



**R.T.C B.Ed. COLLEGE**

**P.H.ED. BUTI, RANCHI, JHARKHAND**

Self Appraisal Report  
for Teachers Education



**R.T.C B.Ed. COLLEGE**

**P.H.ED. BUTI, RANCHI, JHARKHAND**

# **SELF-APPRAISAL REPORT**

**SUBMITTED TO:  
NATIONAL ASSESMENT AND ACCREDITATION COUNCIL  
BANGLORE**



**R.T.C B.Ed. COLLEGE**

**P.H.ED. BUTI, RANCHI, JHARKHAND**

Self Appraisal Report  
for Teachers Education



**R.T.C B.Ed. COLLEGE**

**P.H.ED. BUTI, RANCHI, JHARKHAND**



# **SELF-APPRAISAL REPORT**

**SUBMITTED TO:  
NATIONAL ASSESMENT AND ACCREDIATION COUNCIL  
BANGLORE**



## **PREFACE**

Accreditation is the most important element in achieving excellence. Without accreditation, there are no benchmarks or basis by which one can judge quality. Assessment is also a very important and necessary tool for an education institution to assess the extent to which it has realized its academic goals and to receive valuable feedback for further strengthening of its academic activities.

R.T.C B.Ed. College Ranchi subscribes to this view, having been greatly inspired by the NAAC's conviction that the quality enhancement of educational system has to come from within and no amount of external audit and assessment can help directly. Everyone in our campus is quality conscious, which has been helping to strengthen self-esteem. A variety of learning experiences help learners achieve sequential optimum progress.

Teacher education plays a vital role in reforming and strengthening the education system of any country. A sense of introspection has helped our faculty, student, administration and the management by following the principal of vision for lifelong learning. Strategies for learning, skills, technology for easy learning, resources for maximizing facilities. Organization for student support service, internal evaluation for remedial teaching that where they stand and that their merits and demerits are, the effort of our college is a collective one.

This self-assessment exercise is to articulate and inculcate quality consciousness across the institution and not a cosmetic show to the outside world, every faculty member remains with a strong belief that quality is the only way to succeed and sustain. Under the able and the far sighted leadership of our principal and under the benevolent supervision and advice of our



correspondent and the collective cooperation of the steering committee, this strenuous task has been achieved. Our management has given their personal attention and cooperation at every stage of this important task.

Our steering committee includes


1. Dr. S. Krishna Kumari	Principal	Chairperson
2. Dr. N.K Mishra	Administrator	Member
3. Shri. Dananjay Mahato	Assit. Prof.	Coordinator SAR
4. Mrs. Reecha Padma	Assit. Prof.	Assit. Coordinator SAR
5. Mrs. Niku Kumari	Assit. Prof.	Member
6. Mrs. Poonam Mehta	Assit. Prof.	Member
7. Mr. Shekhar Suman	Assit. Prof.	Member
8. Mrs. Reena Sinha	Librarian	Member
9. Mrs. Chaya Rani Mahto	Accountant	Member
10. Ms. Kamini Singh	Office Assit.	Member

It is fervently hoped that this report would bring out a precise and holistic account of the college and its different units. This report is presented with a sense of fulfillment and a fond hope for a bright and prosperous future for this institution.

PRINCIPAL







## R. T. C. B.Ed. College

P.H.E.D., Buti, Ranchi-834 009

Estd. 2014  
(Recognized by NCTE (ERC), Bhubneshwar, vide letter No. ERC/7-83.6(1), 13/2008/102098/102098 (13), dated 28-02-2008)  
(Affiliated to Ranchi University, Ranchi, Jharkhand)  
(Managed by Gramvasi Alpasankhyak Vidyavardhani Samiti, P.H.E.D., Buti-Reg. No. 191/1978-79)

---

www.rtcbedcollege.com      e-mail : rtcbedcollege@gmail.com      Phone : 093344 32596 / 093081 33148

Ref. No - R.T.C.B.Ed. / 2517 / 078      Date - 25-03-17

### Forward


I feel tremendous delight in presenting this Self-Appraisal Report of R.T.C. B.Ed. College to the National Assessment and Accreditation Council (NAAC) for assessment and accreditation. We have made sincere efforts to prepare the report as per the guidelines of NAAC, after extensive study of the manual for Self-Appraisal of Teacher Education Institutions.

This report has been prepared according to the details given in the manual after internal discussions and no part thereof has been outsourced.

The institution will validate the information provided in this SAR during the Peer Team Visit.

Place : Ranchi  
Date : 25.03.2017

  
**Principal**  
 Principal  
 R.T.C. B.Ed. College  
 P.H.E.D., Buti, Ranchi, Jharkhand



## Member of NAAC Committee

**Principal :** Dr. Mrs. S. K Kumari

**Coordinator :** Mr. Dhananjay Mahato

**Mapping of Academic Activities of the institution :** Mrs. Sapna Kumari

Criterion	Criterion Name	In-charge
I	Curricular Aspects	Mrs. Nira Kumari Mr. Shekhar Suman
II	Teaching Learning and Evaluation	Mrs. Mamta Kumari Mr. Subodh Kumar
III	Research, Consultancy and Extension	Mr. Dhananjay Mahto Mr. Ranjeet Kumar Mrs. Niku Kumari
IV	Infrastructure and Learning Recourses	Mrs. Reecha Padma Mrs. Poonam Mehta
V	Student Support and Progression	Mrs. Sapna Kumari Mr. Ram Ratan
VI	Governance and Leadership	Mr. Vinod Prasad Ms. Ankita Dulari
VII	Innovative Practices	Ms. Asha Kumari Mrs. Rashmi S Bhengra



### CONTENTS

	PARTICULAR	
<b>PART-I</b>	<b>INSTITUTIONAL DATA</b>	<b>8</b>
	<b>A.PROFILE OF THE INSTITUTION</b>	<b>9-13</b>
	<b>B.CRITERION-WISE INPUTS</b>	<b>14</b>
I.	CURRICULAR ASPECTS	15-18
II.	TEACHING-LEARNING AND EVALUATION	19-23
III.	RESEARCH,CONSULTANCY AND EXTENSION	24-27
IV.	INFRASTRUCTURE AND LEARNING RESOURCES	28-34
V.	STUDENT SUPPORT AND PROGRESSION	35-39
VI.	GOVERNANCE AND LEADERSHIP	40-45
VII	INNOVATIVE PRACTICES	46-48
<b>PART- II</b>	<b>EVALUATIVE REPORT</b>	<b>49</b>
	<b>A.EXCUTIVE SUMMARY</b>	<b>50-54</b>
	<b>B.CRITERION-WISE ANALYSIS</b>	<b>55</b>
	Criterion-I CURRICULUM ASPECTS	56-66
	Criterion-II TEACHING-LEARNING AND EVALUATION	67-80
	Criterion-III RESEARCH,CONSULTANCY AND EXTENSION	81-98
	Criterion-IV INFRASTRUCTURE AND LEARNING RESOURCES	99-111
	Criterion-V STUDENT SUPPORT AND PROGRESSION	112-127
	Criterion-VI GOVERNANCE AND LEAD LEADERSHIP	128-149
	Criterion-VII INNOVATIVE PRACTICES	150-156
<b>PART- III</b>	<b>DECLARATION BY THE HEAD OF THE INSTITUTION.</b>	<b>157</b>
<b>PART- IV</b>	<b>ANNEXXURE</b>	<b>158</b>
	I. ACADEMIC CALENDER	159-162
	II. TIME TABLE	163-165
	III. MAPPING OF ACADEMIC ACTIVITIES	166
	IV. UNIVERSITY RESULTS	167-182
	V. FEEDBACK BY ALUMNI & STUDENTS	183-190
	VI. DETAIL OF ELECTRIC EQUIPMENT	191
	VII. AUDIO-VISUAL LIST	192
	VIII. NCTE APPROVAL LETTER	193-199
	IX. UNIVERSITY APPROVAL LETTER	200-206
	X. TEACHING STAFF	207
	XI. MANAGEMNET COMMITTEE	208-209
	XII. NON-TEACHING STAFF	210
	XII. AUDIT REPORT	211-227
	XIV. SYLLABUS	228-270
	XV. COLLEGE MAGAZINE AND PROSPECTUS	271-283
	XVI. FORMATION COMMITTEE	284-288
	XVI. MAP	289-294



# **PART-1**

## **INSTITUTIONAL DATA**



**A.**

## **PROFILE OF THE INSTITUTION**



### A. PROFILE OF THE INSTITUTION

1. Name and address of the institution: R.T.C B.Ed. College  
(Additional D.El.Ed)  
P.H.E.D, Buti, Ranchi-834009
2. Website URL: [www.rtcbedcollege.com](http://www.rtcbedcollege.com)
3. For communication: [rtcbed2008@gmail.com](mailto:rtcbed2008@gmail.com)

#### Office

NAME	MOBILE NO.	DESIGNATION	E-MAIL ADDRESS
DR. R.N Mahto	9334432596	Director	<a href="mailto:rtcbed2008@gmail.com">rtcbed2008@gmail.com</a>
Dr.S.Krishna Kumari	7091130500	Principal	<a href="mailto:rtcbed2008@gmail.com">rtcbed2008@gmail.com</a>
Dhananjay Mahato	9905305882	Coordinator	<a href="mailto:rtcbed2008@gmail.com">rtcbed2008@gmail.com</a>
Reecha Padma	8987494173	Assit. Coordinator	<a href="mailto:rtcbed2008@gmail.com">rtcbed2008@gmail.com</a>

4. Location of the Institution:

Urban ☒ Semi-urban ☐ Rural ☐ Tribal ☐

Any other (specify and indicate)

5. Campus area in acres

8134.18 sq. mts.

6. Is it a recognized minority institution? Yes ☐ No ☒

7. Date of establishment of the institution:

Month & Year

MM	YYYY
02	2008

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

RANCHI UNIVERSITY RANCHI



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

MM	YYYY
-	-

Month & Year

MM	YYYY
-	-

10. Type of Institution

a. By funding

i. Government

☐

ii. Grant-in-aid

☐

iii. Constituent

☐

iv. Self-financed

☒

v. Any other (specify and indicate)

☐

b. By Gender

i. Only for Men

☐

ii. Only for Women

☐

iii. Co-education

☒

c. By Nature

i. University Dept.

☐

ii. IASE

☐

iii. Autonomous College

☐

iv. Affiliated College

☒

v. Constituent College

☐



vi. Dept. of Education of Composite College ☐vii. CTE ☐viii. Any other (specifies and indicates) ☐

11. Does the University / State Education Act have provision for autonomy?

Yes ☐ No ☒

If yes, has the institution applied for autonomy?

Yes ☐ No ☐

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

Sl. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i.	Pre-primary	-	-	Certificate	-	-
		-	-	Diploma	-	-
		-	-	Degree	-	-
ii.	Primary/ Elementary	-	-	Certificate	-	-
		-	-	Diploma	-	-
		-	-	Degree	-	-
	Secondary/ Sr. secondary	-	-	Certificate	-	-
		-	-	Diploma	-	-
		B.Ed.	Grad. With 50% Graduation	Degree	2 year	Hindi/English
iii.	Post Graduate	-	-	Diploma	-	-
		-	-	Degree	-	-
iv.	Other (specify)	-	-	Certificate	-	-
		-	-	Diploma	-	-
		-	-	Degree	-	-

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



Level	Programe	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/Sr.secondary	B.Ed.	ERC/7-83.6(i).13/2008/102098 28Feb2008 ERC/176.2(ii).30/APE00780/B.Ed./2014/27824.14Nov2014	2018	2 unit (100)
Graduate				
Post Graduate				
Other Specify				



# **B.**

## **CRITERION – WISE INPUTS**



# **CRITEION –I**

## **CURRICULAR ASPECTS**



1. Does the Institution have a stated-  
Vision

Yes	✓	No	
-----	---	----	--

Mission

Yes	✓	No	
-----	---	----	--

Values

Yes	✓	No	
-----	---	----	--

Objectives

Yes	✓	No	
-----	---	----	--

2. Does the institution offer self-financed programme(s)?

Yes	✓	No	
-----	---	----	--

If yes,

a) How many programmes?

02

b) Fee charged per programme

75000 per year

3. Are there programmes with semester system

Yes		No	✓
-----	--	----	---

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

Yes		No	✓
-----	--	----	---

If yes, how many faculties are on the various curriculum  
development/vision committees/boards of universities/regulating  
authority?

Not Applicable

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

D.Ed.

--

B.Ed.

Method 14+4 Optional

M.Ed. (Full Time)

--

M.Ed. (Part Time)

--

Any other (specifies and indicates)

--

6. Are there Programmes offered in modular form



Yes

☒

No

☐

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

Number

02

Yes

☒

No

☐

8. Are there Programmes with faculty exchange/visiting faculty?

Number

08

Yes

☒

No

☐

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

- Heads of practice teaching schools

Yes

☒

No

☐

- Academic peers

Yes

☒

No

☐

- Alumni

Yes

☒

No

☐

- Students

Yes

☒

No

☐

- Employers

Yes

☒

No

☐

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

1 year

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

Yes

☒

No

☐

Number

01



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

Yes

☒

No

☐

Number

01

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

☒

No

☐

14. Does the institution encourage the faculty to prepare course outlines?

Yes

☒

No

☐





# **CRITERION-II**

## **TEACHING – LEARNING AND EVALUATION**



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

a) Through an entrance test developed by the institution

b) Common entrance test conducted by the

University/Government

c) Through an interview

d) Entrance test and interview

e) Merit at the qualifying examination

f) Any other (specify and indicate)

(If more than one method is followed, kindly specify the weightages)

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

a) Date of start of the academic year

01.07.2016

b) Date of last admission

02.08.2016

c) Date of closing of the academic year

30.06.2016

d) Total teaching days

206

e) Total working days

238

3. Total number of students admitted (2015-2017 & 2016-2018)

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed. 2015-17	25	75	100	24	64	88	01	11	12
2016-18	18	82	100	15	68	83	03	14	17
M.Ed. (Full Time)									
M.Ed. (Part Time)									



4. Are there any overseas students? Yes ☐ No ☒

If yes, how many?

Not Applicable

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

a) Unit cost excluding salary component

**Rs.45434.68**

b) Unit cost including salary component

**Rs.77839.54**

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

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

Programmes	Open		SC/ST		OBC	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed. (Science state)	-		-			
B.Ed. (Science Mang.)						
B.Ed. (Arts State)	<b>32%</b>	<b>26%</b>	<b>27%</b>	<b>21%</b>	<b>32%</b>	<b>15%</b>
B.Ed. (Arts Mang.)						

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

Yes ☒ No ☐

8. Does the institution develop its academic calendar?

Yes ☒ No ☐



## 9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.	-	-	-
B.Ed.	<b>52%</b>	<b>22%</b>	<b>26%</b>
M.Ed. (Full Time)	-	-	-
M.Ed. (Part Time)	-	-	-

## 10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days **30**b) Minimum number of pre-practice teaching lessons given by each student **40**

## 11. Practice Teaching at School

a) Number of schools identified for practice teaching **10**b) Total number of practice teaching days **120**c) Minimum number of practice teaching Lessons given by each student **100**

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

Number of lesson in simulation	<b>02</b>	Number of lesson pre-practice teaching	<b>10</b>
--------------------------------	-----------	----------------------------------------	-----------

## 13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes ☒ No ☐

## 14. Does the institution provide for continuous evaluation?

Yes ☒ No ☐

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



Programmes	Internal	External
D.Ed.	-	-
B.Ed.	16.15%	83.85%
M.Ed. (Full Time)	-	-
M.Ed. (Part Time)	-	-

### 16. Examinations

a) Number of sessional tests held for each paper

02

b) Number of assignments for each paper

02

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

	YES	NO
Computers	√	
Intranet	√	
Internet	√	
Software / courseware (CDs)	√	
Audio resources	√	
Video resources	√	
Teaching Aids and other related materials	√	
Any other (specify and indicate)	-	

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

Yes

√

No

Number

All

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

Yes

√

No

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

Compulsory

☐

Optional

√



# **CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION**



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

Number

02

Percentage

12.5

2. Does the Institution have ongoing research projects?

Yes

☐

No

☒

If yes, provide the following details on the ongoing research projects

N.A.

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
Nil	Nil	Nil	Nil
Nil	Nil	Nil	Nil
Nil	Nil	Nil	Nil
Nil	Nil	Nil	Nil

Additional rows/columns may be inserted as per the requirement

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

00

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

○ Teachers are given study leave

☒

○ Teachers are provided with seed money

☒

○ Adjustment in teaching schedule

☒

○ Providing secretarial support and other facilities

☒

○ Any other specify and indicate

☐

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

Yes

☐

No

☒

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

a. Ph.D.

01

b. M.Phil.

03





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

Yes ☒ No ☐

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

	Yes	No	Number
International journals		√	
National journals – referred papers Non referred papers	√	-	07
Academic articles in reputed magazines/newspapers/seminar	√	-	76
Books	√	-	01
Any other (specify and indicate)	-	-	-

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

Yes ☒ No ☐ Number **01**

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

Faculty	Students
<b>75</b>	<b>00</b>

National seminars

<b>00</b>	<b>00</b>
-----------	-----------

International seminars

<b>-</b>	<b>-</b>
----------	----------

Any other academic forum

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

(Mark '√' for yes and 'X' for No.)

Self-instructional materials

☒

Print materials

☒

Non-print materials (e.g. teaching  
Aids/audio-visual, multimedia, etc.)

☒



Digitalized (Computer aided instructional materials) ☒

Question bank ☒

Any other (specify and indicate) ☒

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

Yes ☒ No ☐

If yes, indicate the nature of the post.

