaching staff implements the decisions and policies of the management. Faculty members report to the principal and carry out the functions of the college. The College has a well-defined organizational structure in the administrative staff also. Hierarchy of staff, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism are defined as per the rules of the Vinoba Bhave University. In addition, a number of clubs and committees comprising students & faculty members are active in various committees to enable effective learning of students. The college has a democratic setup, where each unit is given full freedom to innovate and plan its perspective of development, operates through a structured organization for discipline and smooth functioning. Role and responsibility of various bodies are well defined to ensure accountability.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to Organogram of the Institution website	View Document
Link for 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
Annual e-governance report	View Document
Link for additional information	View Document

6.2.4

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

Response:

The college has an effective committee of different body's cells/committees that function in a well concerted manner to perform plan and execute various works. The administrative functions of the college are carried out by the principal through a series of committees. These cells/ committees are formed by the governing body and Teachers' Council. The principal acts as a chairperson of these committees. The members of these committees are GB members, teaching staff non-teaching staff and student representative (wherever required). These committees always follow the standard practice of documentation and record keeping and these documents are considered to be one of the most important

aspects of the college administrative setup. The Committees/Cells are entrusted with their particular duties and work towards the college aspired goals. The committees/cells regularly meet to consider various agenda for discussions and its resolution. The suggestions of each cell / committee are analysed and proper decisions are taken. Suggestions taken at various meetings are properly documented and effective steps are taken to implement the decisions at the ground level in reality. The minutes of different cells/committees are duly recorded for maintenance and transparency of records.

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
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution gives dire importance for the welfare of its faculty members. Significant initiatives were taken for the teaching and non-teaching faculties in various dimensions such as

1. Academic
2. Professional
3. Social
4. Economic
5. Health and well being

Considering the above aspects, a multitude of programmes are envisioned. The management is vigilant to maintain the much-needed professional environment in the campus. The staff members cooperate with each other and extend support in times of emergencies. as per rules of Government of Jharkhand Canteen facilities available for students and staff. Institution encourages the staff to be resource persons in other institutions, Motivates the staff to take part in seminars, workshops, conferences and publications. Realizing that a satisfied employee is an asset for the institution and can make college a productive place. Some of the initiatives towards the welfare of the staff and faculty. College has developed a healthy

practice of providing salary to both teaching and non-teaching staff. Research facilities (INFLIBNET) are available for faculties pursuing their Ph.D.

Casual Leave:

All employees are eligible for casual leave (Male employees- 10, Female employee- 20) as per norm prescribed by Vinoba Bhave University, Hazaribagh per year at 1 day per month during the Academic Year.

Out-Station Duty (OD)/ Duty leave

- OD is granted, when staff members are required to go out on official duties or to participate in Seminars, Conferences, Workshops, for presenting paper etc. as approved by the Principal/Designated Authority.
- The Principal/Designated Authority shall have the right to cancel the leave sanctioned earlier, for any emergency work in the college.

Maternity Leave

- A woman employee of the institution, is eligible for Maternity Leave (ML) for a maximum of 2 months, subject to prior approval of the Principal/Designated Authority.
- The decision of the Principal/Designated Authority will be final in sanctioning of ML.

Medical Leave

Medical leave as per norms is permissible in 1 academic session for medical purpose.

Earned Leave

Earned Leave is granted as per university norms.

Loan against PF, ESI Gratuity for non-teaching staff as per the guidelines of Vinoba Bhave University Hazaribagh. Free uniform is provided to the non- teaching staff.

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: 8.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	1	1	1

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
Link for 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: 2

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

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

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: 2.82

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

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

The performance appraisal system of teaching staff follows the guidelines of Vinoba Bhave University, Hazaribagh. For this purpose, the college has adopted pronged system. Self-Appraisal for ensuring quality performance by the staff, the institution has initiated a system of taking feedback from students. Thus, it is ensured that students can give their feedback without any pressure. The feedback is evaluated and necessary measures are recommended.