Full-time ☐ Part-time ☐ Additional charge ☒

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

Yes ☒ No ☐

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

Yes ☒ No ☐

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

05

16. Does the institution provide consultancy services?

Yes ☒ No ☐

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

Free of charges

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

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



# **CRITERION IV: INFRA STRUCTURE AND LEARNING RESOURCES**



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

6697.31 sq.mt

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

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

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

25

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

45474

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

57974

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

75880

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

3778259

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

Yes

☒

No

☐

9. Total number of posts sanctioned

Open

Reserved

Teaching

Non-teaching

M	F	M	F
07	09		
03	03		



10. Total number of posts vacant

Open

Reserved

Teaching

Non-teaching

M	F	M	F
-	-	-	-
-	-	-	-

11.a. Number of regular and permanent teachers

Open

Reserved

Lecturers

M	F	M	F
02	02	05	07

Readers

M	F	M	F
-	-	-	-

Professors

M	F	M	F
-	-	-	-

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

Open

Reserved

Lecturers

M	F	M	F

Readers

M	F	M	F
-	-	-	-

Professors

M	F	M	F
-	-	-	-

c. Number of teachers from

same state

15

Other states

01



### 12. Teacher student ratio (program-wise)

Program Teacher students	Program Teacher student
D.Ed.	-
B.Ed.	<b>1:14</b>
M.Ed. (Full Time)	-
M.Ed. (Part Time)	-

### 13. a. Non-teaching staff

Permanent	Open		Reserved	
	M	F	M	F
	<b>00</b>	<b>01</b>	<b>03</b>	<b>02</b>

Temporary	M	F	M	F
	-	-	-	-

### b. Technical Assistants

Permanent	M	F	M	F
	<b>03</b>	<b>02</b>	-	-

Temporary	M	F	M	F
	-	-	-	-

### 14. Ratio of Teaching – non-teaching staff

**2:1**

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

**22.84%**

### 16. Is there an advisory committee for the library?

Yes

✓

No

### 17. Working hours of the Library

On working days

**06 hours**

On holidays

-----

During examinations

**06 hours**



18. Does the library have an Open access facility

Yes

√

No

19. Total collection of the following in the library

a. Books

812

- Textbooks

120

- Reference books

182

b. Magazines

44

c. Journals subscribed

38

- Indian journals

36

- Foreign journals

02

f. Peer reviewed journals

00

g. Back volumes of journals

00

h. E-information resources

- Online journals/e-journals

00

- CDs/ DVDs

00

- Databases

05

- Video Cassettes

00

- Audio Cassettes

05

05

20. Mention the

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

139.40 sq. mts

Seating capacity of the Reading room

50

21. Status of automation of Library

Yet to intimate

-

Partially automated

-

Fully automated

√





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

Circulation	<input checked="" type="checkbox"/>
Clipping	<input checked="" type="checkbox"/>
Bibliographic compilation	<input checked="" type="checkbox"/>
Reference	<input checked="" type="checkbox"/>
Information display and notification	<input checked="" type="checkbox"/>
Book Bank	<input checked="" type="checkbox"/>
Photocopying	<input checked="" type="checkbox"/>
Computer and Printer	<input checked="" type="checkbox"/>
Internet	<input checked="" type="checkbox"/>
Online access facility	<input checked="" type="checkbox"/>
Inter-library borrowing	<input checked="" type="checkbox"/>
Power back up	<input checked="" type="checkbox"/>
User orientation /information literacy	<input checked="" type="checkbox"/>

23. Are students allowed to retain books for examinations?

Yes ☒ No ☐

24. Furnish information on the following

Average number of books issued/returned per day	40-45
Maximum number of day's books is permitted to be retained	
By students	10 Day
By faculty	25 days
Maximum number of books permitted for issue	
for students	03
for faculty	05



Average number of users who visited/consulted per month

**600**

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

**1:20**

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

**10%**

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

	2013-2014		2014-15		2015-16	
	Number	Total Cost (in Rs.)	Number	Total Cost (in Rs.)	Number	Total Cost (in Rs.)
<b>Text book</b>	-	-	-	-	-	-
<b>Other books</b>	<b>3000</b>	<b>310914</b>	<b>508</b>	<b>83185</b>	<b>1008</b>	<b>107794</b>
<b>Journals/ Periodicals</b>	<b>12</b>	<b>10620</b>	<b>14</b>	<b>12400</b>	<b>15</b>	<b>11100</b>
<b>Magazine/Newspapers</b>	<b>65</b>	<b>2600</b>	<b>75</b>	<b>3012</b>	<b>93</b>	<b>7453</b>



# **CRITERION V:**

## **STUDENT SUPPORT AND PROGRESSION**



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

Programmes	Year 1	Year 2	Year 3
D.Ed			
B.Ed	0%	0%	0%
M.Ed. (Full Time)			
M.Ed. (Part Time)			

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

Yes ☒ No ☐

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

15

3. Does the institution offer Remedial instruction? Yes ☒ No ☐

4. Does the institution offer Bridge courses? Yes ☐ No ☒

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

	UG-B.Ed.		
	2012-13	2013-14	2014-15
Pass percentage	100%	100%	100%
Number of first Division	-	-	-
Number of distinctions	100	100	100
Exemplary performances (Gold Medal and university ranks)	Gold Medal	2 <sup>nd</sup> topper in University	2 <sup>nd</sup> topper in University

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

	I	II	III
NET	02	02	03
SLET/SET	03	-	02
Any other CTET/TET	02	05	30



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

Financial Aid	2014-15	2015-16	2016-17
Merit Scholarship	-	-	-
Merit-cum-means scholarship	-	-	-
Fee concession	-	-	-
Loan facilities	-	-	-
Any other specify and indicate(e-Kaylan scholarship)	66	142	151

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

Yes ☒ NO ☐

9. Does the institution provide Residential accommodation for:

Faculty Yes ☒ No ☐

Non-teaching staff Yes ☒ No ☐

10. Does the institution provide Hostel facility for its students?

Yes ☒ No ☐

If yes, number of students residing in hostels

Men

Women

11. Does the institution provide indoor and outdoor sports facilities?

Sports fields Yes ☒ No ☐

Indoor sports facilities Yes ☒ No ☐

Gymnasium Yes ☐ No ☒

12. Availability of rest rooms for Women Yes ☒ No ☐

13. Availability of rest rooms for men Yes ☒ No ☐

14. Is there transport facility available? Yes ☒ No ☐



15. Does the Institution obtain feedback from students on their campus experience? Yes ☒ No ☐

16. Give information on the Cultural Events (Last year data) in which the institution participated/organized.

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter collegiate				√		<b>01</b>
Inter-university						-
National						-
Any other (specify and indicate)	√		<b>15</b>			-

(Excluding college day celebration)

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

	Participation of students (Numbers)	Outcome (Medal achievers)
State	-	-
Regional	-	-
National	-	-
International	-	-

18. Does the institution have an active Alumni Association?

Yes ☒ No ☐

If yes, give the year of establishment

2013-14

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

Yes ☒ No ☐

20. Does the institution regularly publish a college magazine?

Yes ☒ No ☐



21. Does the institution publish its updated prospectus annually?

Yes ☒ No ☐

22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years.

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	3%	8%	6%
Employment (Total)	22%	23%	26%
Teaching	22%	23%	26%
Non teaching	-	-	1%

23. Is there a placement cell in the institution?

Yes ☒ No ☐

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

I	II	III
22	23	26

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

- Academic guidance and Counseling      Yes ☒ No ☐
- Personal Counseling                              Yes ☒ No ☐
- Career Counseling                                  Yes ☒ No ☐



# **CRITERION VI: GOVERNANCE AND LEADERSHIP**





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

Yes ☒ No ☐

2. Frequency of meetings of Academic and Administrative Bodies: (last year)

Governing Body /Management	02
Staff Council	10
IQAC/Or any other similar body/committee (three most important bodies	
a) Student Council	08
b) Admission committee	09
c) Examination committee	10

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

Loan facility	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Medical assistance	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Insurance	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Free Transports	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

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

03

5. Furnish the following details for the past three years

- a. Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized Organization
- b. Number of teachers who were sponsored for professional development programmes by the institution



National

-

International

-

c. Number of faculty development programmes organized by the institution.

-

d. Number of Seminars/ workshops/symposia on curricular development, teaching- learning, Assessment, etc. organized by the institution

6

e. Research development programmes attended by the faculty

-

f. Invited/ endowment lectures at the institution

3

Any other areas (specifies the programme and indicate)

3

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

a. Self-appraisal

Yes

☒

No

☐

b. Student assessment of faculty performance

Yes

☒

No

☐

c. Expert assessment of faculty performance

Yes

☒

No

☐

d. Combination of one or more of the above

Yes

☐

No

☒

e. Any other (specifies and indicates)

Yes

☒

No

☐

7. Are the faculty assigned additional administrative work?

Yes

☒

No

☐

If yes, give the number of hours spend by the faculty per week

3 hrs

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

Grant-in-aid

-

Fees

10835100



Donation	-
Self-funded courses	-
Any other (Hostel Fees and	-
Misc. Receipt)	-

## 9. Expenditure statement (for last two years)

Total sanctioned Budget	2014-15	2015-16
% spent on the salary of faculty	<b>25.94%</b>	<b>22.84%</b>
% spent on the salary of non-teaching employees	<b>5.67%</b>	<b>7.07%</b>
% spent on books and journals	<b>1.15%</b>	<b>1.86%</b>
% spent on developmental activities (expansion of building)	-	<b>34.87%</b>
% spent on telephone, electricity and water	<b>1.93%</b>	<b>2.83%</b>
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	<b>0.93%</b>	<b>2.05%</b>
% spent on maintenance of equipment, teaching aids, contingency etc.	<b>1.03%</b>	<b>0.71%</b>
% spent on research and scholarship (seminars, conferences, faculty development programmes, faculty exchange, etc.)	---	---
% spent on travel	---	---
Any other (specific and indicates)	<b>23.4%</b>	<b>27.77%</b>
Total Expenditure incurred	<b>100%</b>	<b>100%</b>

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

Surplus in Rs.

**25.35**

Financial Year 2013-14

Deficit in Rs.

----



34.25

Financial Year 2014-15

----

30.51

Financial Year 2015-16

----

11. Is there an internal financial audit mechanism?

Yes

☒

No

☐

12. Is there an external financial audit mechanism?

Yes

☒

No

☐

13. ICT/Technology supported activities/units of the institution:

Administration

Yes

☒

No

☐

Finance

Yes

☒

No

☐

Student Records

Yes

☒

No

☐

Career Counseling

Yes

☒

No

☐

Aptitude Testing

Yes

☒

No

☐

Examinations/Evaluation

Yes

☒

No

☐

Assessment

Yes

☒

No

☐

Any Other (Data Base)

Yes

☐

No

☐

14. Does the institution have an efficient internal co-coordinating and monitoring mechanism?

Yes

☒

No

☐

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes

☒

No

☐

16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes

☒

No

☐



17. Does the institution have the freedom and the resources to appoint and pay temporary/ adhoc / guest teaching staff?  
Yes ☒ No ☐
18. Is a grievance redressal mechanism in vogue in the institution?
- |                             |                                     |
|-----------------------------|-------------------------------------|
| a) For teachers             | <input checked="" type="checkbox"/> |
| b) For students             | <input checked="" type="checkbox"/> |
| c) For non - teaching staff | <input checked="" type="checkbox"/> |
19. Are there any ongoing legal disputes pertaining to the institution?  
Yes ☐ No ☒
20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?  
Yes ☒ No ☐
21. Is the institution sensitized to modern managerial concepts such as strategic planning, teamwork, decision-making, computerization and TQM?  
Yes ☒ No ☐



# **CRITERION VII:**

# **INNOVATIVE**

# **PRACTICES**



- Does the institution have an established Internal Quality Assurance Mechanisms? Yes ☒ No ☐
- Do students participate in the Quality Enhancement of the Institution? Yes ☒ No ☐
- What is the percentage of the following student categories in the institution?

		2014-15		2015-17		2016-18	
	Category	M%	W%	M%	W%	M%	W%
A.	SC	-	3	4	2	1	2
B.	ST	5	20	7	40	43	3
C.	OBC	15	30	13	23	11	23
D.	Physically challenged	-	-	-	-	-	-
E.	General Category	7	20	1	10	3	14
F.	Rural	17	46	17	49	11	47
G.	Urban	3	34	8	26	7	35
H.	Any other (specify)	-	-	-	-	-	-

- What is the percentage of the staff in the following category?

		2014-15		2015-17		2016-18	
	Category	Teaching staff %	Non-teaching staff %	Teaching staff %	Non-teaching staff %	Teaching staff %	Non-teaching staff %
a.	SC	-	-	15	14.28	15	14.28
b.	ST	14.28	20	-	-	-	-
c.	OBC	42.85	80	46	57.14	46	57.14
d.	Women	57.14	40	61	57.14	61	57.14
e.	Physically challenged	-	-	-	-	-	-
f.	General Category	42.85	-	38	28	38	28
g.	Any other (specify)	-	-	-	-	-	-



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

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC	56.88	51.63	83.88	76.38
ST	51.13	59	81.5	74.75
OBC	68.25	62.25	78.75	80.63
Physically challenged	51.88	-	76.5	-
General Category	61.25	58.5	82.38	88.75
Rural	58.2	49	80	79.63
Urban	56.1	57.25	78	87
Any other (specify)	-	-	-	-





# **Part-II**

# **EVALUATION REPORT**



# EXECUTIVE SUMMARY



## EXECUTIVE SUMMARY

R.T.C B.Ed. College Ranchi run by the Gamvasi Alpasamkhyak Vidyavavdhani Samiti, Ranchi was started in an urban place at Ranchi Jharkhand I the year 07.11.2016 this college was recognized by NCTE (order ERC /NCTE/7-83.6.13/2008/102098 dated 28.02.2008 and Revised order ERC/176.230/APE000780/B.Ed/2014/27824/dated 14.11.2014) and is temporary Affiliated to Ranchi University order no. (Ge/76970dete12/08/2008 revised order no.Ge-2561-2606-date 18/03/2016)It tries to achieve excellence through hard work and discipline and to prepare the student to face the contemporary challenges.

### Curricular Aspects

The college campus is located in a big area of 2.01 acres and has a total built of are 6697.31 sq.m. with classroom multipurpose hall and 6 laboratories. It offers B.Ed. (Bachelor of Education) Two year programme and has to optional subjects It has and approved intake of two units, 100 students and faculty members at the ratio of 6:2:1.

The College follows the curriculum and syllabi designed by the affiliating Ranchi University Ranchi: the college interacts with the university in updating the curriculum as and with required. The college curriculum structure provides ample scope for healthy teaching practice, internal assessment, field trip, camp activities and work experience. Educational technology, information and communication technology in education, action research and case study are compulsory components of the curriculum.

The feedback from students, academic peers alumni and employers are obtained, analyzed and used for improving or restructuring the curriculum, Co-curricular and extracurricular activities. It reflects the quality enhancement of this institution.

### The Teaching, learning and evolution

The Teaching learning process is strengthened through lectures, seminars, paper presentation, demonstrations, micro level teaching, macro teaching, field trips and camp activities. The latest ICT equipment substantially contributes to the teaching learning process. Our students are involved in a variety of school based activities. The internship and teaching practice is conducted for 25 days in the nearby schools.



The classes are handled by qualified full time faculty members. The teacher educators are encouraged to keep abreast of latest developments in their respective subjects through well-equipped library, seminar participation, writing articles in leading research journals, well equipped computer laboratory and internet facilities are extended to all teacher and students. Our library has a very good collection of books, periodicals journals and book volumes.

The pass percentage of students have been quite impressive even if the student admitted invariably have average score in the qualifying examination. Weaker students are given remedial teaching, the tutor mentor system is successfully conducted to elicit the problem of the students. Counseling is provided for the needed student teachers are continuously evaluated by conducting unit's tests, revision tests, and model tests for awarding grades. The examination is conducted by Ranchi University Ranchi at the end of the academic year and a non-semester pattern. There is a provision for retotaling and revaluation and the students can get the photo copy of the valued answer script from the university .The college being affiliated to Ranchi University Ranchi, the design of curriculum, course pattern and external evaluation are done by the same University.

## Research consultancy and extension

Since R.T.C B.Ed. College, Ranchi is located in a Urban area, and M.Ed. as P.G Course is proposed to be started from next session. The management has encouraged our faculty members by providing many concessions and incentives including finance to do project every year research seminars are conducted in the college to improve their knowledge in research aptitude and skills. During the year 2014-2015 and 2015-2017 a national seminar was conducted in the college totally financed by the management. The students were also motivated to present papers in the seminar. Our staff members have presented papers in the seminars and workshops organized by other universities and Colleges.

The extension and outreach programmes carried out by faculty with the help of NGO in the nearby villages have been very successful. Faculty exchange programmes are conducted by inviting professor from other college and universities.

## Infrastructure and learning resources

The campus has 2:01 acres which has a vast scope for expansion of academic activities. The total built up area of the building is 6697.31



sq.m. Well-furnished classrooms, sophisticated laboratories, multipurpose hall, ICT facilities, computer center, spacious administrative building, conference room, library and other allied infrastructure of the college are well maintained and utilized by staff and students on a regular basis.

The college library has a good collection of 8000 books and many magazines, periodicals, journals and facilities for technology aided learning which enable student to acquire information, knowledge and skill required for their study the library is kept open an all days form 09:00 A.M to 3:00 P.M except govt. holidays. The book bank caters to the need of SC, ST and economically weaker students. There is a library advisory committee in the college. There a computer laboratory containing 25 systems with internet facility and is used by faculty and students.

The faculty members extensively employ technology in developing instructional material. The sports facilities include a good field tracks and necessary sports wears which are regularly used by our student.

### Student support and progression

Most of the students hail from rural areas. The main attraction of the college is the excellent infrastructure and an ideal environment to pursue studies. The college enables the student to avail as many types of scholarship sponsored by the government and the management as possible. Every academic year the previous knowledge of student is tested and for low achievers special coaching is arranged. Remedial coaching is given to weaker students. Counselling is given by career guidance and counselling cell. Placements are offered to student. Feedbacks are collected from current and alumni about various dimensions of the college and its program in order to make a more effective functioning. A grievance redressal committee attends the problem of the student teachers.

### Governance and leadership

Our college has a number of bodies and committees which strive for the effective organizational set up and good management. These bodies and committee discuss various issues and complex matters in depth and recommend the decisions to the college managements through the principal. This enables wider participation of the faculty and others in decision making. The practice of delegation of power to the committees has not only to a sense. Involvement of faculty members but also for a speedy and effective administration.



It also deserves to initiate good welfare schemes for the faculty and the student. Training programme for the staff are arranged periodically for refreshing their subject matter.

## Innovative Practices

The college has initiated many innovative practices. The IQAC was constituted the year 2013-2014 as per the norms and guidelines of NAAC. Every academic plan is discussed in the IQAC meeting. The college identifies the good practices through self-appraisal of staff members, feedback from students and alumni. Good teaching environment is created for the students by providing citizenship camp, field trips, festival celebration, seminars, teaching practices preparing SUPW works and participating in club activities etc. student are given orientations to gender equality and treat their counterpart fairly and equally. The college activities are informed to all stakeholders through website and newspapers.

The institution gets feedback from staff, school head masters, students and parents. The collected feedbacks are analyzed and discussed in the staff council and governing body for the quality improvement in the institution.



# **CRITERION WISE ANALYSIS**



# **CRITERION – I**

## **CURRICULAR ASPECTS**





## 1.1 Curricular Design and Development

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

*Our college has its own vision mission and objectives.*

### Vision

To equip our student teachers to empower the learners to face the global challenges and vagaries of the future.

### Mission

To inculcate in the minds of teachers trainer an absolute desire learning to teach and teaching to them with the will of leadership; To Inspire the learners to acquire knowledge and ship so as to enable them to apply these tools to benefit the social at large.

### Quality Policy

To be a hub of quality system in terms of infrastructure, faculty and facility and process as to impart value based teacher education for shaping the trainee teachers to deliver in turn the promise of equipping and enlightening the future generations to stand up to the expectations of the society and the demands of the times.

### Long term goals

☐ To establish a Centre of Excellence in Education.

### Short term goals

- To achieve 100 % results in all subjects in the University Examinations.
- To encourage the students' to actively participate in Co-curricular and extracurricular activities.
- To encourage the faculty members to publish in National and International journals and to author books.
- To motivate the students to take part in Minor Research Projects.
- To encourage the use of state of the art technology in education.



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

The curriculum is designed and offered by the Ranchi University. The same has been analyzed by staff council programmers are integrated in the teaching – learning process based on the teaching from teacher education. Examples, students, alumni etc. and copy of feedback analysis report has been sent to Ranchi University as a suggestion for curriculum revision.

The curriculum is also frequently updated by the Ranchi University taking into account the needs of the society as advised by the expels from colleges and college has been activity participating in this exercise by suggestions for updating the curriculum and syllabus from time to time.

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

The various boards of studies under the Ranchi University incorporate the modern trends in teacher education in the curriculum and change it wherever and whenever necessary. These include aspects relating to environmental education. Moral and ethical aspects, basic pedagogy, computer education and basic review.

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

The curriculum is framed by the university. Sufficient thrust is placed on National Issues like environmental education, value education and communication technology. Value education, information is promoted by providing courses on yoga. Meditation teachers on achier and self – development programmers environmental education and human rights education are the elective subjects in the college. Apart from this the college various important national days like Independence Day. Education technology and Internet facilities are provided to B.Ed. students. LCD presentation helps the students to conduct seminars. Training to students in contemporary social responsibilities and values and community services are given through extension activities.

The college has over the years established a rich tradition of Inculcating ethical values in faculty and students by invited lectures on ethics.



The different elective subjects like:

- Environmental Education
- Human Rights Education
- Computer Education with thrust on national issues like environment, value education and ICT are taught in our college.
- Creating awareness on National and Global issues like Global warming, Pollution, Plastic menace, National security and Disaster management.
- By allotting one period for co-curricular activities, computer laboratory, ET laboratory, Language laboratory practices for students.
- Celebration of national festivals to foster social, cultural, religious and regional integration.
- Training the students in contemporary social responsibilities and values and community services through extension activities.