Teaching is an art which requires constant energy, practice and progress. Self-appraisal forms encouraging staff to evaluate their own performance. Every member of the teaching staff has to fill this form annually. It allows educators to identify their own academic strengths and weaknesses. It also helps the institution to achieve greater goals of teaching learning. It encourages the teachers to focus on their own professional development apart from their usual teaching work.

The principal holds regular meetings for result analysis with in each semester. The report on results of individual teachers is forwarded to the management. There is also an efficient in-built mechanism to check the work efficiency of non-teaching staff. The record of their performance is maintained in their personal files. The non-teaching staff is headed by an office Assistant. He supervises the office staff and reports the progress to the principal regularly.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Scholar B.Ed. College Giridih, Jharkhand conducts audit in accordance with auditing standards generally accepted. Those standards require College plan and perform the audit in collaboration with chartered Accountant. The financial audit is conducted annually at different levels Internal audit by management of the Institution. Internal Audit by Chartered Accountant. following: (a) all receipts from fee, donations, contributions, interest earned and returns on investments; (b) all payments to staff, vendors, contractors, students and other service providers. The income expenditure made on various heads and categorized and audited annually such as Infrastructure, Book and Journals, electricity and water charges etc. Regular audit is conducted in the institution. Audit may take 2-3 days. In the audit Objection will be attempted in time if needed. Chartered Accountant of the Institute conducts regular accounts audit and certifies its Annual Financial Statements. Work of Internal Audit of the Institute has been entrusted to the Internal Auditor of the Institute.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
Link for additional information	View Document

6.4.2

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

6.4.3

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

Response:

Mobilization of Funds

The college is basically a self-financed private college and it doesn't receive any type of grant or aid from the Government. The college follows a well-defined strategy for mobilization of funds and optimal utilization of resources as directed by UGC.

The college Accounts office prepares an annual budget estimate in consultation with "SCHOLAR" Trust. Fee is the major source of funding.

Other sources of funds are: Interest from savings of the institution. The financial resources are effectively and efficiently used in the institution.

Optimal Utilization of Resource

The resources are optimally utilized by preparing annual budgets. While preparing budgets due consideration is given to overall development of students as well as growth & development of the college. The principal recommends those budgets and forwards the same to the College Management and gets those sanctioned from them. Final payments are approved by the principal.

The main heads of utilization of resources are mentioned below: Infrastructural facilities including repair & maintenance charges including Internet and telephone expenses, Electricity bills as well as generator expenses, Purchasing of books and enrichment of library Various curricular as well as co-curricular activities. Tuition fee, development fund, library fund, Computer and internet fund, maintenance fund, depreciation replacement fund, conveyance fund, extra-curricular activities, faculty development fund, prize annual function, seminar/ club fund, Misc. fund.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC continuously works on all the quality evolving facets of the institution. The institution through IQAC periodically reviews and continuously upgrades the quality of teaching and learning process.

The faculties in the college are encouraged to utilize modern information and communication technology (ICT) tools such as smart classroom, Power Point Presentations, video streaming, audio component for effective classroom teaching.

Academic Performance Indicator (API) of each faculty is scrutinized by IQAC. IQAC motivates the faculties to attend FDP, Seminar, Workshop, FIP, RC, Publications of Research papers. The IQAC organises Teacher Induction Programme for quality improvement of teaching staff. IQAC also organises Student Induction Programme and Lecture Series for learner quality upgradation. Staff Induction Programme is also carried out for upgradation of administrative facilities. The IQAC has initiated a policy of providing a token amount to each faculty for participating in seminars and workshops. Faculties are provided computer to carry out their academic endeavours. We have a provision of preparatory day for every faculty so that they can upgrade their content knowledge. We have set up a gymnasium and a recreation room for fostering physical and mental wellbeing of staff. The faculty members are also oriented with the ethos and culture of the institution.

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:

The institution constantly strives to achieve excellence in teaching learning outcomes through IQAC. The institution aims to create and disseminate knowledge to keep in tune with time. With this aim, we have enabled wi-fi in the entire campus. The laboratories are upgraded and renovated with required instruments. An ICT Lab is established for acquainting learners with e-resources. The College has different types of laboratories/Rooms such as Language laboratory, Geography Laboratory, Physical Science Laboratory, Chemistry Laboratory, Psychology Laboratory, and Maths Laboratory. The college also has provisions for separate rooms for Fine arts and Work Education Room, Music Room, Gymnasium, Yoga Centre. Library has INFLIBNET N-LIST Journals are subscribed. Smart Classrooms are also established. Teachers are encouraged to teach through LCD, PPT. Faculty and students are encouraged to use these regularly.

The remedial measures are also taken for the slow learners. Special sessions for mentoring and guidance are also conducted. Learners are also encouraged to develop the skill of reading for pleasure. We have prepared a list of books for the trainee teachers apart from their academic texts and often conduct Book Reading and Discussion sessions with them. This Book Reading and Discussion session helps in developing interest in understanding the human psyche and developing life skills among the trainee teachers.

Under IQAC instructions, Guidance and Counselling Cell helps the learners to deal with struggle of personal, professional and vocational life. Placement Cell guides them regarding future learners regarding employment opportunities considering their strengths and weaknesses.

The institution implements a system of obtaining feedback from the trainee teachers through IQAC. Every effort is made to remain in touch with trainee teachers to collect feedback from them, to ensure commitment and sincerity among the academic community. Feedback from students is collected by distributing a predesigned proforma. Alumni association has been actively involved in furthering academic development. The feedback obtained is placed before the IQAC for analysis and implementation in order to improve the teaching learning process. Feedback and institution appraisal is also done by teachers under directions of 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
Link for additional information	View Document

6.5.3

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

Response: 2.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	0	1	3

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

6.5.4

Institution engages in several quality initiatives such as

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements**
- 2. Timely submission of AQARs (only after 1st cycle)**
- 3. Academic Administrative Audit (AAA) and initiation of follow up action**

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: C. Any 2 of the above

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

6.5.5

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

Response:

Scholar B.Ed. College always keeps track of the incremental improvements achieved in academic and administrative domain of its functioning through quality assurance initiatives. The IQAC always reviews and takes steps to improve the quality of teaching-learning.

Incremental improvements are made in the academic, research, governance and administrative domains by the college in the following:

- Formulation of vision and mission of the college
- College website creation and maintenance
- Online fee payment
- Wi-Fi Facilities
- Smart Classroom
- ICT Lab
- INFLIBNET N-LIST Journal Subscription
- Language Lab, Psychology Lab and other lab renovation
- Meetings of IQAC regularly
- Seminar, Workshops and Conference organized every Year
- Students support Cells-Students Grievance Redressal, Student welfare, Anti-Ragging etc.
- Prospectus
- Value-added Course
- Feedback collection to improve teaching Learning Process
- Opinion of Alumni- Valuable suggestion taking
- Mentor allotment for students' guidance
- The IQAC periodically reviews the quality assurance and suggests for gradual expansion.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Scholar B.Ed. College is very much sensitive towards conservation and use of alternate source of energy. Energy conservation is the effort made to reduce the consumption of energy by using less of an energy service. This can be achieved either by using energy more efficiently (using less energy for a constant service) or by reducing the amount of service used. Energy conservation is a part of the concept of Eco-sufficiency. Energy conservation measures (ECMs) in buildings reduce the need for energy services and can result in increased environmental quality, national security, personal financial security and higher savings.