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

Yes, the college uses the ICT in the planning of curriculum. CDs are prepared by the faculty members and the students and are being used it as teaching aids in the class room. Power point presentations are made use of in classroom teaching. Students are encouraged to conduct the classes by using power point presentation during teaching practice in schools.

### 1.2.1 Academic Flexibility

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

Students are provided opportunity to practice various skills before entering in the actual classroom settings. They are also provided opportunity to attend micro- teaching lesson and simulated teaching in each subject as mini lessons. Present 02 pre practice lessons in both the subject so that they became confident before entering in the classroom lesson plans prepared by teacher education before its actual transaction. Use of material aid is always encouraged. With these practices teaching become reflective practice.



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

The Institution provides various experiences for the student as per Ranchi University. Ranchi university like micro teaching practice, Internal assessment, field trip, camp activities, art and work experience, educational technology, action research and self-learning, group learning and teaching theory subject.

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

The college has introduced the following value added courses:

- Communication English development programmes
- Computer Applications
- Yoga & Health Education
- Personality Development Trainings
- First Aid Training Programmes
- Health and AIDS Awareness Programmes
- Information and Communication Technology – utilization programmes.
- Extension activities

## 1.2.4 How does the institution ensure the inclusion of the following aspects in the curriculum?

### 1. Interdisciplinary /Multidisciplinary

- Students can choose two different specialization subjects, major and language.
- Apart from this, students have an option to choice subjects like Environmental Education, Human Rights, Computers in Education, Physical and Health Education as elective subjects.
- All the general papers (Core Papers) and Elective papers make our curriculum interdisciplinary/multidislinary.



## 2. Multi – skills development

- Besides training the student teachers in teaching skills, the college provides multi skill capacities aiming at the development of following skills:
  - ✓ Communication skills
  - ✓ ICT skills
  - ✓ Leadership Skills
  - ✓ Skill of Keen Observation
  - ✓ Sensing the problem

## 3. Inclusive Education

The college admits differently abled and visually challenge students to B.Ed., programme. They are provided with alternative arrangements such as computer, speakers, headphones, tape recorders and DVD. Audio visual aids are used so effectively that even slow learner can learn to proper speed.

## 4. Practice teaching

- Students are sent for teaching practice for a period of 40 days to various approved schools in and around Ranchi District under efficient guide teachers.
- Practice teaching comprises observation and teaching. The students have to undergo simulation and pre-practice sessions in the college.
- During their teaching practice, the teacher educators visit the schools where the students undergo teaching practice and provide guidance given to the students. At the end of the teaching practice, feedback from the teaching practice schools.

## 5. School experience / internship

The trainees are familiarized day to day activities of the school during the teaching practice. The tasks are:

- a. Conducting morning assembly
- b. Conducting classes



- c. Conducting tests
- d. Organizing science exhibitions
- e. Organizing cultural programmes
- f. Organizing games and sports activities
- g. Conducting competitions like quiz, debate, essay writing, etc..
- h. Carrying out case studies

During the teaching practice good learning experience is witnessed and inter personal relationship between the student teacher and the institution is enhanced.

#### **6. Work experience /SUPW**

Programmes are conducted for designing and developing equipment suitable for local conditions and using local raw materials rather than buying expensive and \sophisticated equipment. Some sort of simple work is being allotted to each student and students are encouraged to develop psychomotor skill.

- Painting
- Hand work
- Handicrafts
- Wealth from waste
- Office Cover & file making
- Duster Masking

#### **7. Any other (specify and give details)**

The students are encouraged to make use of internet facilities provided at the college. All our students are motivated to create their e-mail: address. Progress and circulars are sent through emails. Faculty members have prepared CDs for their class room teaching. Providing question papers, conducting of extra coaching classes, quiz programmes and providing hints for competitive examinations help the students for getting a job. Cultural programmes are conducted periodically.



## FEEDBACK ON CURRICULUM

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

Feedback is collected from every student of the college at the end of the course regarding campus experience. There is an Alumni Association functioning in the college since 2012. Former students are enrolled as members in the association. The feedback collected from them at the annual meets are considered while taking academic decisions. There is a provision for students to express their suggestions in 'Suggestions Box' kept in the college.

A visitor book is kept in the office to obtain feedback from the visitors. The college also takes suggestions from the heads and guide teachers of teaching practice schools. Feedback is also collected from employees and academic peers working in nearby colleges.

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

Yes, the feedback collected are analyzed and discussed in the staff council to decide the areas of improvement and to send the suggestions to the university consideration for inclusive of changes.

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

After careful analysis of feedbacks obtained from various sources, the college decides at the areas for Improvement and sends to the suggestions the university for appropriate action.



# **CURRICULUM UPDATE**





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

Our college is affiliated to the Ranchi University Ranchi. The University has changed the structure and pattern of all papers in 2008 – 2009 and the institution was started in the same year. Hence, this institution has no contribution in the revision of syllabus. State wise same syllabus and central valuation system in modular form is being followed. Generally this institution has no official power to revise or update curriculum. But it could send suggestions to the university as and when it requires.

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

The curriculum for the various programmes run by the college are prepared by the university, since the college is an affiliated one. The suggestions given to university on the basis of a feedback from stack holders are considered when the university designs the syllabi and the curriculum.

## **Best Practices in curricular Aspects**

**1.5.1 What is the quality sustenance and quality enhancement measure undertaken by the institution during the last five years in curricular aspects?**

The current syllabus provide academic flexibility to the student as they have option for elective papers, student can choose one special papers of this choice out of eight elective papers. Also we have a combination of 13 school subjects divide into three group and student have to choose any two school subjects with only restriction that they cannot choose both that subjects from the same group. A numbers of quality sustenance and quality enhancement measures. Like assignment based on each core papers, project work seminar presentation by each student etc. have been incorporated in the B.Ed. curriculum during last three years. Invited lectures and expects guidance is also made available to staff and students.



## 1.5.2 What innovations/best practices in 'Curricular Aspects' have been planned/ implemented by the institution?

The students and faculty members are encouraged to do mini projects on current issues in education. Add on courses are conducted to strengthen the teaching skills using power point presentations. National level seminars are organized to bring out recent trends in teacher education.

Teacher Educators participated and presented their research papers in National and International seminars. Feedbacks are collected, analyzed and discussed in the staff council and the suggestions are sent to the University for consideration.



# **CRITERION – II TEACHING – LEARNING AND EVALUATION**



## 2.1 Admission process and student profile.

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

Admission of students is based on common entrance test at state level and the norms framed by Uttar Pradesh state Government and the Ranchi University Ranchi. For B.Ed. programme, UG degree qualification is considered for admission. Students are selected through a systematic procedure based on merit.

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

Applications are invited by the admission Coordinating University for the programmes offered by the college through advertisements in leading newspapers. The prospectus and college website focus the facilities available in the college like laboratory facilities, library, hostel, transportation, infrastructure and faculty.

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

Though the admission are made by centralized counseling where every case is taken to ensure the records of the students who are allotted this college are again verified by the admission committee to ensure about their eligibility before granting them admission in the college. Reservation and other criterion are verified by the state government before allotment.

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



Our college admits 100 students belonging to various communities as per the norms of Ranchi University Ranchi. Discrimination in terms of caste, creed, Colour, language, Gender or Religion is strictly not allowed in the campus. Our college believes in secularism and celebrates all festivals like Holi, Diwali, Pooja, Christmas, Ramzan, Navratra, and cultural programmes are arranged. A conducive climate is maintained in the campus. The management helps students to get fee reimbursement for SC/ST/OBC and economically weak general students. Special steps are being taken to cater to the needs of the differently abled students.

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

Yes

- A test is administered to all the students to assess their basic knowledge in different subjects.
- Orientation programmes and Bridge Courses are conducted through which the students are appraised about the programme and initiated towards the teaching profession.

## **2.2 Catering to Diverse Needs**

### **2.2.1 Describe how the institution works towards creating an overall environment conducive to learning and development of the students?**

- The institution has developed excellent physical and academic infrastructure and thereby ensuring good learning experience and environment.
- The Institution is equipped with well-maintained laboratories and library, computer center, rest rooms, toilets, playfields and spacious & ventilated class rooms capable of adapting to technological teaching aids.
- Transport facilities run by our institution are available from places in and around Ranchi district.



- By providing a calm atmosphere inside the college premises, the monitors students activities are provided a very conducive environment for learning.

## 2.2.2 How does the institution cater to the diverse learning needs of the students?

- The learners are encouraged and facilitated to enlarge learning beyond the specified curriculum through excellent support by experienced faculty, learning resources in terms of library, internet access.
- Remedial Teaching is conducted periodically for slow learners and Modules are given for self-study with respect to core4 papers and handouts are designed for higher achievers.
- ICT enabled instruction is focused and practiced. Individual attention is paid by giving due consideration to individual differences of the learners.
- Bilingual method of teaching learning process is used in the class. Study materials are provided according to their needs in bilingual form.

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

To understand the role of diversity and equity in teaching learning process, we teach the concept of nationality, religion social mobility and culture their relationship with education and also the provision made by government regarding diversity and equity various educational thinkers like Gandhi, Tagore, Vivekananda, and Dayanand Sarasvati who have given the Ideas per training to induction. Diversity and equity in their philosophy are also thought besides this we organize scout guide camp, community work, seminar debate birthdays of great leaders social performers etc. which help the student in understanding the role of diversity and equity in teaching learning process. Visit to places of cultural, historical education field educational tour is also organized.



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

The criteria of ensuring the knowledge and the subject competency of the Teacher Educator begins with the selection procedure itself. The staff selection committee selects well qualified staff that has an ardent aptitude for teaching. The college conducts curricular and co-curricular meets for the development of staff knowledge and conduct Faculty Development Programmes.

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

Various activities / practices which help student teachers in developing knowledge and skills related to diversity and inclusion are.

1. Classroom discussion
2. Debate
3. Seminar
4. Community
5. Visit to various local places
6. Visit to various programmes

Organized elsewhere in city. In the most of their activities all student are encouraged to participate. Those who are or came from poor background are compulsory inrouted in their activities so that they could get on exposure and confidence which help them in their classroom transaction.

## 2.3 Teaching-Learning Process

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

Students are engaged in active learning by the following methods. Active learning is emphasized and adopted in each and every stage of learning.

- The library is having text books, Reference books, Magazines, CDs, DVDs, Periodicals, Journals and Back Volumes.



- Self-learning activities are creative and innovative methods are preferred to traditional method.
- Book review, lesson planning, debate, team work, seminar, work shop and field work are arranged.
- Group and individual projects are assigned to students in their respective optional subjects.
- Group discussions are conducted.
- Class seminars are arranged.
- Peer – teaching is encouraged.
- The students undergo a supervised practice teaching in a recognized school as apprentice under a selected teacher in that school and under the general supervision of the principal and the teacher – Educators of the college.

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

Learning is made student centered. Students are encouraged to interact in the class rooms.

- Students are involved in tutorials, laboratories and seminars.
- Life skill courses are imbibed.
- Knowledge management skills are inculcated by inviting students’ ideas and concepts in projects.
- By encouraging them to use the institutional facility like digital library and educational gadgets.
- By encouraging them to present papers in national seminars.

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

- In order to make instructional approaches effective, various models of teachings are used.
- Low cost materials are used.
- Hardware technological equipment like still pictures, motion pictures, transparencies, T.V., VCD player, LCD projector, and





Computers are used as supporting devices to make the instructional methodology effective.

- Effective learning is ensured by using internet facilities in teaching learning process.
- Language lab is used to develop listening, speaking, reading and writing skills, comprehension ability, to facilitate individual in language learning.

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

No, there is no provision for additional training in models of teaching.

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

Yes, the micro teaching is practiced effectively by monitoring six important skills with one lesson plan each.

Students are asked to prepare 5 – 10 minutes lesson sessions focusing on one or more of the following teaching strategies, for a small group of peers as part of micro-teaching.

- Skill of stimulus variation
- Skill of set Induction
- Skill of explaining
- Skill of reinforcement
- Skill of probing questions
- Skill of using blackboard
- Skill of demonstration
- Skill of objective writings

The episode is recorded using a coding sheet and students reteach based on feedback.

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



- Training and guidance is given to the student teachers on micro teaching, preparation of lesson plan, preparation of blue prints and question papers, case studies, achievement tests and model preparation before extending in school for teaching practice.
- Student teachers are required to do a teaching practice for 40 days which includes ten days of observation.
- They are deputed to schools in accordance with the approved list given by the District Educational Officer.
- This practice teaching covers 40 lesson plans along with relevant teaching models and charts.
- Diagnostic tests and achievement tests for students are conducted by the trainees during and at the end of the internship to evaluate their performance.
- Slow learners are identified and special classes are conducted by the student teachers.
- They are required to do case study (Identifying fast or slow learners or problematic students) and action research at school level.
- They suggest recommendations for the improvement and submit a record to the college.
- The trainees are evaluated by their respective guide teachers. They submit a evaluation sheet to the college.
- The concerned teacher educators of the college visit the school and assess the performance of student teachers periodically.
- A feedback on the performance of the trainee in general is collected from the Head master of the school concern and guide teachers.

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

The students take 40 days internship of teaching practice classes. In all these days students have to record 5 each method and 20 lesson plans for each optional subject in each year.

During the process of internship teaching practice, the schedule includes completion of internship component records like Test and Measurement, Action Research and Case Study.



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

Yes, the practice teaching plans are developed in partnership with cooperatively involving the school staff and mentor teachers. The teaching schedule according to the syllabus is discussed and the lessons to be taught during practice session are informed beforehand to the students. This facilitates the coverage of all units of the syllabus in an organized manner.

In schools, the school teachers also make their suggestions regarding lesson planning and teaching of specific subject. These are taken into consideration while the teacher educator is guiding the student teacher.

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

The student teachers are instructed to follow the given aspects in the practice teaching sessions.

- To keep the classes in learner centered mode
- To follow the school rules and regulations
- To maintain the classes in activity based learning
- To deal with the students psychology
- To motivate the students by asking relevant questions
- To make learning effective through active learning
- To follow the utilization of as many teaching learning aids as possible
- To deal the with exceptional children using a special methods.
- To conduct special classes for slow learners after school hours if necessary. The trainees are trained to conduct slip test for students during breaks.



- Counsel and motivate the weak students.

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

- Students get exposed to computers, LCD projectors during their stay at the learning place and tend to use the same during their practice training at schools.
- Student teacher prepares minimum five slides and power point presentation for each subject.
- At the same time effective black board usage is also judiciously practiced.

## 2.4 Teacher Quality

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

The practice teaching plans are generally developed by the pupil teacher under the guidance of subjects teachers and supervisor. Before going for practice teaching each student teachers prepares lesson plan on the basic of format and methodology discussed by the subject teachers the plan prepared is discussed individually or in groups and feedbacks is provided to the students. This process is repeated life the pupil teacher is perfect in lesson planning.

### 2.4.2 What is the ratio of student teachers to identified practice teaching schools? Give the details on what basis the decision has been taken?

Generally 14-15 students teachers are allotted to a particular practice teaching school. If the school is sufficiently large then 24-25 students teachers are allotted with two supervisors. The basic of selection of students teachers for a practicing school in that for every 14 students teachers will be 10 from arts stream and 4 from science stream. It is also taken care that out of the 10 students teachers of arts stream every school subjects has get proper presentation.



Though we are not allotted subjects wise student from the organizing university yet we try to maintain a balanced of teaching subjects from the organizing university. Yes we try to maintain a balance of teaching subjects within the available lot similarly it is also takes care of those student teachers of science discipline are also a mix of mathematics and biology groups.

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

- The teacher educator as well as the peer group provides feedback to the student teachers.
- Verbal suggestions are given then and there after the class hours.
- Observation is shared with the students and they are made aware of the corrections to be made for further improvement.
- The teacher educators emphasize the necessity of incorporating useful corrections with a very optimistic attitude and sanguine approach.

### **2.4.4 How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?**

Two staff members of the college act as ambassadors and would keep in constant touch with the District Educational Office and schools. These staff members would report to the Principal on the updated versions of policy directions and educational needs of students. A meeting is arranged in which the student teachers would be briefed about the updated details. Also, education related updates would be provided to the students then and there. Faculty members keep in touch with website and other things like policy decision and modification would be updated through e-mail.

### **2.4.5 How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?**

The students and faculty keep pace with the recent developments in the school subjects and teaching methodologies by the following ways.

- Availing library and Internet facility.
- Book review for the school subjects.



- During the practice teaching the students are supposed to write the lesson plan so that they go through the subjects truly.
- Faculties before they are going to access the schools, should have thorough knowledge on school subjects.

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

The college encourages the teacher educators to attend seminars, conferences, workshops and also to do part – time research leading to M.Phil. and Ph.D. degrees. The college permits them to carry in the computer laboratory and library. The college deputed staff for in-service training programmes and orientation courses by sanctioning ‘On Duty’. The teacher educator is encouraged to organize seminars, symposium etc., and the college spends the expenditure. The college provides incentives for publication of articles and meet the charges for the presentation of research papers in the seminars.

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

Yes, the institution has transparent policies on faculty incentives and rewards.

- Faculty Performance Appraisal based on students feedback and Students Performance in University Examinations is made and teachers with best performance are rewarded.
- Teachers producing 100% pass percentage paper-wise are regularly awarded.
- Teachers are awarded for their best research papers presented in the seminar.

## 2.5 Evaluation Process and Reforms

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



The Head and the teacher educators of the institution take deep interest in providing a conducive environment to the students. The students feel free to express their difficulties in learning process. The barriers to students in learning are identified by the formal and informal evaluations. They are provided with a conducive and congenial atmosphere. During the tutorial hours the remedial instruction is given to students. Mentors are allowed for remedial instruction. Letters are sent to the parents of the low achievers about their wards performance level and the marks secured by the unit tests, internal assessment tests and model examination. Low achievers are provided guidance and counselling to improve their performance.

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

**Theory Examination:** Student teachers are evaluated on five core subjects, one elective and two optional subjects. Students' continuous internal evaluation carry grades, term-end university examination carry 600 marks.

Our college conducts six internal tests and one Pre-university examination in each subject during the programme.

In addition, students need to submit five assignments in each subject and deliver seminars periodically.

**Qualifying for Degree:** Student Teachers have to score minimum 33% in both theory and practical examinations for the successful completion of programme.

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

- The detail of evaluation is explained in the Bridge course. Further the details about Continuous Internal Assessment would be provided to the students in the college hand book.
- Answer scripts are returned to the students after evaluation.
- Letter is sent to the parents about the performance level and the marks acquired by the students

## 2.5.4 How is ICT used in assessment and evaluation processes?



A record of students of marks grades in their various activities and their attendance is maintained using ICT.

## **2.6 Best Practices in Teaching -Learning and Evaluation Process**

### **2.6.1 Details on any significant innovations in teaching/ learning/evaluation introduced by the institution?**

- Students are assigned projects; they are encouraged to take part in group discussions.
- Self-evaluation, class evaluation and teacher evaluation are followed.
- Students are encouraged to take part in various competitions.
- Charts, models, CDs are used to help teaching and learning.
- Role-play and dramatization skills are used in Teaching.
- The records are evaluated by parallel staff as well as by the Principal. Hence, records undergo double valuation scheme.
- Feedback obtained from students.
- The teachers and students use ICT for developing teaching and learning strategies.
- Remedial classes for weak students
- Group and self-learning through assignments, seminars, practical session etc.
- Bridge courses on communication skills, management studies.
- Visit to important places in and around our district.

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

- Classroom preparation using Internet.
- E-journals, e-library, periodicals and reference books are utilized
- Power point presentations in classroom teaching.
- Tutorial system is implemented seriously
- Faculty members are trained to teach ICT.