For Streamlining Ways of energy conservation and use of alternate sources of energy for meeting its power requirements following measures are taken:

- The Institution has installed solar panels to save electricity. The college is in the process of installing more solar panels within the campus, to save electricity.
- It is mandatory that if any existing light will damage it will be replaced by only LED lights.
- All the teaching, non-teaching and students are instructed regarding switch off the lights when they will go out from any room.
- As the rooms are very much ventilated so there is less requirement of electrical lights.
- In college premises there are 3-star AC for reducing consumption of energy.
- College uses LED monitors in ICT labs for saving.
- Peons are instructed to check each and every switch time to time for conserving energy.
- For awareness regarding energy conservation poster making competition are organized.
- For awareness regarding energy conservation rallies are organized.

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:

Scholar B.Ed. College endeavours at harmonious and all-round development of the 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 employ to report changes/additions in hazardous waste generation and steps taken to reduce generation of waste per unit of production.

- The waste could either be recycled /reused or disposed of.
- Waste avoidance and waste minimization at source.
- In the hierarchy of waste management, waste avoidance and waste minimization have to be attempted first.
- Paper waste be recycled using different ways.
- Burning of leaves, vegetable waste and some general waste will be completely prohibited with in the campus to maintain carbon neutrality.
- Waste management dumping for making compost.
- Different types of bins like red, green and blue for general, Paper and Plastic waste.
- Provision of vermi composting for waste management.
- E- waste management by exchange of items.
- The AC’s waste water is used for watering the plants.
- There is Sprinkle irrigation system in the lawns, push taps in the institution for saving water.
- Sign board for water conservation regarding awareness.
- Left out oil in the generator will be given to the generator service person for reuse.
- There is provision of leakage check periodically.

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: B. Any 3 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
Any additional information	View Document
Link for additional information	View Document

7.1.4

Institution has water management and conservation initiatives in the form of

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

Response: 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
Any additional link	View Document

7.1.5

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

Response:

For cleanliness, sanitation, green cover and providing a pollution free healthy environment college opted following actions:

For cleanliness and sanitation following measure are taken:

- College is properly cleaned three or four times in a day.
- Different banners are displayed in college campus regarding cleanliness.
- The college premises has lush green lawns and a rich biodiversity of flora which is taken care of by a dedicated team of gardeners and members of Gardening Club.
- Any new construction at the expense of existing trees is avoided.
- To increase the green cover of the college, plants are purchased from different Nurseries.
- Plantation drives are a regular feature and students are motivated not only to plant a sapling but also adopt one plant and nurture it.
- In the college, many herbs with medicinal values and air purifying plants.
- Bird houses have been installed for attracting birds which act as natural biological control agents.
- The staff and students are encouraged to use pedestrian mode or public transport to reduce the carbon footprint and become more environmentally astute.
- A sincere endeavour is being made to keep the campus plastic free by banning the use of plastic bags and plastic based disposable utensils in the canteen.
- Smoking is strictly prohibited inside the campus and is regarded as a punishable offence as per code of conduct of college.
- Instead of relying on artificial lighting, we use natural light whenever possible.
- The building is provided with ample windows which let the natural light filter into the classrooms and offices. The college is in the process of replacing traditional lights with LEDs.
- Important information conveyed to the staff through WhatsApp group 'college information' and emails reduces dependence on paper notices.
- Staff members are advised to reduce taking printouts and use both sides of paper.
- Eco club, Cleanliness Committee and N.S.S unit are proactive in organizing awareness programs and rallies regarding environment sustainability.
- Signboards loudly convey the message of environment protection and help in engraving green practices in the minds of students.
- We present saplings instead of bouquets to the guests visiting our college.

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: B. Any 4 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
Link for additional information	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: 2.56

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.82	2.72	0.77	1.02	0

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

7.1.8

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

Response:

Scholar B.Ed. College is striving to imbibe the teaching learning process with unique blend of intellectual vigour and ethical Engagement.

The core belief of the Institution is the holistic vision that discount the past but at the same time embraces the future with unwavering confidence in the ability to shape it & harness its possibilities. We are committed to nurture & create teachers who are equipped to become world citizen who take pride in their heritage.