# **CRITERION – III**

## **RESEARCH, CONSULTANCY AND EXTENSION**



## 3.1 Promotion of Research

### 3.1.1 How does the institution motivate its teachers to take up research in education?

- Teachers are given study leave for pursuing their research degrees.
- The management regularly organizes special lectures/ training for faculty members to take up research projects.
- Adjustment in teaching schedule for their research activities.
- Providing secretarial support and other facilities to those who have registered for Ph.D.
- Teachers without Ph.D., degrees have been encouraged to register for Ph.D., programme.
- The Teachers who complete the research degree are given lucrative increment.
- The Faculty members are freely allowed to use internet facilities at any time.
- Usage of library is encouraged.
- Thus, teachers are encouraged to participate in research related seminars/conferences/ workshops.

### 3.1.2 What are the thrust areas of research prioritized by the institution?

Research on all aspects of education is encouraged. It depends on the researchers own interest like Psychology, technology, attitude, aptitude, achievements, etc. as part of our curriculum, the student teachers conduct case studies and action research. The action research is directly related to the problem faced by the school students and in the administration of the schools. The teacher trainees take steps and give suggestion to solve the problem.

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

Yes, the institution encourages all the teachers' educators to take up action research in relation to teaching- learning problems that they come across in their teaching. The teacher educators make use of their finding in improving their quality of teaching and guiding. Students are



motivated to take up simple action research during their teaching practice in schools.

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

#### STAFF MEMBERS PAPER PRESENTATION IN THE SEMINAR

<b>1.Dr. S.K Kumari</b>			
<b>S. NO</b>	<b>Name of Institution conducted seminar</b>	<b>International/National/State level</b>	<b>Topic</b>
1.	N.H Patel college of education, Anand, Gujrat	National 17 <sup>th</sup> -18 <sup>th</sup> Aug 2013	Towards practice of Teacher education
2.	M.S University of Baroda	National 14 <sup>th</sup> -15 <sup>th</sup> march 2011	Current issue in Teacher education
3.	Smt. S.I.P.I College of education, Gujrat	National 19 <sup>th</sup> -21 <sup>st</sup> March 2012	National meet of research in education
4.	M.S University of Baroda	National 5 <sup>th</sup> -6 <sup>th</sup> Feb 2011	Quality improvement in practice teaching, Teacher education
5.	Dept. of Education Modern Institute of Technology, Rishikesh	National 15 <sup>th</sup> -16 <sup>th</sup> Feb 2013	Quality assurance practice in higher education
6.	M.S University of Baroda	National 14 <sup>th</sup> -16 <sup>th</sup> Sep 2007	Quality assurance in Teacher education, Initiatives and mechanism
7.	D.D College of Education, Gujrat	National 21 <sup>st</sup> -22 <sup>nd</sup> Jan 2007	Challenge in the teaching of English
8.	M.S University of Baroda	National 14 <sup>th</sup> -16 <sup>th</sup> Sep 2007	Education for suitable development
9.	M.S University of Baroda	National 22 <sup>nd</sup> -26 <sup>th</sup> Sept 2009	Research writing (workshop)
10	M.S University of Baroda	National 10 <sup>th</sup> -14 <sup>th</sup> Dec 2007	Research methodology in social science (workshop)



## 2.Mrs. Niku Kumari

S. NO.	Name of the University/College	International/National/State level	Topic
1.	Marwari college Ranchi	National 28 <sup>th</sup> feb-1 <sup>st</sup> march	Global warming & environmental conservation
2.	A.I.F.U C.T.O	National 16 <sup>th</sup> sept.2012	Impact of globalization on higher education in India
3.	A.I.F.U C.T.O	National 28 <sup>th</sup> Oct 2014	Measurement evaluation in psychology in education
4.	Dept. of Sanskrit, R.U, Ranchi	National 14 <sup>th</sup> -16 <sup>th</sup> May 2016	Diversity of Shilpa-Theory and its application
5.	R.T.C B.Ed. College, Ranchi	Seminar 10 <sup>th</sup> -11 <sup>th</sup> Oct 2014	Marching towards Qualitative Teacher education
6.	R.T.C B.Ed. College, Ranchi	Workshop 22 <sup>nd</sup> Aug 2014	Audio-Visual Aids
7.	R.T.C B.Ed. College, Ranchi	Workshop 24 <sup>th</sup> Jan 2015	Effective lesson Planning
8.	R.T.C B.Ed. College, Ranchi	Seminar 16 <sup>th</sup> Feb 2016	Issue and challenges of secondary teacher education a per new regulation 2014, NCTE
9.	R.T.C B.Ed. College, Ranchi	Workshop 13 <sup>th</sup> Aug 2015	Preparation of Teaching learning material
10	R.T.C B.Ed. College, Ranchi	Workshop 7 <sup>th</sup> Nov 2015	Designing Lesson plan

## 3.Mrs. Reecha Padma



S. NO	Name of the University/College	International/National/State level	Topic
1.	Women College Jamshedpur	24 <sup>th</sup> -25 <sup>th</sup> Nov 2009	Bharat Rant M.A.K Azaad the visionary
2.	M.R.M college, Kedal, Ranchi	17 <sup>th</sup> Jan 2015	Educational Leadership
3.	R.T.C B.Ed. College, Ranchi	Seminar 10 <sup>th</sup> -11 <sup>th</sup> Oct 2014	Marching towards Qualitative Teacher education
4.	R.T.C B.Ed. College, Ranchi	Workshop 22 <sup>nd</sup> Aug 2014	Audio-Visual Aids
5.	R.T.C B.Ed. College, Ranchi	Workshop 24 <sup>th</sup> Jan 2015	Effective lesson Planning
6.	R.T.C B.Ed. College, Ranchi	Seminar 16 <sup>th</sup> Feb 2016	Issue and challenges of secondary teacher education a per new regulation 2014, NCTE
7.	R.T.C B.Ed. College, Ranchi	Workshop 13 <sup>th</sup> Aug 2015	Preparation of Teaching learning material
8.	R.T.C B.Ed. College, Ranchi	Workshop 7 <sup>th</sup> Nov 2015	Designing Lesson plan

#### 4.Mrs. Neera Kumari

S. NO	Name of the University/College	International/National/State level	Topic
1.	M.R.M B.Ed college, Kedal, Ranchi	National 17 <sup>th</sup> Jan 2015	Educational Leadership
2.	R.T.C B.Ed. College, Ranchi	Seminar 10 <sup>th</sup> -11 <sup>th</sup> Oct 2014	Marching towards Qualitative Teacher education
3.	R.T.C B.Ed. College, Ranchi	Workshop 22 <sup>nd</sup> Aug 2014	Audio-Visual Aids
4.	R.T.C B.Ed. College, Ranchi	Workshop 24 <sup>th</sup> Jan 2015	Effective lesson



			Planning
5.	R.T.C B.Ed. College, Ranchi	Seminar 16 <sup>th</sup> Feb 2016	Issue and challenges of secondary teacher education a per new 6.regulation 2014, NCTE
6.	R.T.C B.Ed. College, Ranchi	Workshop 13 <sup>th</sup> Aug 2015	Preparation of Teaching learning material
7.	R.T.C B.Ed. College, Ranchi	Workshop 7 <sup>th</sup> Nov 2015	Designing Lesson plan

### 5.Mrs. Sapna Kumari

S. NO	Name of the University/College	International/National/State level	Topic
1.	M.R.M B.Ed. college, Kedal, Ranchi	National 17 <sup>th</sup> Jan 2015	Educational Leadership
2.	R.T.C B.Ed. College, Ranchi	Seminar 10th-11 <sup>th</sup> Oct 2014	Marching towards Qualitative Teacher education
3.	R.T.C B.Ed. College, Ranchi	Workshop 22 <sup>nd</sup> Aug 2014	Audio-Visual Aids
4.	R.T.C B.Ed. College, Ranchi	Workshop 24 <sup>th</sup> Jan 2015	Effective lesson Planning
5.	R.T.C B.Ed. College, Ranchi	Seminar 16 <sup>th</sup> Feb 2016	Issue and challenges of secondary teacher education a per new regulation 2014, NCTE
6.	R.T.C B.Ed. College, Ranchi	Workshop 13 <sup>th</sup> Aug 2015	Preparation of Teaching learning material
7.	R.T.C B.Ed. College, Ranchi	Workshop 7 <sup>th</sup> Nov 2015	Designing Lesson plan



### 6.Mrs. Poonam Mehta

S. NO	Name of the University/College	International/National/State level	Topic
1.	R.T.C B.Ed. College, Ranchi	Seminar 10th-11 <sup>th</sup> Oct 2014	Marching towards Qualitative Teacher education
2.	R.T.C B.Ed. College, Ranchi	Workshop 22 <sup>nd</sup> Aug 2014	Audio-Visual Aids
3.	R.T.C B.Ed. College, Ranchi	Workshop 24 <sup>th</sup> Jan 2015	Effective lesson Planning
4.	R.T.C B.Ed. College, Ranchi	Seminar 16 <sup>th</sup> Feb 2016	Issue and challenges of secondary teacher education a per new regulation 2014, NCTE
5.	R.T.C B.Ed. College, Ranchi	Workshop 13 <sup>th</sup> Aug 2015	Preparation of Teaching learning material
6.	R.T.C B.Ed. College, Ranchi	Workshop 7 <sup>th</sup> Nov 2015	Designing Lesson plan

### 7.Mrs. Rashmi. S. Bhengra

S. NO	Name of the University/College	International/National/State level	Topic
1.	R.T.C B.Ed. College, Ranchi	Seminar 10th-11 <sup>th</sup> Oct 2014	Marching towards Qualitative Teacher education
2.	R.T.C B.Ed. College, Ranchi	Workshop 22 <sup>nd</sup> Aug 2014	Audio-Visual Aids
3.	R.T.C B.Ed. College, Ranchi	Workshop 24 <sup>th</sup> Jan 2015	Effective lesson Planning
4.	R.T.C B.Ed. College, Ranchi	Seminar 16 <sup>th</sup> Feb 2016	Issue and challenges of secondary teacher education a per new



			regulation 2014, NCTE
5.	R.T.C B.Ed. College, Ranchi	Workshop 13 <sup>th</sup> Aug 2015	Preparation of Teaching learning material
6.	R.T.C B.Ed. College, Ranchi	Workshop 7 <sup>th</sup> Nov 2015	Designing Lesson plan

**8.Mr. Shekhar Suman**

S. NO	Name of the University/College	International/National/State level	Topic
1.	Pt. R.S.S.U, Raipur, CG	National 7 <sup>th</sup> Dec 2011	Challenges of higher Education in India
2.	Pt. R.S.S.U, Raipur, CG	National 20 <sup>th</sup> -22 <sup>nd</sup> Feb 2013	Ravindranath Tagore & Rural Development
3.	Pt. R.S.S.U, Raipur, CG	National 1 <sup>st</sup> -3 <sup>rd</sup> Feb 2013	Right to education challenge and implementation
4.	V.K.V.S.S B.Ed College, Raipur, CG	National 28 <sup>th</sup> -29 <sup>th</sup> Jan 2013	
5.	V.A.C.P.E College, Raipur, CG	National 29 <sup>th</sup> -30 <sup>th</sup> Sep & 1 <sup>st</sup> Oct 2014	Use of techno-pedagogy in teaching learning process

**9.Mr. Ranjit Kumar**

S. NO	Name of the University/College	International/National/State level	Topic
1.	U.M. B.Ed. college, Kedal, Ranchi	National 22 <sup>nd</sup> -23 <sup>rd</sup> March 2014	Innovation in Teacher education
2.	R.T.C B.Ed. College, Ranchi	Seminar 10 <sup>th</sup> -11 <sup>th</sup> Oct 2014	Marching towards Qualitative Teacher education
3.	R.T.C B.Ed. College, Ranchi	Workshop 22 <sup>nd</sup> Aug 2014	Audio-Visual Aids





4.	R.T.C B.Ed. College, Ranchi	Workshop 24 <sup>th</sup> Jan 2015	Effective lesson Planning
5.	R.T.C B.Ed. College, Ranchi	Seminar 16 <sup>th</sup> Feb 2016	Issue and challenges of secondary teacher education a per new regulation 2014, NCTE
6.	R.T.C B.Ed. College, Ranchi	Workshop 13 <sup>th</sup> Aug 2015	Preparation of Teaching learning material
7.	R.T.C B.Ed. College, Ranchi	Workshop 7 <sup>th</sup> Nov 2015	Designing Lesson plan

### 10.Mr. Dhananjay Mahato

S. NO	Name of the University/College	International/National/State level	Topic
1.	U.M B.Ed college, Kedal, Ranchi	National 22 <sup>nd</sup> -23 <sup>rd</sup> Mar 2014	Innovation in Teacher education
2.	M.R.M. B.Ed college, Kedal, Ranchi	National 17 <sup>th</sup> Jan 2015	Educational Leadership
3.	R.T.C B.Ed. College, Ranchi	Seminar 10 <sup>th</sup> -11 <sup>th</sup> Oct 2014	Marching towards Qualitative Teacher education
4.	R.T.C B.Ed. College, Ranchi	Workshop 22 <sup>nd</sup> Aug 2014	Audio-Visual Aids
5.	R.T.C B.Ed. College, Ranchi	Workshop 24 <sup>th</sup> Jan 2015	Effective lesson Planning
6.	R.T.C B.Ed. College, Ranchi	Seminar 16 <sup>th</sup> Feb 2016	Issue and challenges of secondary teacher education a per new regulation 2014, NCTE
7.	R.T.C B.Ed. College, Ranchi	Workshop 13 <sup>th</sup> Aug 2015	Preparation of Teaching learning material



8.	R.T.C B.Ed. College, Ranchi	Workshop 7 <sup>th</sup> Nov 2015	Designing Lesson plan
----	--------------------------------	--------------------------------------	-----------------------

### 11.Mr. Subodh Kumar

S. NO	Name of the University/College	International/National/State level	Topic
1.	Mats University, Raipur	National March 2016	Research methodology & SPSS

### 12.Mr. Vinod Prasad

S. NO	Name of the University/College	International/National/State level	Topic
1.	S International College, Ranchi	National 15 <sup>th</sup> march 2008	

### 13. Mrs. Mamta Kumari

S. NO	Name of the University/College	International/National/State level	Topic
1.	R.T.C B.Ed. College, Ranchi	Seminar 10th-11 <sup>th</sup> Oct 2014	Marching towards Qualitative Teacher education
2.	R.T.C B.Ed. College, Ranchi	Workshop 22 <sup>nd</sup> Aug 2014	Audio-Visual Aids
3.	R.T.C B.Ed. College, Ranchi	Workshop 24 <sup>th</sup> Jan 2015	Effective lesson Planning
4.	R.T.C B.Ed. College, Ranchi	Seminar 16 <sup>th</sup> Feb 2016	Issue and challenges of secondary teacher education a per new regulation 2014, NCTE
5.	R.T.C B.Ed. College, Ranchi	Workshop 13 <sup>th</sup> Aug 2015	Preparation of Teaching learning material
6.	R.T.C B.Ed. College, Ranchi	Workshop 7 <sup>th</sup> Nov 2015	Designing Lesson plan

**Ram Ratan Baraik**

S. NO.	Name of the University/College	International/National/State level	Topic
1.			

**Asha Kumari**

S. NO.	Name of the University/College	International/National/State level	Topic
1.			

**Amkita Dulari Guria**

S. NO.	Name of the University/College	International/National/State level	Topic
1.			

**SEMINARS/ WORKSHOP ORGANIZED BY THE COLLEGE**

S. NO.	Name of the University/College	International/National/State level	Topic
1.	R.T.C B.Ed. College, Ranchi	Seminar 10th-11 <sup>th</sup> Oct 2014	Marching towards Qualitative Teacher education
2.	R.T.C B.Ed. College, Ranchi	Workshop 22 <sup>nd</sup> Aug 2014	Audio-Visual Aids
3.	R.T.C B.Ed. College, Ranchi	Workshop 24 <sup>th</sup> Jan 2015	Effective lesson Planning
4.	R.T.C B.Ed. College, Ranchi	Seminar 16 <sup>th</sup> Feb 2016	Issue and challenges of secondary teacher education a per new



			regulation 2014, NCTE
5.	R.T.C B.Ed. College, Ranchi	Workshop 13 <sup>th</sup> Aug 2015	Preparation of Teaching learning material
6.	R.T.C B.Ed. College, Ranchi	Workshop 7 <sup>th</sup> Nov 2015	Designing Lesson plan

## 3.2 Research and Publication Output

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

Our faculty members have developed course materials for core paper, elective and optional papers. They also prepared self-instruction materials, print materials, non-print materials and question bank for the instructional purpose. In addition, they have developed Power Point, charts, Flash cards on various topics as resource materials. Modules and course outline were also prepared for enhancing the quality of teaching.

### 3.2.2 Give details on facilities available with the institution for developing instructional materials?

The college has a well-equipped ET laboratory and computer lab having equipment such as

- Computer
- LCD Projector
- Digital Camera
- Internet facility
- Printer, CD's, Pen Drives

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

The college and the faculty members have developed ICT and Technology based resource materials on core, elective and optional subjects for student teachers.



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

### a. Attended by the staff

Staff members attended the in – service training programme in recent methods of teaching like ALM (Active Learning Methodology).

### b. Training provided to the staff

Programmes provided to the staff members, workshops on motivation to create better TLM programmes.

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

NA

## 3.2.6 Give details of the awards, honors and patents received by the faculty members in last five years.

NA

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

NA

## 3.3 Consultancy

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

The consultancy services are being provided free of cost by the institution.

- Time to time, the faculties and experts give personal and group guidance to our trainees.
- Every year our institution conducts the consultancy programme to nearly 200 Government High School students for facing public examination without anxiety.



- Our institution provides Educational Stationery materials to the Primary, Secondary and Higher Secondary students through the departmental clubs.
- Every year our college gives basic computer training to twenty five school students of nearby Govt. Higher Secondary Schools

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

Yes, the staff members of our college are competent to undertake consultancy. The areas of competency of staff members are:

- Training in communicative skills
- Stress management for students
- Computer skill development for school students
- Coaching candidates for TET, SLET & NET examinations
- The available expertise is published in the college advertisements, College Hand Book and Magazine.

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

The consultancy service is fully free of cost and it does not charge any amount for the service. The college bears the entire expenditure on the consultancy services and its preparation. Hence no revenue is generated.

**3.3.4 How does the institution use the revenue generated through consultancy?**

No revenue is generated. Consultancy is offered free.

## **3.4 Extension Activities**



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

The institute has conducted numerous programme for the benefits of local community partnering with NGO's and Government Organizations.

- Organization of Blood donation camp
- AIDS awareness programmes & Rally
- Eye camp
- Computer training programme for school students
- Road safety and traffic awareness programme
- Conducting science exhibition
- Conducting cultural programmes
- Swacha Bharat Abhiyan
- Tree plantation

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

The institution maintains a cordial relationship with the community. The college arranges the citizenship camp in nearby villages. The college receives high cooperation from the villagers during the camp schedule. The community helps the college through providing food materials to the student volunteers and also they take part in the community welfare measures along with our students.

- Science exhibition in the college is arranged for the benefit of the nearby schools.
- Blood donation camp conducted in the college.
- Environmental awareness rally conducted in Buti mod.
- 

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

The institution has decided to undertake a project called "One home one tree" at Buti village. The idea of the project is that each and every student-teacher would be provided with a tree sapling which has to



be planted by the student teacher in any house in Buti village. The report about the growth and the development of the plant should be sent to the institution once in a month.

The student teacher will watch the growth of the tree and encourage the house owner for the growth of the tree.

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

Yes,

- College conducted creating awareness on global warming in R.T.C Inter College Ranchi.
- Creating awareness on purchase of Gold by looking out for Hall Mark symbols arranged in Thirayalal Chowk, Ranchi.
- Road safety and traffic rules programme at Sujata Chowk, Ranchi and a Rally was conducted.

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

The institution ensures in each and every stage that the Student – Teachers responsibly develop social and citizenship values and skills. During field trip and the citizenship camp activities students are taught about causes for the drink and drug addiction, duties of the citizen and the necessity of voting in the election.