Scholar B.Ed. College is using locational Knowledge and resource in the following manner:

- During NSS camp of the college, various activities are done at nearby villages. So, students learn the feeling of cooperation, sharing, learn or understand our heritage, their life style, ethics, morals etc that is missing in the city.
- During pre-internship programme, B.Ed. 1st and 2nd year students learn the type of school, culture of the school, observe teachers while teaching, observe students.
- During Zonal and Inter Zonal Youth Festival there are many heritage items like Tokri making, Mitti Ke Khiloune, Rassa making, Embroidery: Bagh, Embroidery:Phulkari, Embroidery:Dasuti /Cross stitch, Pakhi designing, Crochet work, Knitting , mehandi designing Items are taught by villagers.
- Using the professors and faculties in the Neighbouring institutions of our surroundings as resource persons and judges during different college activities.
- Using halls of Scholar College for different functions and also providing our own to them.
- Using different schools for teaching practice and skill in teaching competition.
- Visiting students deaf and dumb school of Giridih for the Mentally Challenged to develop empathy.
- A vast collection of old students who are well placed in the many of the neighbourhood schools and colleges also constantly used for supporting the curricular and co-curricular growth of our students.
- We participate in various cultural and educational activities in the nearby the institution.
- Local police officers help us in conducting procession and during camps.
- Local Political member participate in the major events the college.
- Art and Aesthetic Workshop is conducted by artists.

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

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff,

and conducts periodic programmes to appraise adherence to the Code through the following ways

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

Response: A. All 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:

ACTIVITY 01

Title of the Practice 1: WOMEN EMPOWERMENT THROUGH HOLISTIC EDUCATION

Objectives of the Practice:

- To build a safe and inclusive environment for girls.
- To develop a culture where girls can acknowledge the real-world problems and learn to overcome them.
- To boost their self-esteem & confidence.
- To develop in them essential traits like compassion for humanity & love for nature.

The Context: Women have been a marginalized class in educational sector. In spite of efforts to reduce gender gap in education, there continue to be significant barriers to girl education. Co-Education was

introduced in majority of classes in main college and a sincere endeavour was made to generate a gender-neutral atmosphere.

The Practice: The college caters to the growing needs of education of girl students of the region and enables them to pursue their studies independently in a protected campus. Organization of multifarious competitions to equip the girls fully to face the real world. To inculcate entrepreneurial attitude among young girls, they are encouraged to participate Youth Festival, NSS to engrave in them the sentiment of service towards society & nation.

Evidence of Success: Stupendous results in academics in all classes prizes in co-curricular activities in Inter College Competitions and Youth Festivals.

ACTIVITY 2

Title of the Practice 2: PROMOTION OF UNIVERSAL VALUES AMONG STUDENTS

Objectives of the Practice:

In today's world, where majority of the people are pursuing only self-interests relentlessly, the institution recognizes the need to inculcate universal values like promotion of truth, selflessness, righteousness etc.

The Context: Scholar B.Ed. College conducts several workshops throughout the year to inculcate among the students the values of - harmonious development of body, mind and soul and promotion of universal values, cultivate inner calmness, to help others, to preach and practice truthfulness, to deal with academic and emotional stress by tapping their inner sources of strength and to develop a positive attitude.

The practice:

- Programs and seminars of Moral Principles and Ethics.
- Playing nukkad natak on different burning social issues like dowry system, female foeticide, swachhta, making toilets, beti padhao etc.
- Regular workshops to promote righteousness and responsibilities towards marginalized societies.
- Awareness Sessions on local cultures, their impact on our society and mechanisms to give back to the society.
- Special programs on yoga and meditation for mental wellbeing and soul enriching experiences.
- Lectures on importance of Democratic Institution and students' awareness on voting.
- One on one counselling sessions for students to help them overcome any feeling of pressure, fear or anxiety caused due to personal or professional reasons.
- Celebration of Fraternity, Brotherhood through college camps, trips, outings and weekend getaways.
- Virtual seminars promotion of universal values and moral righteousness.
- Regular engagement of our Scholar B.Ed. College in Blood Donation Camps, Serving at Old Age Homes, Adoption of section of people from marginalized society.

Evidence of Success:

- Pictures of students on several social media platforms representing Scholar B.Ed. College during Blood Donation Camps organized by RED CROSS.

- Print Media and Electronic Media publications reaffirming the representation of Scholar B.Ed. College in philanthropic activities like contributions to old age homes, orphanages, etc.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Area of Distinctiveness: Developing right attitude, Values and ideals.

Scholar B.Ed. College has the vision of “Developing right attitude, Values and ideals”. Being teacher education institution, institution aim to produce teacher with harmonious personality.

So for this students are groomed in such a way that they not only excel in academics but also earn accolades in allied fields of Sports, Co-Curricular activities and Community Service.

Institution adopts following practices for developing right attitude, values and ideals.

- ICT enabled teaching is to keep pace with digital age. College has four ICT enabled classrooms. The students of teaching of Computer Science and ICT are given assignments to prepare blogs and resume software on their own as a part of their practical curriculum.
- Interface with eminent scholars to broaden the outlook and acquaint the students with latest streams of thought in their subject.
- In addition to academic pursuits within college campus, educational trips and Industrial visits are also used as tools for optimizing concept development and promoting experiential learning among students. College students has educational trip at science city to inculcate moral values from our heritage and scientific values by experiential learning at these places.
- Access to a well-stocked library with internet facility. The library is a member of INFLIBNET which provides catalogue of books, database of theses and dissertation, database of e-books etc. The Fully computerized internet equipped library of the college has a collection over 6700 books with subscription of magazines, journals, newspapers in English, Hindi.
- Our results in the past five years have been fairly good and some of our meritorious students clinched university positions.
- Meritorious students are awarded merit scholarships, fee rebates and roll of honour.
- Annual athletic meet is a regular feature which provides equal opportunities to boys and girls to exhibit their sporting prowess in various track and field events. Every year college organize

Athletic meet in the month of March February.

- The students are afforded ample opportunities to soar higher in this area through various Club and Society activities, Talent Hunt Show, Fresher’s Party, Farewell Parties, Youth Festival and Inter College competitions.
- Every year college students won prizes in sports activity, Cultural programme and recently our students participated in **INTER COLLEGE YOUTH FESTIVAL JHOOMAR 2022** organized by VINOBA BHAVE UNIVERSITY, Hazaribagh. and all students won prizes and certificates.
- The students are also motivated not to remain self-centred and are urged to take up social roles through NSS and Outreach programmes. Donation drives, Participation in Walkathons organized for a cause, Awareness Rallies, Candle Marches, Blood Donation Camp, Swachhta Abhiyan, Plantation Drives enable the students to be socially responsible.
- Students are taken to Old Age homes and Deaf and Dumb schools to develop sensitivity towards senior citizens and disabled.
- The college corridors exhibit motivational sayings inspiring the students to adopt ethical lifestyle.
- Morning Assembly, Display of Thought of the Day and Yoga camps are the means of arousing spiritual feeling among the young minds and creating a pious ambience in the college.

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

5. CONCLUSION

Additional Information :

The Management is a raise funds from time to time for the progressive development of its institution.

Scholar B.Ed. College hold a significant place on the educational map of Jharkhand. Scholar B.Ed. college main focus is to regenerate mankind and transform society through quality education.

It is the matter of immense pride that the Scholar B.Ed. College Giridih has completed its Ninth session & two batches running is serving the people of jharkhand and other states.