## 3.4 Collaborations

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

No Linkage

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

No Linkage





### 3.5.3 How did the linkages if any contribute to the following?

No Linkage

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

- The institution has link with nearby schools.
- Our student teachers practice teaching in 10 nearby schools
- Placement has been arranged for the student teachers at the end of the completion of their course (B.Ed.,)
- The same management has two schools in the campus in which placement has been made for the B.Ed., students of this college.

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

The faculty members associate themselves with school teachers and involve in the design, development and evaluation of practice training modules of student teachers before the actual practice training / classroom delivery.

Positively it involves the combined process of school teachers, school management, prescribed curriculum activity and active involvement of guide teachers and college supervising faculty members.

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

The faculty members of this college have established collaboration with schools in providing classification of concepts with school teachers. At college and university level, the faculty members of this college invite resource persons to deliver special lectures on

- In sharing teaching techniques
- In curriculum designing
- In evaluation process
- In guidance and counseling
- Research and Guidance



## 3.6 Best Practices in Research, Consultancy and Extension

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

The college provides an incentive to faculty members for presenting papers at national and international seminars by reimbursing travel expenses incidental expenses and the registration fee as a result more than 20 research papers have been presented in various national and international seminars.

The development of research culture in our college has drawn attentions and teachers are encouraged to publish their research papers in journals. As a result about 30 papers have been published in various reputed journals during last 3 years.

### 3.6.2 What are significant innovations / good practices in Research, Consultancy and Extension activities of the institution?

Faculty is encouraged to associate with other institutes for availing research facilities.

- Procurement of books and journals by the college library for the benefit of students and teachers.
- Provision of duty leave for the faculty members for participating in state / national level seminars/ workshops.
- The faculty encouraged to submit new research proposals by providing logistic support for research projects with regard to sending project proposals and travels to the venue of the funding agencies.



# **Criterion IV:**

## **Infrastructure and Learning Resources**



## 4.1 Physical Facilities

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

The institution has excellent physical infrastructure as per NCTE norms. The land area of the college is 2.01 acres.

- Classrooms provisions are modernized for teaching learning process.
- Modernized educational technology lab, well equipped science and psychology lab, advanced computer technology laboratory, improvised gadgets, peripherals and instruments. Art and Music and Workshop.
- Spacious administrative building.
- Excellent transport facilities. The college runs sufficient number of buses in several routes in and around Ranchi.
- 24 hours mineral water supply and power supply with UPS and generator connections.
- Automated and very spacious well stacked Library
- Spacious and well ventilated auditorium
- Play grounds and sports room with all sports materials.
- Hostel facility available as maximum students hail from urban areas, only few students stay in hostel.

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

As per NCTE norms, the college admits 100 students every year. The infrastructure available for 100 students is more than sufficient. The Management would expand the infrastructure in case of need and starting of additional intake and additional course in future. The building has a provision for expansion.

**4.1.3 List the infrastructure facilities available for co-curricular activities and extra curricular activities including games and sports.**



The overall personality development of the students is the aim of the college. So the students are exposed to a variety of co-curricular, extra-curricular, social and community development activities on and off the campus. The facilities available for co-curricular and extra-curricular activities are as follows:

- Modernized Educational Technology Laboratory, Well equipped science and Psychology laboratory, Advance Technology computer lab improvised gadgets, peripherals and instruments and Audio visual facilities.
- Spacious and well ventilated Auditorium for cultural activities.
- Clean Play Ground and courts for outdoor games like volley ball, kho -kho, basketball, badminton and throw ball.
- Well arranged games room for indoor games.
- Yoga and meditation hall.

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

The physical infrastructures such as canteen, hostel, transport and playground are not shared with other institution. As far as the infrastructure is concerned the college itself is self-sufficient. There is no need for sharing with other colleges.

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

The college building is well furnished and properly maintained. Separate toilet facilities are provided for students and staff. Attached toilet facilities are provided in Principal's room and Correspondent's room.

To ensure clean water facility, periodic cleaning and maintenance of water tanks are carried out. The management has provided an Aqua Guard connection to provide purified drinking water to students. The entire premises are kept cleaned by sweeping and mopping regularly. First aid kit is provided in the college.



Awareness lectures on Health and Hygiene are organized to bring awareness among the students by eminent doctors. The library has a good number of books on health education.

Fire Extinguishers are installed in important places of the building. The institution has a health care center headed by a visiting Doctor. It is having tie up with a nursing home and nearby hospitals in the city. Transportation is provided immediately for the student and staff in case of emergency.

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

Yes, there are two hostels for boys and girls

- There accommodation for 100 boys and 100 girls.
- The hostel provides facilities like boarding, lodging, indoor games, newspapers / magazines common rooms. With television, kitchen and dining hall etc. to ensure comfortable living for all the students in the hostel.
- There is provision for free messing for two poor and seditious students in every hostel.

## 4.2 Maintenance of Infrastructure

### 4.2.1 What is the budget utilization in the last three years for the maintenance of the following?

Particulars	2013-14	2014-2015	2015-2016
	Util.	Util.	Util.
<b>Building</b>	<b>521726</b>	<b>806757</b>	<b>5383354</b>
<b>Laboratories</b>	<b>-----</b>	<b>41250</b>	<b>11500</b>
<b>Furniture</b>	<b>579405</b>	<b>67179</b>	<b>276515</b>
<b>Equipment's</b>	<b>-----</b>	<b>28650</b>	<b>69142</b>
<b>Computers</b>	<b>487611</b>	<b>27150</b>	<b>57974</b>
<b>Transport Vehicle</b>	<b>-----</b>	<b>-----</b>	<b>-----</b>

### 4.2.2 How does the institution plan and ensure that the available infrastructure is optimally utilized?



- The needs of the students based on the feedback obtained from the students are discussed in the IQAC every year.
- Both academic and co-curricular activities are planned every year in order to optimally utilize the available infrastructure facilities in the following ways.
- The buildings are used for administration, teaching and accommodating students.
- Library is used for keeping books for reference and enrichment of knowledge by students and staff members.
- The playground is used for training the students in physical fitness and game activities.
- The audio – visual materials are utilized for training the students in developing teaching skills.
- The computer laboratory is used by students to prepare power point slides for presentation, for browsing, doing ICT related project works etc.,
- Language laboratory is used for developing language skills in English – correcting and bettering the pronunciations of students teachers.
- Science laboratory in each subject is used for developing experimental skills, demonstration skills, problem – solving skills, construction skills and improvisation skills.

#### 4.2.3 How does the institution consider the environmental issues associated with the infrastructure?

The college infrastructure provides bushy green atmosphere clean and good ventilation, privilege of enjoying free air, proper sanitation, fire protection, a strong and structurally stable building. The institution has been certified by the department of fire service. Fire extinguishers have been fitted in vantage points.

### 4.3 Library as a Learning Resource

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



Yes, the institution has a qualified librarian and sufficient technical staff to support the library with good collection of books on education and related topics with journals, periodicals, weeklies and dailies. The library has computerized catalog.

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

Total collection of the following in the library.

- 1. Books (in volumes)**
  - (a) Text books - 1200
  - (b) Reference books - 182
- 2. Magazine - 282**
- 3. Journals and subscribed**
  - (a) Indian journals - 36
  - (b) Foreign journals - 2
- 4. Peer reviewed journals – 0**
- 5. Back volumes journals - 0**
- 6. E- information resources**
  - (a) Online journals - 0
  - (b) CD / DVD - 5
  - (c) Database- 0
  - (d) Video cassettes - 5
  - (e) Audio cassettes - 5

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

There is a library with five member's committee functionary efficiently and it is impawned with the following.

- Purchase of books
- Automation of the library
- Effectively running the book bank for economically backward and deserving students.





- Maintenance of the library.
- Advisory committee for the library during the last three year.

### 2014-2015

Dr. N.K Mishr	Correspondent
Mr. B.K Pandey	Principal
Ms. Reena Sinha	Librarian
Mrs. Sapna Kumari	Member

### 2015-2017

Dr. N.K Mishr	Correspondent
Dr. S.K Kumari	Principal
Ms. Reena Sinha	Librarian
Mrs. Sapna Kumari	Member

### 2016-2018

Dr. N.K Mishr	Correspondent
Dr. S.K Kumari	Principal
Ms. Reena Sinha	Librarian
Mrs. Sapna Kumari	Member

This committee further reviews the various library resources for adequate access and it also check the mechanism adopted from entry to exit.

#### 4.3.4 Is your library computerized? If yes, give details.

The library is fully computerized with the help of internet and photocopier facilities are provided.

- Lending of books, purchase of books, lending of audio visual cassettes.
- Stock verification.
- Circulation control system for maintaining the data regarding book issue, return and reservation details.



- Serial control system for monitoring the receipt of periodicals.
- It is being computerized.
- One computer system with internet.

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

The library has two numbers of computers with the internet connection. The Library also has a photocopier and laser jet printer for both staff and students. The services are given to our user at minimum cost. Students and staff members are using the library services during the library hour, break time, after college working hours and during their free time.

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

No

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

The library is kept open throughout the year except Sundays and national holidays the library is kept open from 09:00am to 5:00 pm on all working days.

#### **4.3.8 How do the staff and students come to know of the new arrivals?**

The staff and students come to know of the new arrivals by

- Circulation
- Information displayed on the journal rack
- Display of list of new arrivals on the notice board
- The new arrival resources are kept in the separate rack

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

Yes, the institution has a books bank for SC / ST students.



The students are issued 04 books from books bank which they can keep for the entire session.

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

To those who are not able to walk to the library their friends are permitted to take books from the library (particularly, to the physically challenged persons). At present there is no such user in our college.

## 4.4 ICT as learning Resource

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

- To meet the demands of the teacher education curriculum, the college has one educational technology lab. Students use ICT facilities and prepare MS Power point slides for presentation of important concepts in their subject.
- A separate computer laboratory has 35 systems and internet facility with the UPS capacity of 6 kVA

Hardware	Software
DVD-1	MS-Word
Head-phone-15	MS-Power Point
LCD-2	MS-Paint
OHP-1	MS-Excel
Printer-2	VLC media player
Speakers-2	Windows XP (OS)
Amplifier-1	Adobe Reader
Cordless Microphone-2	Windows Media Player
Stand Microphone-1	Adobe Photo Shop
Tape-recorder-1	WinZip
Camera-1	Adobe Image Ready
TV-1	WinRAR
Computer-2	Mozilla Firefox



#### 4.4.2 Is there a provision in the curriculum for imparting computer skills to all students? If yes give details on the major skills included

The computer skill training is given to both computer and non – computer science students through value added course, in which students are taught on the topic MS Office tools MS – word, MS – Excel and MS – Power Point.

- Download text, images and web pages
- Develop Communication skills
- To send E-mail
- Drawing skill using paint brush
- Data manipulation skill using MS - excel

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

Staff members are given orientation for using ICT resources. They handle classes by using OHP, LCD and the students are trained to operate the ICT resources and they are encouraged to take the class seminars with the support of ICT resources.

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

Students are allowed to utilize the computer technologies for preparing teaching aids and test & measurements. Students are encouraged to prepare papers for seminars and conferences by using technologies with the help of staff members.

### 4.5 Other Facilities

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



The infrastructure already available beholds good and effective for students. The college already owns 2.01 acres of land. This land is enough for any future growth also. The laboratories are also maintained with sufficient equipment required as per norms.

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

The institution has a good collection of education software and CDs prepared either by students and teachers or by professional manufacturers students teachers are encouraged to use them for learning purposes.

However these are used in same practice teaching programme because all practicing schools do not have facility for using the modern audio visual facility and materials.

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

The institution has Psychology laboratory, Science laboratory, Educational Technology lab, Language Laboratory, Computer laboratory and workshop for preparing teaching aids are the various general and methods laboratories available in the institution.

The institution enhances the facilities and ensures the maintenance of the equipment and other facilities periodically.

The laboratory equipment's are maintained by the technical staff.

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

Facilities like multipurpose hall for conducting seminars, conferences, workshops and club activities. Workshop for preparing teaching learning materials and socially useful productive work, musical instruments and sports, transports etc. are available with the institution.



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

Sufficient class rooms, spacious and ventilated auditorium are available. The class room provisions for using modern teaching gadgets are available. The class rooms are equipped with computers, LCD's, OHP's. The computer is connected with internet facilities. Further plan is to implement smart boards.

### 4.6 Best Practices in Infrastructure and Learning Resources

#### 4.6.1 How does the faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology?

Teachers who seek advice in this realm are trained to prepare power point presentation.

Teacher educators prepare power point presentations for the purpose of instruction.

The internet facility is extensively used by the staff and students to get information on related issues from the websites.

#### 4.6.2 List innovative practices related to the use of ICT, which contributed to quality enhancement.

Non print materials like teaching aids, audio visual facilities like television sets, tape recorders, computer systems, headphones, digital camera, handy camera, digitalized (computer aided instructional materials like databases, online journals, CDs, DVDs, Videocassettes and audio cassettes are used).

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

The college is located in a quiet and peaceful atmosphere. The college building is well furnished and provided with all amenities. The rooms are spacious and well furnished with proper ventilation. The library and laboratories are well equipped and are upgraded every year.



Modern teaching-learning tools and methodologies are used. ICT equipment are used in every class.

Modern teaching- Learning tools and methodologies are used.

ICT equipment's are used in every class.



# **CRITERION-V**

## **STUDENT SUPPORT AND PROGRESSION**





## 5.1 Student Progression

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

On the first of every year the student's previous knowledge is tested by individual inventory to know the areas of the interest and their needs by arranging different skillful programming. A bridge course is organized to enhance their professional knowledge. During the five days programme, the students are exposed to university norms and standards, objectives of the B.Ed., programme, objectives of the institution and communication skills.

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

The campus environment is inspiring and conducive for education. For recreation and information there are playground, seminar hall, computer lab and library on the campus. Students are motivated by the posters displayed on the notice board the names of the achievers are displayed on the notice board.

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

The college has been giving counselling to the students from the beginning and that it's necessary to complete the course successfully. The dropout rate is very negligible. In the academic year 2012-2013, one student left on personal problems.

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

The placements cell of the college gives the student's consistent counseling and enables them to compete for jobs and pursue higher studies. The cell also arranges personality development



programmes, aptitude development programmes and developing communication skills.

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

The percentage of student teachers career details

Details	2011-2012	2012-2013	2013-2014
Higher Education	20	16	5
Employment	38	10	40
Teaching	50	0	55

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

The college provides all the facilities to our students-teachers after graduating from the institution.

- Research guidance is given to the alumni for higher studies.
- Alumni often visit our college seeking academic guidance for higher studies and job information from our faculty members.
- Alumni can access the resources from library, e-journals, computer and internet facilities after getting prior permission from the principal.

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

Yes, the college has provided placement services to the students.

- One faculty member is in charge for placement programme.



- Campus interviews are conducted towards the end of the every year and students are selected by various schools as per their requirements.
- Every year the placement training programme has been conducted in the college.
- The following students are employed through placement cell.

Year	No. of Students Employed
2011-2012	5
2012-2013	8
2013-2014	15

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

Due to the demand for qualified teachers, the institute does not face any major problems in placing students in schools. The college is continuously touching with various schools for the placement. The college does not face any difficulty in the placement purpose.

### 5.1.9 Does the institution have arrangements with practice teaching schools for placement of the student teachers?

The student's teachers are allowed to do their practice teaching in government and government aided schools. The best students are identified and encouraged to attend interviews in private schools and also to attend the placement interviews of the concerned schools.

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

The institution provides Human Resources and ICT resources to the placement cell as follows:



- Every year one the faculty member is assigned the responsibility of coordinating the placement activities.
- The management provides funds for hospitality and refreshment to the panel members of selection committee coming for conducting placement interview.
- The classes are re-scheduled and classroom facilities are provided to enable the students to take the classes in front of the panel of selection committee.

## 5.2 Student Support

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

- Every year the institution assigns a faculty member to act as a coordinator for calendar preparation and plan all activities for the whole year as per the university guidelines.
- Each staff member prepares a weekly plan and it is discussed before the commencement of the academic programme.
- The curricular and co-curricular activities are evaluated by the staff members
- The overall performance of the teachers is assessed towards the end of the year by getting the students feedback.
- Revision in curriculum is normally done by the Board of Studies of the University.

### 5.2.2 How is the curricular planning done differently for physically challenged students?

The institution takes care of physically challenged students. They are advised to sit on the first row so that they can see, hear and communicate with teachers.

To help them, ICT facilities are provided for their curricular activities and concession is given to them in the fee structure. Their friends are allowed



to take books from the library. The practice teaching schools are arranged according to their convenience.

### 5.2.3 Does the institution have mentoring arrangements? If yes, how is it organized?

Every teaching faculty in the institution is being involved in the tutorial system and is allotted a group of ten students to find out their strong and weak points which they do through informal contacts with the wards and provide necessary academic and personal counseling individually. The counseling varies from the individual requirements to high achievers and slow learners. The high achievers are given counseling for enhancing their talents by using the library and other resources. The talented students in sports are given special coaching for achievements. The slow learners are facilitated with special coaching from the faculty members and also to get the assistance from the high achievers.

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

- To enhance the competence of the teaching faculty, workshops and induction programmes are conducted as part of in-service training.
- The problems of the students are identified through teacher-mentor system by the faculty and discussed with the principal. The institution takes appropriate steps to help the students to overcome their problems.
- Full encouragement is given to the teacher educators to participate in the conferences, workshops and seminars.

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

The institution has its own website namely [www.rtcbecollege.com](http://www.rtcbecollege.com). It is self-explanatory and gives information about the institution details like faculty, infrastructure and other facilities.



It also contains information about seminar, workshops festival celebration, awards received, prix winners etc.

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

Yes, special coaching classes for the low achievers are arranged in the evening as a remedial measure.

## 5.2.7 What specific teaching strategies are adopted for teaching?

### a) Advanced learners and b) Slow Learners

The special strategies adopted for teaching are:

- There are academics counseling programmes to help the slow learners to shed their inhibitions.
- The slow learners are guided to prepare for the examination by going through previous years question paper. Special attention is paid to them to get over their difficulties and when it is found not up to the mark, remedial measures are taken to improve their proficiency.
- Advanced learners are helped to enhance their knowledge through library reading and using multimedia facilities.

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

### • Academic Counselling Service

The low achievers are found out through Internal Assessment Test and Special care is given to them remedial coaching is conducted. Counseling with parents and respective teachers are also conducted.

### • Career Guidance Service

Skill development classes, communication orientation classes and life skill classes are conducted. Employment opportunities are brought to the knowledge of the students.

### • Grievance and Redressal Cell



Understand the problem of individual students through tutor mentor system and rectified the problem through principal and the management.

## • Personal Counselling

Personal Counselling is conducted with the help of Doctor, Lawyer and reputed persons.

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

The redressal cell provides triparty settlement services that are exclusive members of staff, principal and management. The grievance in our college relating to admission procedure, study problem, adjustments, results, payment of fees, assignments and welfare amenities etc. are solved through this cell. The system is comprehensive and flexible and has proved effective in promoting harmonious relationship between student and staff, employees and management.

### 5.2.10 How is the progress of the candidates at different stages of programs monitored and advised?

There is a dedicated guidance and grievances redressal committee which meets frequently and student teachers have met the committee members to get solutions for their problems. The students are also monitored through student- mentor system.

In addition, suggestion boxes are maintained at prominent locations on the campus. They are periodically opened in the presence of committee members. The suggestions/complaints are recorded in a register and necessary recommendations are made to the principal for corrective measures so that they will not recur.

Major grievances that were redressed:

- Permission for Muslim student teachers to go for Fridays mass.
- Salwar kameez on Fridays and Saturdays instead of uniform.
- Separate vehicle parking for B.Ed., students.
- More number of volumes added in the library.



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

The students are provided with microteaching classes during which microteaching skills are imparted and practiced. Then they undergo practice of simulation classes and the pre practice teaching classes for gaining confidence as well as good teaching experience.

- Pre practice training is arranged at the institution for 5 days. Each student teacher would take at least two lessons.
- 10 schools are selected for the teaching practice according to the convenience of the student teachers.
- 25 days teaching practice and 45 lesson plans are allowed to practice and take the classes.
- Teacher educators are visiting the concerned schools on more than 50% of the practice teaching days. If they commit any mistakes that is rectified by the teacher educator and get their feedback in the form of record. The teacher educator also discusses with the guide teachers in the school about the performance of the student teachers and take necessary steps for correction.

## 5.3 Student Activities

### 5.3.1 Does the institution have an Alumni Association? If yes, (i) List the current office bearers.

- Teachers
- Student

#### (i) Give the year of the last election

Elections are not conducted

#### (ii) List Alumni Association activities of last two years.

**The Alumni involved in**





- Citizen Camp-Food provided
- Academic Guidance
- Rendering help in extension activities
- Donating book for Book bank
- Providing books for economically weak students
- Consultancy services
- Academic Guidance

**(iii) Give details of the top 10 alumni occupying prominent position.**

Data currently not available

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

- Alumni offer their suggestion for institutional development in the meeting.
- Alumni share their experience with current students.
- Alumni have donated books for the book bank.

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

- Our college encourages students to participate in extracurricular activities including sports and games. Every year, our students take part in sports and cultural activities and have got good achievements.
- The expenditure accrued is borne by the management.
- The students are appreciated publicly in the college day function.

## Games

Every year our college sports day. Our students participate in different types of games such as volley ball, running race, shot put, discus throw and got good scores in it. The management takes care and



appreciates them for participation and good performance. The college offers prizes and shields to the winning candidates.

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

The college encourages the students to exhibit their creative talents in the college magazine. The editorial board executes the plan as per the advice of the Library committee. Science materials are displayed in the science corner. Art and Craft materials are developed by the students teachers. Wall magazines are placed in the library.

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

No

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

## FORMATION OF COMMITTEE

**IQAC Co-ordinator:** Mrs. Sapna Kumari

**TEAM:**

**PROGRAMME ACTION COMMITTEE**

### 1. Academic Planning and Management Committee

- Dr. R.N Mahto
- Mrs. Neera Kumari
- Mr. Shekhar Suman
- Mrs. Mamta Kumari
- Mr. Subodh Kumar

### 2. Admission Committee

- Mr. Dhananjay Mahato
- Mrs. Chaya Rani
- Mr. Ranjit Kumar
- Ms. Kamini Kumari



### 3. Disciplinary Committee

- Mrs Mamta Kumari
- Mrs. Rashmi Sandhya Bhengra
- Mr. Shekhar Suman
- Manoj Kumar Mahato(Student)
- Dhreeraj Kumar(Student)
- Alok kumar (Student)
- Kriti Kumari(Student)
- Premlata Baxla (Student)

### 4. Teaching Practice Committee

- Mr. Ranjit Kumar
- Mr. Dhananjay Mahato
- Mrs. Niku Kumari
- Mrs. Reecha Padma
- Priyanka Kumari (Student)
- Bandana Kumari(Student)
- Kalpana Kumari (Student)
- Nakul Verma (Student)

### 5. Library Advisory Committee

- Mrs. Reena Sinha
- Mrs. Poonam Mehta
- Mrs. Niku Kumari
- Mr. N.K Mishra
- Mr. Subodh Kumar
- Ritesh Kumar(Student)
- Pawan Kumar (Student)
- Parmeswar Mahto(Student)
- Rita Kumari(Student)
- Sambhavi Ghoshal(Student)

### 6. Tutorial Committee

- Dr. Mrs. S.K Kumari
- Mrs. Reecha Padma
- Mr. Rajneet Kumar
- Shiba (Student)
- Vandana Minz(Student)
- Subha Kachhap (Student)



## 7. College Magazine & Prospectus Committee

- Mr. Dhananjay Mahato
- Mr. Ram Ratan Baraik
- Asha Kumari
- Poonam Mehta
- Priti Kanan (Student)
- Ashrita Bodra (Student)
- Alka (Student)
- Heena Kumari
- Satyjay Kumar (Student)

## 8. Cultural Academic Committee

- Mr. Vinod Prasad
- Mrs. Sapana Kumari
- Mrs. Poonam Mehta
- Mr. Ram Ratan
- Mrs. Niku Kumari
- Awadesh Yadav (Student)
- Anshu Mala (Student)
- Rosenely Barla (Student)
- Helmi Tete(Student)
- Ankita Xalxo (Student)

## 9. Time Table Committee

- Dr. Mrs. S. K Kumari
- Mr. Ranjeet Kumar
- Mrs. Reecha Padma

## 10. Examination & Internal Assessment Committee

- Dr. Mrs. S.K. Kumari
- Mrs. Reecha Padma
- Mrs. Ankita Dulani Gudiya
- Mr. Subodh Kumar
- Mrs. Niku Kumari
- Mr. Dhananjay Mahato

## 11. Games and Sports Committee

- Ms. Asha Kumari
- Mrs. Poonam Mehta
- Mrs. Reecha Padma



- Mrs. Rashmi S Bhengra
- Mukesh C Dass (Student)
- James Lakra (Student)
- Dharmesh Kumar (Student)
- Hina Kumari (Student)
- Divya Bharti (Student)
- Lalita Kumari (Student)

## 12. Women Cell Committee

- Dr. Mrs. S.K. Kumari
- Mrs. Reecha Padma
- Mrs. Neera Kumari
- Mrs. Poonam Mehta
- Emelen JoJo (Student)
- Reshma Dhan (Student)
- Shweta Kumari(Student)

## 13. Guidance and Placement Committee

- Mr. Dhananjay Mahato
- Ranjeet Kumar
- Mrs. Reecha Padma
- Mrs. Rashmi Sandhya
- Mrs. Mamta Kumari

## 14. Academic Linkage & Community Service Committee

- Dr. Mrs. S.K Kumari
- Mr. Shekhar Suman
- Mr. Subodh Kumar
- Mrs. Sapana Kumari
- Mrs. Neera Kumari
- Khushboo Kumari (Student)
- Dharmendra K Mahato (Student)
- Geeta Kumari (Student)
- Akansha Kumari(Student)

## 15. Clubs Committee

- **Red Ribbon Club:** Mr. Subodh Kumar
- **Mathematics Club:** Mrs. Neera Kuamri
- **Science Club:** Mr. Ranjeet Kumar



- **Social Science Club:** Reecha Padma
- **Hindi Association Club:** Mrs. Sapna Kumari
- **English Association Club:** Dhananjay Mahato
- **Press Regarding Club:** Mr. Shekhar Suman

### 18. Grievance Redressal Committee

- Mr. Ranjeet Kumar
- Mr. Subodh Kumar
- Mrs. Poonam Mehta
- Ms. Asha Kumari
- Pawan Kumar (Student)
- Neha Kumari (Student)

### 19. Feedback In charge

- Dr. Mrs. S.K Kumari
- Mr. Ranjeet Kumar
- Mr. Subodh Kumar
- Mrs. Poonam Mehta
- Birendra Soren(Student)
- Sanjeeda Khatoon(Student)
- Khusboo Kumari(Student)
- Hina Kumari(Student)

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

Feedback from the graduates and employers are collected to improve the preparation of the programme and the growth and development of the college.

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

Feedback from the graduates and employers are collected to improve the preparation of the programme and the growth and development of the college.



## Graduates Suggestions:

- To conduct more internal examination.
- Practice teaching may be arranged in nearby schools.
- In the club activities the graduates' advice are taken into account.

## Employer:

- Results improved
- Placement and consultancy services are conducted
- Extension and outreach programme are conducted



# **CRITERION – VI**

## **GOVERNANCE AND LEADERSHIP**





## 6.1 Institutional Vision and Leadership

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

#### **Vision**

To equip the present student teachers to prepare the learners to face the global challenges and vagaries of the future.

#### **Mission**

To inculcate in the minds of teacher trainees, an absolute desire for 'learning to teach and teaching to learn' with the will of leadership; to inspire the learners to acquire knowledge and skill and enable them to apply these tools with fair insight, skill and wisdom, to the benefit of the society at large.

#### **Quality Policy**

To be a hub of quality system in terms of infrastructure, facility and faculty and process to impart value based teacher education for shaping the trainee teachers to deliver in turn the promise of equipping and enlightening the future generation to stand up to the expectations of the society and the demands of the times.

#### **Objectives**

- To develop the competency to teach the subject of one's specialization on the basis of accepted Principles of learning and teaching in the context of the new school curriculum.
- To develop the skills required for effective teaching and the skills in utilizing different media and library resources in the teaching — learning process.



- To enable the teacher trainees develop the right attitude to (a) work (b) socially useful productive work (c) towards community and (d) towards all round growth.
- To provide sufficient theoretical and practical knowledge of health, hygiene, physical education, games, recreational activities and creative abilities.
- To enable the teacher trainees understand the pupils, guide and counsel them in solving their personal and academic problems.
- To enable the teacher trainees undertake action research to solve their professional problems.
- To enable the teacher trainees develop the skills related to information and communication technology and to understand the latest trends in teaching and evaluation in World Wide Web.

**The goals and objectives are made known to various stakeholders through:**

- Press
- Pamphlets
- Website
- Brochures Orientation
- Programmes Alumni

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

Yes,



- The mission includes the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institutions traditional and value orientations.
- Located in a Urban area in a district Ranchi, the institution caters to the social needs of urban public. It inculcates in the students, a democratic outlook in shaping the urban public to be responsible, resourceful and enterprising citizens.
- During Independence Day and Republic Day paper flags are issued to nearby school students, college students and public
- Gandhiji's golden words in the form of pamphlets were printed and issued to the public
- A.P.J. Abdul Kalam's quotes printed and issued to the school students.
- AIDS awareness notice issued to the public
- Traffic safety measures notice issued to the public

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

#### Managing / Governing Body

Name	Designation
Shri Ram Tahal Choudhary	President
Shri Pyarelal Mahto	Vice President
Dr. Paras Nath Mahto	Secretary
Dr. Rudra Narayan Mahto	Treasurer
Shri Manesh Mahto	Member
Dr. S. Krishna Kumari	Member(Principal)



Dhananjay Mahato	Member(Asst. Prof.)
Reecha Padma	Member(Asst. Prof.)
Chaya Rani Mahto	Member(Accountant)

- Staff Council
- IQAC
- The different committees' recommendations and suggestions are seriously considered by the management and are implemented.
- The management arranges special programmes, seminars, workshops for the benefit of teachers and learners
- Rewarding meritorious achievements by faculty and students with suitable rewards.
- Granting sufficient funds every year for necessary up — gradation and maintenance of infrastructure, audio visual equipment in class rooms, labs and library.
- The management commits itself by extending its generous financial support and human resources for the academic development of the college.

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

- In the governing body meeting governed by the management, the program for the year is planned after serious discussion and monitored effectively
- The responsibilities are clearly and precisely defined by the head of the institution



- Work load is equally distributed by the Head of the institution, through regular staff meetings

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

The management gets feedback from outgoing students and Alumni.

- Suggestion box is maintained to get the feedback
- The academic administrative committees informed its achievements to management
- Self-appraisal by teachers and assessment by the Head of the institution, communicated to the Management
- The Management in the governing body meeting held in the beginning of every academic year closely reviews the functioning of the institution and suggests Improvements and corrections are made whenever necessary.

## **6.1.6 How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?**

Since the Management visits the college regularly, it keeps abreast of the academic transactions and finds out short-coming /barriers on their own in achieving the vision Teachers and students are free to bring out the shortcomings to be rectified to the notice of the management, and management acts swiftly in alleviating them Exit evaluation from the students gives a clear picture of things to be improved.



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

- The Management has established good working relationship with the staff which has enabled commendable involvement of them.
- Every year the staffs are appreciated with gifts for their performance in the academic year through the evaluation.

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

The Head of the Institution act as a bridge between the management and the employees in maintaining the growth and

- To oversee effective implementation of teaching-learning process, overall discipline in the institution etc.,
- Motivating the faculty, staff and students to give away their best in the discharge of their responsibilities
- To maintain harmonious relations between university and college for smooth academic governance
- To maintain good rapport with local academic and school managements
- Finalization and allocation of budget for academic and developmental activities
- To prepare action plan for future development of the institution
- Providing leadership and guidance in the college activities
- Convening committee / IQAC meetings to discuss academic matters
- Ensuring democratic way of functioning of the college — all matters are discussed in the meetings and decisions are taken on common concerns



- Offering academic guidance by inviting external experts

## 6.2 Organizational Arrangements

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

Various committees were formed in the year 2012-2013 for managing the activities of the college:

### **Governing Body:**

Over all meeting of the college was conducted

- Discussion and suggestion for B.Ed., admission for the academic year
- Student approval of B.Ed., in the university
- Proposal for NAAC Accreditation 2016-2018.
- Approval of budget planning and recruitment of staff

### **Staff Council:**

- Framing of various committees
- Preparation of time table and calendar for the academic year
- Allotment of subject
- Preparation of budget for the year

### **Academic Administration**

- Interview for new section of staff
- Orientation for the new staff, about syllabus and the procedure for micro teaching, teaching Practice, etc.



- Action plan for the academic year
- Committee meeting for organizing Field Trip
- Meeting for the organization of the citizenship camp programme

### **Internal Quality Assurance Cell**

- Total quality management and the enhancement of quality.
- Performance appraisal of various departments

### **Examination Cell**

To look into all affairs related to examinations.

- Plan for examination dates
- Question paper preparation
- Syllabus coverage
- Preparation of University Internal and External Examination

### **Academic Council**

- Admission procedure, course outline
- Bridge course, microteaching
- Assignment plan, observation, lesson plan particulars
- Permission from schools for teaching practice
- Preparation of students for writing various records

### **Grievance and Redressal Committee**

- To look at the grievances of the students and to redress the same

### **Placement and Training Cell**

- To give career counselling, academic counselling and conduct training-programmes pertaining to job opportunities for students
- To intimate the students on the job opportunities advertised in the news paper





#### **Alumni Association**

- To motivate them for professional and personal excellence

#### **Library Advisory Committee**

- To take care of all activities related to effective functioning and using of the library

#### **Research Committee**

- To facilitate and monitor research activities

#### **Cultural and Sports Committee**

- To encourage extracurricular activities

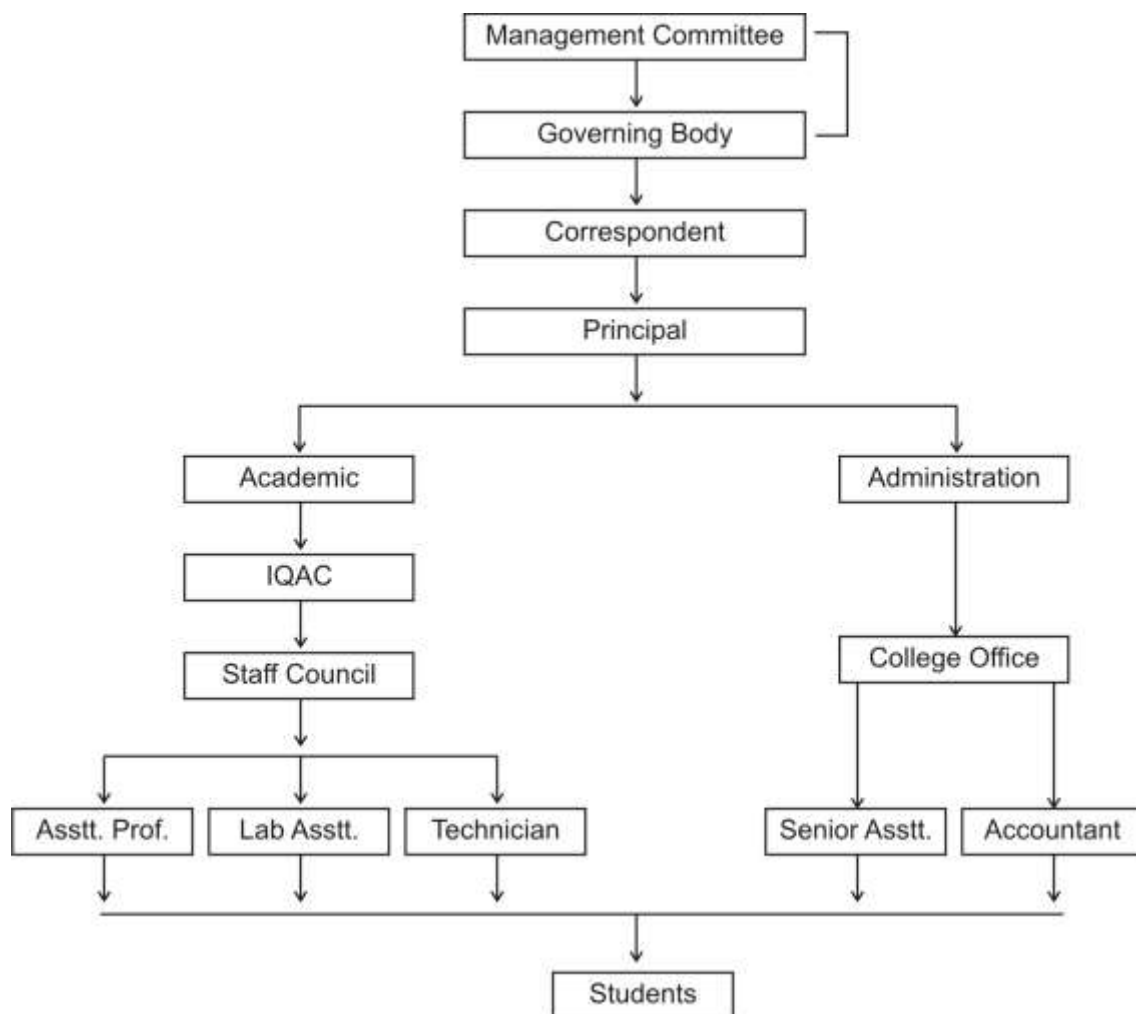
#### **Assembly Committee**

- To instill faith in God and values.

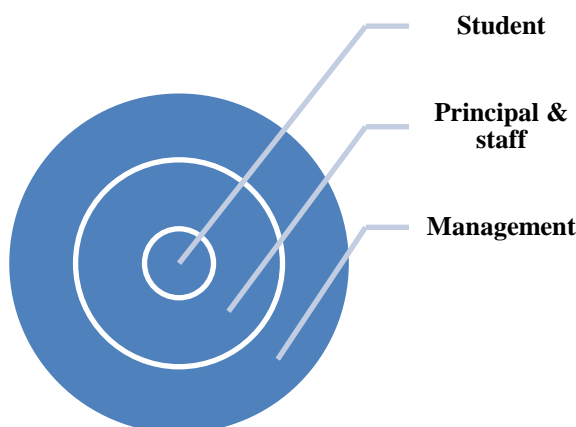
#### **Social Activity Committee**

- To Create Social Awareness and to initiate social welfare activities.

### **6.2.2 Give the organizational structure and the details of the academic and administrative bodies of the institution.**



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



- Implementation of all academic programmes is discussed with faculty
- Budget allotments are made after getting proposals and discussion with faculty.
- Faculty in charge of the laboratories have freedom to choose priorities in procuring department needs.
- The academic programmes are organized in consultation with the faculty and concerned committees.
- The principal provides guidance and leadership.

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

To coordinate and monitor the collaboration with other sections and school personnel, the college has an effective mechanism with the sole aim of quality of education. Internal co-ordination is done by the purpose The members of the faculty willingly and actively participate in all the activities of the school and other departments.

#### 6.2.5 Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement' If yes, give details



Yes, The institution obtain feedback from the students, faculty members, school personnel in the form of questionnaire This is analyzed systematically by a team of teachers and identify the positive and negative aspects of its performance which certainly help the management of this institution to enhance the performance in a more dynamic way The suggestions are analysed and implemented in the ensuing academic year.

## **6.2.6 What are the institution's initiatives in promoting cooperation, sharing of knowledge, innovations and empowerment of the faculty' (Skill sharing across departments' creating/providing conducive environment)**

This college has established a conducive rapport between departments by way of conducting periodical meetings, seminars , discussion, deliberations and encourages sharing of experiences freely among themselves This system paved the way for identifying initiative channels in the process of teaching learning materials Experts are invited to suggest measures for the improvement of the faculty.