Concluding Remarks :

Despite the challenges posed due to commercialization, privatization of education and endless mushrooming of B.Ed. the college has been able to maintain its standards and thrive for excellence. Introduction of the two-year B.Ed. has brought about phenomenal change in the teacher education scenario thus giving birth to new challenges of admission, retention and mobilization of resources and expansion of infrastructure. The institution is all geared up to overcome the present challenges and scale new heights in the field of Teacher Education. Further it ensures to develop a collaborative environment conducive to learning, exposure to the best National and International practices and promotion of innovation and creativity along with upholding its value system.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..</p> <p>2.1.2.1. Number of students enrolled from the reserved categories during last five years.. Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>85</td><td>45</td><td>74</td><td>82</td><td>66</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>50</td><td>45</td><td>50</td><td>50</td><td>50</td></tr></tbody></table>	2022-23	2021-22	2020-21	2019-20	2018-19	85	45	74	82	66	2022-23	2021-22	2020-21	2019-20	2018-19	50	45	50	50	50
2022-23	2021-22	2020-21	2019-20	2018-19																	
85	45	74	82	66																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
50	45	50	50	50																	
2.2.4	<p>Student-Mentor ratio for the last completed academic year</p> <p>2.2.4.1. Number of mentors in the Institution Answer before DVV Verification : 14 Answer after DVV Verification: 12</p>																				
2.3.4	<p>ICT support is used by students in various learning situations such as</p> <ol style="list-style-type: none">1. Understanding theory courses2. Practice teaching3. Internship4. Out of class room activities5. Biomechanical and Kinesiological activities6. Field sports <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above</p>																				
2.5.3	<p>Average teaching experience of full time teachers for the last completed academic year.</p> <p>2.5.3.1. Total number of years of teaching experience of full-time teachers for the last completed academic year Answer before DVV Verification : 64.25 Answer after DVV Verification: 59</p> <p>Remark : Input is edited from clarification documents considering the experience of full-time teacher (one-year).</p>																				

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

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

Answer before DVV Verification : A. Any 4 or more of the above
 Answer After DVV Verification: B. Any 3 of the above
 Remark : Input edited from supporting documents.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	0	1	3

Answer After DVV Verification :

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

Remark : Input is edited from clarification documents the paper is excluded as not in the assessment period.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	1	2	0	3

Answer After DVV Verification :

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

4	1	2	0	1
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3.3.1 **Average number of outreach activities organized by the institution during the last five years..**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	9	3	7	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	8	3	6	7

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

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

Answer before DVV Verification : 1

Answer after DVV Verification: 0

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

Remark : Input is edited from clarification documents.

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.**

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

Answer before DVV Verification : 5 4.1.2.2. **Number of Classrooms and seminar hall(s)**

in the institution

Answer before DVV Verification : 8

Answer after DVV Verification: 8

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**

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. Any 5 of the above
Remark : Input is edited from clarification documents as the program conducted proof has not been provided by the institute.

5.2.1 **Percentage of placement of students as teachers/teacher educators**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	2	0	2	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	0	0	2	0

Remark : Input is edited from clarification documents.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	0	1	3

Answer After DVV Verification :

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

1	1	1	1	3
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Remark : Input is edited from data template.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	2	1	1

Answer After DVV Verification :

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

Remark : Input is edited from 6.3.4. metric.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : less than five days fdp programs are not considered input is edited according to it.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	9	3	7	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	0	1	3

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

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

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

Remark : Input is edited from clarification documents.

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

Answer before DVV Verification : A. All of the above

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

Remark : Input is edited from clarification documents.

2.Extended Profile Deviations

ID	Extended Questions															
1.1	<p>Number of students on roll year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>100</td> <td>100</td> <td>100</td> <td>100</td> <td>100</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	100	100	100	100	100	2022-23	2021-22	2020-21	2019-20	2018-19
2022-23	2021-22	2020-21	2019-20	2018-19												
100	100	100	100	100												
2022-23	2021-22	2020-21	2019-20	2018-19												

198	200	198	199	194
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1.4 **Number of outgoing/ final year students who appeared for final examination year wise during the last five years..**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
98	100	98	99	94

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
93	99	100	97	100

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	16	16	16	16

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	16	16	16	11

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

Answer before DVV Verification:

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

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	11