## **6.3 Strategy Development and Deployment**

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

Yes, the institute has a data center to collect information on

- Students profiles
- Student attendance
- Academic performance
- Result analysis
- Faculty and staff profiles



- The information related to the college is updated on our website so that parents and students can access it.

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

The action plan is executed by the principal and the staff member's. Necessary help and resources are sought from the Management.

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

This institution has been strengthened with ample financial and human resource potentialities. A well trained, duty bound and dedicated faculty team collaborated with benevolent management to yield a best conducive situation and to achieve the mission and goals positively.

### **6.3.4 Describe the procedure of developing academic plan. How are the practice teaching schoolteachers, faculty and administrators involved in the planning process?**

In the beginning of the year, academic calendar is prepared according to Ranchi University Ranchi Regulations. On this basis, we prepare our annual academic plan concerning the school teachers, faculty and administrators.

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



- The curricular objectives have been published in the institution prospectus.
- The goals and objectives of the institution have been highlighted on display boards.

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

The vision, mission and implementation plan are monitored and evaluated throughout the year by a committee comprising the Correspondent, Principal and two subject experts.

### 6.3.7 How does the institution plan and deploy the new technology?

According to the demands and trends, our institution plans and deploys the new technology in curricular aspects and in administration.

## 6.4 Human Resource Management

### 6.4.1 How do you identify the faculty development needs and career progression of the staff?

Self-appraisal report of the individual staff members, student's feedback report and experts feedback are studied carefully by the principal and the staff council which arrange faculty development programme for the benefit of staff members.

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



The institution uses self-appraisal report of the teacher educator, feedback from the student teacher, feedback from the experts from the university and colleges regarding teaching and research. Feedback report is evaluated by the Principal. Accordingly, the teaching method and research activities are rescheduled.

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

The management provides the following welfare measures for the staff and faculties

- Providing Medical Assistance
- Maternity Leave
- Annual rewards
- Free hostel
- Free transport
- Festival advance
- Study leave for higher education
- Fee concession for employee's children studying in institution.

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

Yes, The institution has taken steps to widen the skills of teaching and non-teaching staff members.

- Basics of computer training for non-teaching staff
- Training programme for maintaining account to non-teaching staff
- English communication skill development for teacher educators



- Educational technology and internet development programme for teacher educators
- Workshop for up grading their skill

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

Advertisements are given in newspapers and the staff members are selected by the selection committee as per the norms of NCTE and university. The skilled staff members are retained with negotiable salary as per the experience and merits.

- Welfare measures are given to the staff
- Offer facilities for doing research
- Concession, DA and TA will be given for attending research seminar and workshops.
- Increment is given every year for deserving staff members.

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

Part time and Adhoc faculty are not appointed

**6.4.7 What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences,**





**workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).**

- In service programmes are conducted in the college.
- The faculty members are allowed to attend the in service programmes in various colleges and universities.
- Faculty professional development program was conducted in the college for the improvement of the faculty members.
- Faculty members are encouraged to present papers in Seminars and Conferences.
- They are encouraged to publish Research papers in various journals.

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

The institution has the physical infrastructure as per NCTE norms. Spacious administrative buildings with all facilities are provided to carry out their work effectively.

The seating arrangements of the faculties and instructional space are well maintained and inspiring to carry out the work effectively.

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

- The college website is being updated to give latest information
- Prospectus and college calendar are provided
- Every activity in the college is displayed in the college notice board
- Programmes conducted in the college are published in the newspapers
- A suggestion box is provided to collect suggestions and complaints
- The college office provides all the information needed
- People can seek information through phone



- Written complaints are accepted by the head of the institution
- Grievances cell solve the faculty problems

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

The workload norms as prescribed by the University are adopted strictly. The work load policy and practices for the faculty are planned in the beginning in order to distribute the work load equally according to the quality of the faculty members.

**6.4.11 Does the institution have any mechanism to reward and motivate staff members' if yes, give details.**

Yes, the management motivates staff members to their higher studies and reward awards for their skillful activities.

- Award for centum result
- Award for organizing and conducting seminar
- Rewards for conducting extension and outreach programmes.

## **6.5 Financial Management and Resource Mobilization**

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

No being a self-finance institution, the college collects its revenue from the students as tuition fee

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



The college has not received any donation from the students

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

No, the deficit amount is adjusted by getting amount from the Trust. The Trust has several other institutions. So that it possess sufficient amount.

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

The budget and income expenditure are audited at regular interval by the Chartered account which will be shown to the visiting team.

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

Yes, a qualified chartered accountant is employed to carry out internal audit. An external audit is done by a qualified chartered accountant recruited by the Management. The audit reports for the last three years are given in Annexure.

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

Yes, Latest accounting software package and MS Excel are used for the accounting process. All the salary and other details of the individual members are computerized.



## 6.6 Best practices in Governance and Leadership

### 6.6.1 What are the significant best practices in Governance and Leadership carried out by the institution?

The budget is prepared keeping in view of the income and expenditure planned and unplanned or contingency) with regular annual allotments to different departments the budget allotments are made after seeking proposals and discussions with Principal.

Annual audit of accounts is conducted by a chartered agency and the comments are communicated to the chairman by the auditing agency.

All recruitments are made through advertisements and a selection committee nominated / approved by the Correspondent which will invariably have at least one external expert, according to norms.

The Faculty and staff are kept informed of short term and long term goals of the institution in pursuance of its Mission and vision

The Administrative and management mechanism is evaluated by employees from time to time for review and improvements.

#### Academic:

- Feedback is taken at regular intervals followed by review meetings with faculty and students (if necessary) by the heads of the departments
- Monitoring of course progression in each semester through class committees.
- Student counseling, involving parents wherever necessary.
- Conducting remedial and makeup classes for academically backward students.
- Meritorious faculties are rewarded.



- Communication skill programme are conducted.
- The staffs are encouraged to participate in community development and extension activities like organizing blood donation camps, visiting neighboring villages for rural upliftment and environmental improvement / awareness.
- Large numbers of faculty are involved in the administration of the college as members of various committees.
- The faculty is encouraged to undertake consultancy services without financial benefits.



# **CRITERION – VII**

## **INNOVATIVE PRACTICES**



## 7.1 Internal Quality Assurance System

### 7.1.1 Has the institution established Internal Quality Assurance Cell (IQAC)' If yes, give its year of establishment, composition and major activities undertaken.

Yes, IQAC was established during the year 2014 - 2015 norms and guidelines of NAAC were followed while constituting IQAC. It consisted of representatives of all stakeholders as its members The principal is the chairperson of IQAC, and a senior faculty is a coordinator. Teachers, expert members and representatives of all stakeholders are the members Its main objective is to plan and implement quality initiatives It follows its calendar for meetings, quality agenda and maintains its proceedings It circulates its plan and steps for implementation. it conducts workshops, awareness programmes and special lectures on quality innovations

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

The college prepares an Annual plan and action plan for a whole academic year and implements them effectively which is evaluated periodically and strives to achieve the goals and objectives Every academic year, student feedbacks on the curriculum are collected and discussions are made in the IQAC meeting and essential matters for institutional developments are implemented Teacher-educators prepare a self-appraisal of their performance every year.

### 7.1.3 How does the institution ensure the quality of its academic programmes?

The college maintains the quality of its academic programmes by establishing.



- Expert review
- Observation by the Management
- Observation by Principal
- Visits by governing body members and periodical checking done by principal
- Quality Assurance Cell reviews
- Functioning of Academic calendar
- Time management
- Regular feedback from parents, students and Alumni's remedial programmes
- Internal and external audit process
- Annual meeting of the governing body
- Continuous observation through meeting for cells and committees.

#### **7.1.4 How does the institution ensure the quality of its administration and financial management processes?**

The institution maintains the quality of its administration and financial management process through governing body and the principal.

- Internal and external audit
- Mechanism is followed for the financial management process.
- Achievements of the various committees are also taken into account.

#### **7.1.5 How does the institution identify and share good practices with various constituents of the institution.**

Good practices are identified through:

- Self-appraisal of staff members
- Feedback from students





- Discussion in the IQAC meeting
- Review of extension and outreach program activities
- Review of annual governing body meeting
- Staff Council Meeting
- The principal of the college is the chairperson of every forum. So the good practices are identified and shared with all the constituents.

## 7.2 Inclusive Practices

### 7.2.1 How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?

The physically challenged students are also admitted. They are taken care of through various measures. The class rooms are given to them in the ground floor. Computer classes are arranged for them during the physical education hours.

### 7.2.2 What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

Our college conducted life skill courses and moral value education programme for every year. The college organizes every year lecture by eminent personalities on inclusion and empowerment of women. The marginalized students are identified and special attention is given to improve their learning.

### 7.2.3 Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.



The following curricular and co-curricular activities are provided to the students for fostering positive social interaction, active engagement in learning and self-motivation.

Citizenship training camp, field trip, educational tour, national and international festival celebrations, seminar, participation in competitions, using library books, teaching practice, SUPW, Yoga, participation in club activities, personality development sessions, educational technology and other social activities are performed by the trainees.

#### **7.2.4 How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?**

By providing training of various multi-sensory teaching methods and use of appropriate teaching aids, the proficiency of trainees are increased. It develops proficiency for working with children from diverse backgrounds. Regular feedback of every practice teaching session also helps them for the same. Along with this, trainees' over all personality are developed by various activities such as news reading, speech, and proverbs in the assembly. Our college student teachers made a visit to schools of special children.

#### **7.2.5 How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?**

The institute introduced the following special measures although there is no such student admitted till date.

- Introduction of fees waiver scheme to help economically weaker students.



- Classroom and examination halls are arranged according to the convenience of the physically challenged students.
- They are encouraged to participate in all the college activities without any discrimination.

## 7.2.6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

There is no such problem in the college because our teacher education course is exclusively meant for Women, inspite of that:

- Students are given orientation on gender equalities during the orientation programme.
- Students are briefed with the problems of eve-teasing and ragging in the class rooms.
- Students are instructed to treat their woman counterpart fairly and equally.
- The institution is having a cell towards prevention of women harassment. The cell monitors and takes action based on complaints and fact findings.

## 7.3 Stakeholder Relationships

### 7.3.1 How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

The college ensures the access to the information on organizational performance to the stakeholders in the following ways:

- Keeping the information in the college website available
- College calendar



- College brochure
- News Letter
- Newspaper clippings
- News published in the daily newspaper.

### 7.3.2 How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

- The institution gets feedback from staff and principals of schools, students and from parents for bringing quality improvement.
- Based on the feedback, remedial measures are taken in faculty meeting to eliminate short comings.
- The programs of the institution are qualitatively improved.

### 7.3.3 What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

The institution collects feedback from students periodically on teacher's education, for improving teaching and delivery process. The institution collects feedback from student teachers, parents and alumni which are utilized for improving the quality of the program.

Feedbacks collected from Alumni, Parents, School Headmasters and guide teachers are analyzed and discussed thoroughly in the staff council and governing body meeting to arrive at suggestions for quality improvement. After getting approval from governing body the institution takes preventive and corrective action for quality improvement.



### R. T. C. B.Ed. College

P.H.E.D., Buti, Ranchi-834 009

Estd. 2014

(Recognized by NCTE (ERC), Bhubneshwar, vide letter No. ERC/7-83.6(1), 13/2008/102098/102098 (13), dated 28-02-2008)

(Affiliated to Ranchi University, Ranchi, Jharkhand)

(Managed by Gramvasi Alpasankhyak Vidyavardhani Samiti, P.H.E.D., Buti-Reg. No. 191/1978-79)

[www.rtcbedcollege.com](http://www.rtcbedcollege.com)

e-mail : [rtcbedcollege@gmail.com](mailto:rtcbedcollege@gmail.com)

Phone : 093344 32396 / 093081 33148

#### *Declaration by the Head of the Institution*

I certify that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the peer team will validate the information provided in this SAR during the Peer Team Visit.

Place : Ranchi

Date : 25.03.2017

*Kishore Kumar*  
Principal 25.3.17  
R.T.C. B.Ed. College  
Signature of the Head  
of the institution with Seal



# ANNEXURE



RTC B.Ed./D.El.Ed. College

P.H.ED., Buti, Ranchi – 834009

Academic Calendar (2014-15) add yoga and drill and meditation

Month (No. of Days)	Sunday	Holiday	Workin g days	Teaching-learning activities / academic events	Competitions and other events
July, 14 (31)	6, 13, 20,27	29, Ed – Ul Fitr	17	Inauguration of new academic session Management – Student Meet Registration of the students Orientation to the training program Commencement of the regular classroom teaching and training	
August, 14 (31)	3, 10, 17, 24	4, Last Monday Of Sawan 15, Independence Day 18, Janmastami	22	Regular classroom teaching and training Student Council Formation	15 – Independence Day Celebration
September, 14 (30)	7, 14, 21, 28,	5, Teacher's Day 5 – 6, Karma Puja 29 – 30, Durga Puja	20	Regular Classroom teaching and training <b>Internal assessment I</b>	5 – Teachers Day Celebration 14- Hindi Diwas Celebration 1 <sup>st</sup> terminal Examination from 22 <sup>nd</sup> - 27 <sup>th</sup>
October, 14 (31)	5, 12, 19, 26	1-6, Durga Puja/ Gandhi Jayanti, Bakrid 22-30, Deepawali & Chhath Puja	14	Regular Classroom teaching and training	6 – Parents – Teachers Meeting
November, 14 (30)	2, 9, 16, 23	4, Moharram 6, Guru Purnima 15, Birsajayanti	22	Regular Classroom teaching and training	14- Children's Day Celebration



December, 14 (31)	7, 14, 21, 28	25-30 X – Mass & Winter Vacation	19	Regular Classroom teaching and training <b>Internal assessment 2</b>	06- Talent Hunt Program 22 – Christmas Gathering 2 <sup>nd</sup> Terminal Examination from 16 <sup>th</sup> - 21 <sup>st</sup>
January, 15(31)	4, 11, 18, 25,	1, New Year 14, Makar Sankranti 15, Tusu Parv 24, Saraswati Puja	20	Regular Classroom teaching and training	8 - Parents – Teachers Meeting 24- Saraswati Puja 26 – Republic Day Celebrations
February, 15 (29)	1, 8, 15, 22	17, Mahashivratri 28, Holi	21	Regular Classroom teaching and training	
March, 15 (31)	1, 8, 15, 22, 29	23-24, Sankranti 28, Ramnavami	17	Workshop on teaching aids Workshop in Micro- Teaching Demonstration of lessons Workshop on preparation of blue print and question paper Method wise Micro – Teaching Practice and lesson planning	1-8, Educational Tour
April, 15 (30)	5, 12, 19, 26	3, Good Friday	25	Observation and Criticism of lessons <b>Practice Teaching</b> <b>6<sup>th</sup> – 30<sup>th</sup> April</b>	
May, 15 (31)	3, 10, 17, 24, 31	21- 31, Summer Vacation	18	Regular Classroom teaching and training	
June, 15(30)	7, 14, 21, 28	1 – 14, Summer Vacation 30 – Hul Diwas	10	Regular Classroom teaching and training <b>Internal assessment 3</b>	3 <sup>rd</sup> terminal Examination From 22 <sup>nd</sup> – 27 <sup>th</sup>





### RTC B.Ed./D.El.Ed. College

P.H.E.D., Buti, Ranchi – 834 009

#### Academic Calendar (2016-17) add yoga and drill and meditation

Month (No. of days)	Sundays	Holidays	Working days	Teaching-learning activities / academic events	Competitions and other events
June, '16 (30)	05, 12, 19, 26 (04)	30 (Th) Haldiwas	14	Beginning of the new academic year 2016-17 from 15 <sup>th</sup> Admissions in process	II term examinations from 17 <sup>th</sup>
July, '16 (31)	03, 10, 17, 24, 31 (05)	01 (Fri) last Friday of Ramzan 06 (W) Ramzan 07 (Th) Rath Yatra	25 (11 instruction days)	Inauguration of the new academic session Management – Student Meet Registration of the students Orientation to the training program Commencement of the regular classroom teaching and training	31-Rangoli competition 31-Guru purnima celebrations
August, '16 (31)	07, 14, 21, 28 (04)	15 (M) Independence Day 18 (Th) Rakshabandhan 25 (Th) Janmashtami 29 (M) Karma Puja	23	Regular classroom teaching and training Student Council Formation	15-Independence Day Celebrations 21-Talent hunt programme 28-Rakhi making competition
September, '16 (30)	04, 11, 18, 25 (04)	05 (M) Ganesh Chaturthi Janmashtimi / Teacher's Day 12 (M) 13 (T) Id-ul-Zuha 15 (Th) Anantchaturdashi	21	Regular classroom teaching and training	4-Teacher's Day Celebrations 14-Hindi Diwas (Essay Writing, Poem recitation, Extempore)
October, '16 (31)	02, 09, 16, 23, 30 (05)	01 (Sat) Kalash Stapsana 06-13(Th to Th) Durga Puja 19 (W) Mumamela 28 – 31(M) Deepawali	17	Regular classroom teaching and training	Debate competition Swachata Abhiyan
November, '16 (30)	06, 13, 20, 27 (04)	01 (T) -07 (M) Deepawali 14 (M) GuraNanak Jayanti 15 (T) Birsa Munda Jayanthi 21(M) Chehallum	15	Regular classroom teaching and training	Slogan writing competition
December, '16 (31)	04, 11, 18, 25 (04)	13 (T) Id Milad Un Nabi 23 (F) - 31(Sat) Christmas	18	Regular classroom teaching and training Internal assessment I	Power point presentation on school subjects Annual Day program



Month (No. of days)	Sundays	Holidays	Working days	Teaching-learning activities / academic events	Competitions and other events
January, '17 (31)	01, 08, 15, 22, 29 (05)	05(Th) - Guru Gobind Singh Jayanti 14(Sat) - Makar Sankranti 26 (Th) Republic Day	23	Regular classroom teaching and training	<b>26-Republic Day Celebrations</b> Greeting Card making competition Cover / envelope making / file making competition 30 (Sat) - <b>Study tour</b> (one day) Saraswati Puja
February, '17 (29)	05, 12, 19, 26 (04)	01(W) -Basant Panchami 10(F) - Guru Ravidas Jyanti 24 (F) - Shivratri	22	Workshop on teaching aids Workshop on microteaching <b>Demonstration of lessons</b>	Seminar on "how to make effective lesson plan" Basant Panchami Celebrations Guru Ravidas Jyanti Celebrations 15-20 - <b>Educational Tour</b> (6-7 days)
March, '17 (31)	05, 12, 19, 26 (04)	13 (M) -Holi 28 (T) -Parsi new year Sartul - 2 days	23	Workshop on preparation of blue print and question paper Method wise <b>Microteaching</b> practice and lesson planning Observation and criticism of lessons	4-5 - <b>Annual Sports Meet</b> Seminar on teaching ethos Guest Lecture on "classroom management and classroom communication"
April, '17 (30)	02, 09, 16, 23, 30 (05)	05 (W)-Ramanavami 14 (F) -Bihu & Ambedkar Jayanti 20-Mahavir Jayanti	22	<b>Practice teaching</b>	School based activities
May, '17 (31)	07, 14, 21, 28 (04)	10(W)-Buddha Purnima	26	<b>Practice teaching</b> 16 <sup>th</sup> - Last working day	School based activities
June, '17 (30)	04, 11, 18, 25 (04)	23 (F) - Jamat ul vida 26 (M) - Id ul fir	24	15 <sup>th</sup> - Beginning of the new academic year 2016-17 <b>Internal assessment 2</b>	Assessment and evaluation
<b>Total number of working days</b>			200 days up to 10-5-'16		



# R. T. C. B. Ed. College, P. H. E. D. Buti, Ranchi

## TIME TABLE (2014 - 2015)

DAY	9.45-10.00	10.00-10.45	10.45-11.30	11.30-12.15	12.15-1.00	30min	1.30-2.10	2.10-2.50	2.50-3.30	
M O N	PRAYER	PAP- I (R.P)-A	PAP-II (S.K)-A	PAP-III(EVU) (S. K. B) - A	PAP-IV (D.M)-A	L U N C H B R E A K	MATH/COM (N.K) HISTORY/ CIVICS/HSC (R.P)	PHY.SCI (R.K) GEO / Eco (M.P)	COM.PRATICAL (P.K) PSY.PRATICAL (S.K)	
		PAP-III(MGT) (N.K)-B	PAP-I (H.M)-B	PAP-IV (R.K)-B	PAP- II (M.P)-B					
T U E		PAP-III(MGT) (N.K)-A	PAP-I (H.M)-A	PAP-II (S.K)-A	PAP-IV (R.K)-A		BIO (H.M)	ENG (D.M) PHYSICS PRACTICAL (R.K)	BIO-PRATICAL (H.M) MATH PRATICAL (N.K)	
		PAP-II (S.K)-B	PAP-IV (D.M)-B	PAP- I (R.P)-B	PAP- II (M.P)-B					
W E D		PAP-II (S.K)-A	PAP- I (R.P)-A	PAP- II (M.P)-A	PAP-IV (R.K)-A		HINDI / SNK (S.K) ENGLISH (D.M)	PHY.SCI (R.K) GEO/ECO (M.P)	TAILORING (H.M) GRADENING (D.M)	
		PAP-I (H.M)-B	PAP-III(MGT) (N.K)-B	PAP- I (R.P)-B	PAP-III(EVU) (S. K.B )-B					
T H U		PAP-I (H.M)-A	PAP-III(MGT) (N.K)-A	PAP-IV (R.K)-A	PAP- II (M.P)-A		CIVICS /H.SCI/ HISTORY (R.P) BIO (H.M)	CHEMISTRY PRACTICAL (R.K)	COM.PRATICAL (P.K) PSY.PRATICAL (S.K) <i>PE</i> <i>G. (G.M.B)</i>	
		PAP-IV (D.M)-B	PAP- I (R.P)-B	PAP-II (S.K)-B	PAP-I (H.M)-B					
F R I		PAP-III(EVU) (S. K.B )-A	PAP-II (S.K)-A	PAP- I (R.P)-A	PAP-IV (R.K)-A		MATH/ COMMERCE (N.K)	HINDI/SNK (S.K)	TAILORING (H.M) GRADENING (D.M)	
		PAP-III(MGT) (N.K)-B	PAP-I (H.M)-B	PAP-IV (R.K)-B	PAP- II (M.P)-B					
S A T		PAP-I (H.M)-A	PAP-III(MGT) (N.K)-A	PAP- II (M.P)-A	PAP-IV (D.M)-A		CULTURAL PROGRAMME / SEMINAR & WORKSHOP/ GAME & SPORTS			
		PAP- I (R.P)-B	PAP-II (S.K)-B	PAP-IV (R.K)-B	PAP-III(MGT) (N.K)-B					





### R.T.C B. Ed. / D. Ed. College

#### B. Ed. Time Table

(2015-16)

Time	9.30-9.45 am	9.45-10.30 am	10.30-11.15 am	11.15-11.30 am	11.30-12.15 pm	12.15-1.00 pm	1.00-1.30 pm	1.30-2.00 pm	2.00-2.50 pm	2.50-3.30 pm
Period / Day		Class	I	II		III	IV	V	VI	VII
Monday		Sec. 'A'	RP C 2	NK C 3		MK C 5	HM C 6	7a	Radha CA	MK EPC 3
		Sec. 'B'	SK C 1	KK EPC 3	R	RP C 2	MP C 3	7a	HM C 6	DM C 2
Tuesday		Sec. 'A'	SK C 1	MK C 5		MP C 3	RP EPC 1	L	7a	Library DM C 2
		Sec. 'B'	KK EPC 1	HM C 6	E	NK C 3	MK C 5	U	7a	Radha CA MP C 3
Wednesday		Sec. 'A'	KK EPC 1	SK C 1		HM C 6	MK C 5	N	7a	RP EPC 2 MP C 3
		Sec. 'B'	RP C 2	MK C 4	C	NK C 3	RK EPC 2		7a	HM C 6 DM C 2
Thursday		Sec. 'A'	DM C 2	MK C 4		NK C 3	RK EPC 2	C	7a	HM C 6 KK C 6 RP EPC 1
		Sec. 'B'	HM C 6	NK C 3	E	SK Psy. Lab	MK EPC 3		7a	Tasks RP EPC 1
Friday		Sec. 'A'	NK C 3	RP C 2		RK C 1	KK EPC 3	H	7a	SK Psy. Lab Library
		Sec. 'B'	SK C 1	MK C 5	S	DM C 4	RK C 1		(Practical works)	
Saturday		Sec. 'A'	HM C 6	SK C 1		DM C 1	RK C 1		Co curricular activities	
		Sec. 'B'	RP EPC 3	NK C 3	S	RK C 1	MK C 5			

KK - Dr. S. Krishna Kumari

RK - Mr. Ranjeet Kumar

DM - Mr. Dhananjay Mahato

RP - Mrs. Reecha Padma

SK - Mrs. Sapna Kumari

NK - Mrs. Neera Kumari

HM - Ms. Mary Hemlata M

*Krishna Kumari*  
Principal  
R.T.C. B.Ed. College  
P.H. Ed. Buti, Ranchi, Jharkhand



R.T.C. B.Ed. College  
Time Table (2016-17)

Period →			I	II		III	IV		V	VI	VII
Time	9:30 - 9:55Am	Class	9:10-10:55 Am	10:55-10:40 Am	10:40-10:50 Am	10:50-11:35 Am	11:35-12:20 Pm	12:20-01:00 Pm	01:00-01:45 Pm	01:45-02:30 Pm	02:30-03:15 Pm
Day											
Monday	P	B <sub>1</sub>	C <sub>1</sub> -SK	EPC <sub>3</sub> -SS	R	C <sub>2</sub> -DM	CA-VP	L	7a/7b	EPC <sub>1</sub> -RB	C <sub>3</sub> -NK
		B <sub>2</sub>	C <sub>3</sub> -NK	C <sub>1</sub> -SU		EPC <sub>2</sub> -PM	EPC <sub>3</sub> -AG		7a/7b	CA-VP	PE/YOGA-VP
		B <sub>3</sub>	EPC <sub>4</sub> -PM	KK-Tmg		C <sub>10</sub> -SK	C <sub>9</sub> -SU		7a/7b	Computer-SS/ Tailoring	
		B <sub>4</sub>	C <sub>4</sub> -RP	C <sub>10</sub> -AG		LIB	C <sub>9</sub> -NK		7a/7b	-KN/ Gardening-DM / Fine Arts-RR	
Tuesday	R	B <sub>1</sub>	C <sub>1</sub> -SU	C <sub>3</sub> -NK	E	EPC <sub>2</sub> -PM	EPC <sub>3</sub> -AG	U	7a/7b	LIB	C <sub>2</sub> -RB
		B <sub>2</sub>	C <sub>2</sub> -DM	C <sub>1</sub> -SK		C <sub>3</sub> -KN	EPC <sub>1</sub> -RB		7a/7b	C <sub>3</sub> -NK	C <sub>4</sub> -KN
		B <sub>3</sub>	C <sub>10</sub> -AG	C <sub>8</sub> -SS		LIB	C <sub>8</sub> -RP		7a/7b	CA-VP	C <sub>10</sub> -DM
		B <sub>4</sub>	KK-Tmg	C <sub>8</sub> -RP		CA-VP	C <sub>8</sub> -SS		7a/7b	C <sub>9</sub> -SU	EPC <sub>4</sub> -PM
Wednesday	A	B <sub>1</sub>	C <sub>2</sub> -DM	C <sub>3</sub> -AG	C	C <sub>1</sub> -PM	C <sub>1</sub> -SU	N	7a/7b	C <sub>2</sub> -RP	C <sub>4</sub> -RB
		B <sub>2</sub>	C <sub>4</sub> -KN	C <sub>1</sub> -SU		C <sub>4</sub> -RB	C <sub>3</sub> -AG		7a/7b	LIB	CA-VP
		B <sub>3</sub>	C <sub>8</sub> -RP	C <sub>10</sub> -SK		C <sub>9</sub> -NK	PE-VP		7a/7b	Computer-SS/ Tailoring	
		B <sub>4</sub>	C <sub>8</sub> -SS	C <sub>9</sub> -NK		C <sub>4</sub> -RP	C <sub>10</sub> -SK		7a/7b	-KN/ Gardening-DM / Fine Arts-RR	
Thursday	Y	B <sub>1</sub>	C <sub>1</sub> -PM	C <sub>2</sub> -RP	E	C <sub>1</sub> -SK	C <sub>3</sub> -NK	C	7a/7b	C <sub>3</sub> -AG	C <sub>5</sub> -KN
		B <sub>2</sub>	EPC <sub>3</sub> -SS	C <sub>5</sub> -KN		C <sub>2</sub> -RB	C <sub>1</sub> -PM		7a/7b	C <sub>6</sub> -RB	C <sub>3</sub> -AG
		B <sub>3</sub>	C <sub>9</sub> -NK	C <sub>9</sub> -SU		PE-VP	C <sub>8</sub> -RP		7a/7b	LIB	C <sub>4</sub> -SS
		B <sub>4</sub>	C <sub>10</sub> -SK	C <sub>10</sub> -DM		LIB	C <sub>4</sub> -SU		7a/7b	CA-VP	PE-VP
Friday	R	B <sub>1</sub>	C <sub>4</sub> -KN	EPC <sub>3</sub> -PM	S	EPC <sub>1</sub> -RB	CA-VP	H	7a/7b	C <sub>4</sub> -KN	C <sub>9</sub> -RB
		B <sub>2</sub>	C <sub>2</sub> -RB	C <sub>3</sub> -NK		C <sub>2</sub> -RP	C <sub>3</sub> -AG		7a/7b	C <sub>2</sub> -DM	EPC <sub>2</sub> -PM
		B <sub>3</sub>	C <sub>9</sub> -SU	C <sub>10</sub> -DM		LIB	C <sub>9</sub> -NK		7a/7b	KK-Tmg	C <sub>8</sub> -RP
		B <sub>4</sub>	C <sub>8</sub> -SS	EPC <sub>4</sub> -AG		C <sub>9</sub> -SU	Yoga-PM		7a/7b	LIB	PE-VP
Saturday		B <sub>1</sub>	C <sub>2</sub> -RB	C <sub>3</sub> -KN	S	PE/Yoga-VP	C <sub>3</sub> -AG		CCA		
		B <sub>2</sub>	C <sub>2</sub> -RP	C <sub>1</sub> -PM		EPC <sub>1</sub> -RB	C <sub>1</sub> -SK				
		B <sub>3</sub>	EPC <sub>4</sub> -AG	CA-VP		Yoga-PM	C <sub>8</sub> -SS				
		B <sub>4</sub>	C <sub>9</sub> -NK	C <sub>9</sub> -SU		C <sub>4</sub> -RP	C <sub>10</sub> -DM				



Mapping of Academic Calendar

Events/ activity	June WEEK	July WEEK	August WEEK	Sept WEEK	Oct WEEK	Nov WEEK	Dec WEEK	Jan WEEK	Feb WEEK	Mar WEEK	April WEEK	May WEEK	June WEEK
ADMISSION PROCESS	■												
Management meet ,Orientation prog.& classroom teaching		■											
Independence day celeb. Rakhi making com., Telenthunt prog., Student council formation ,Classroom teaching			■										
Teacher's day celeb. ,Hindi Diwas ,& Classroom Teaching				■									
Debate Com. ,classroom Teaching ,&holiday					■								
Slogan ,Mehindi, calligraphy com.& Classroom teaching						■							
Internal assessment,com.of power point presentation &winter vacation							■						
Annual day prog., Republic day prog., Study tour& classroom teaching								■					
Workshop on microteaching,Demonstrati on class ,Basant Panchami celeb.Guru Ravidas jyanti celeb.									■				
Micro teaching ,Observation class ,criticism class										■			
Practice teaching											■		
Practice Teaching & summer Vacation												■	
Annual exam & viva voce practicum paper													■

Principal  
R.T.C B.Ed. College  
P.H.ED. Buti, Ranchi, Jharkhand





# R.T.C B.Ed. COLLEGE

P.H.ED. BUTI, RANCHI, JHARKHAND

Self Appraisal Report  
for Teachers Education

Date of Publication: 14 Feb. 2015

R.T.C B.Ed. College, Ranchi

Course: B.Ed.  
Session: 2013-14

Examination held in The Month of September 2014

RANCHI UNIVERSITY, RANCHI  
(Examination Department)

Printed on: 2/24/2015

Batch - 2013-14

Examination Held in The Month of September 2024																					
Paper Code						001		002		003		004		Method - A		Method - B		M.Exp.		Grand Total	
						Full Marks		100		100		100		100		100		100			
						Pass Marks		33		33		33		33		0		0			
Regd. No.	Roll No.	Name of Examinee	Method - A	Method - B	M.Exp.	Sessional		Total		Sessional		Total		Sessional		Total		Sessional		Total	
						S.S.E.	Totals	S.S.E.	Totals	S.S.E.	Totals	S.S.E.	Totals	S.S.E.	Totals	S.S.E.	Totals				
1000001	1000001	CHANDRA KUMAR	Urdu	History	Agriculture	38	22	40	33	33	33	33	33	33	33	33	33	33	33	33	33
0000001	1000002	SAUL KUMAR MATH	English	History	Agriculture	38	22	40	33	33	33	33	33	33	33	33	33	33	33	33	33
0000001	1000003	SARITA KUMAR	English	Geography	History	38	22	40	33	33	33	33	33	33	33	33	33	33	33	33	33
1000004	1000004	AMIT KUMAR	Urdu	Geography	History	38	22	40	33	33	33	33	33	33	33	33	33	33	33	33	33
1000005	1000005	ANITA KUMAR	History	Geography	History	38	22	40	33	33	33	33	33	33	33	33	33	33	33	33	33
0000006	1000006	ANITA KUMAR	History	Geography	History	38	22	40	33	33	33	33	33	33	33	33	33	33	33	33	33
1000007	1000007	ANITA KUMAR	History	Geography	History	38	22	40	33	33	33	33	33	33	33	33	33	33	33	33	33
1000008	1000008	ANITA KUMAR	History	Geography	History	38	22	40	33	33	33	33	33	33	33	33	33	33	33	33	33
1000009	1000009	ANITA KUMAR	History	Geography	History	38	22	40	33	33	33	33	33	33	33	33	33	33	33	33	33
1000010	1000010	ANITA KUMAR	History	Geography	History	38	22	40	33	33	33	33	33	33	33	33	33	33	33	33	33
1000011	1000011	ANITA KUMAR	History	Geography	History	38	22	40	33	33	33	33	33	33	33	33	33	33	33	33	33
1000012	1000012	ANITA KUMAR	History	Geography	History	38	22	40	33	33	33	33	33	33	33	33	33	33	33	33	33
1000013	1000013	ANITA KUMAR	History	Geography	History	38	22	40	33	33	33	33	33	33	33	33	33	33	33	33	33
1000014	1000014	ANITA KUMAR	History	Geography	History	38	22	40	33	33	33	33	33	33	33	33	33	33	33	33	33
1000015	1000015	ANITA KUMAR	History	Geography	History	38	22	40	33	33	33	33	33	33	33	33	33	33	33	33	33
1000016	1000016	ANITA KUMAR	History	Geography	History	38	22	40	33	33	33	33	33	33	33	33	33	33	33	33	33
1000017	1000017	ANITA KUMAR	History	Geography	History	38	22	40	33	33	33	33	33	33	33	33	33	33	33	33	33
1000018	1000018	ANITA KUMAR	History	Geography	History	38	22	40	33	33	33	33	33	33	33	33	33	33	33	33	33
1000019	1000019	ANITA KUMAR	History	Geography	History	38	22	40	33	33	33	33	33	33	33	33	33	33	33	33	33
1000020	1000020	ANITA KUMAR	History	Geography	History	38	22	40	33	33	33	33	33	33	33	33	33	33	33	33	33
1000021	1000021	ANITA KUMAR	History	Geography	History	38	22	40	33	33	33	33	33	33	33	33	33	33	33	33	33
1000022	1000022	ANITA KUMAR	History	Geography	History	38	22	40	33	33	33	33	33	33	33	33	33	33	33	33	33
1000023	1000023	ANITA KUMAR	History	Geography	History	38	22	40	33	33	33	33	33	33	33	33	33	33	33	33	33
1000024	1000024	ANITA KUMAR	History	Geography	History	38	22	40	33	33	33	33	33	33	33	33	33	33	33	33	33
1000025	1000025	ANITA KUMAR	History	Geography	History	38	22	40	33	33	33	33	33	33	33	33	33	33	33	33	33
1000026	1000026	ANITA KUMAR	History	Geography	History	38	22	40	33	33	33	33	33	33	33	33	33	33	33	33	33
1000027	1000027	ANITA KUMAR	History	Geography	History	38	22	40	33	33	33	33	33	33	33	33	33	33	33	33	33
1000028	1000028	ANITA KUMAR	History	Geography	History	38	22	40	33	33	33	33	33	33	33	33	33	33	33	33	33
1000029	1000029	ANITA KUMAR	History	Geography	History	38	22	40	33	33	33	33	33	33	33	33	33	33	33	33	33
1000030	1000030	ANITA KUMAR	History	Geography	History	38	22	40	33	33	33	33	33	33	33	33	33	33	33	33	33

Dr. C.P. Mahanta  
Tadulatan-1

Dr. C.P. Mahanta  
Tadulatan-1



## Self Appraisal Report for Teachers Education

NAAC for Quality Excellence in Higher Education





## Self Appraisal Report for Teachers Education

NAAC

for Quality Excellence in Higher Education



## Self Appraisal Report for Teachers Education

NAAC for Quality Excellence in Higher Education





## Self Appraisal Report for Teachers Education

**NAAC** for Quality Excellence in Higher Education



## Self Appraisal Report for Teachers Education

RANCHI UNIVERSITY, RANCHI  
(Examination Department)

Free 1

Examination Held in The Month of January 2006

Butcher, 2004: 13

[illegible]

Dr. C. F. Matar  
Tahiti-1

  
 Martha Garcia  
 Calculadora





## Self Appraisal Report for Teachers Education

[illegible]



## Self Appraisal Report for Teachers Education

NAAC for Quality Excellence in Higher Education



[illegible]

Dr. C. H. Muller  
Tubingen

Justin G. Enders



## Self Appraisal Report for Teachers Education

*(Signature)*  
Dr. M. Srinivas  
Tabulator-1

*(Signature)*  
N. H.  
 $\frac{DP}{02/17}$

*(Signature)*  
Narcho G.  
Tabulator-2





# R.T.C B.Ed. COLLEGE

## P.H.ED. BUTI, RANCHI, JHARKHAND

Self Appraisal Report  
for Teachers Education

Date of Publication: 23rd December 2016

RANCHI UNIVERSITY, RANCHI  
(Examination Department)

3

R.T.C B.Ed. College, Ranchi

Course: B.Ed (New)

Year: 1

Printed on 23/12/2016

Session: 2015-16

Batch: 2015-17

Examination held in the Month of September 2016

			Paper Code	Course 1		Course 2		Course 3		Course 4		Course 5		Course 6		Course 7a		Course EPCL		Course EPCL		Course EPCL		Grand Total	Percentage	Result	Remarks	Roll No.	
			Full Marks	20	80	100	20	80	100	20	80	100	20	80	100	20	80	100	50	50	50	50	50						
			Pass Marks	10	35	45	30	35	45	30	35	45	30	35	45	30	35	45	25	25	25	25	25						
			Sessional	Sessional	Sessional	Sessional	Sessional	Sessional	Sessional	Sessional	Sessional	Sessional	Sessional	Sessional	Sessional	Sessional	Sessional	Sessional	Internal	Internal	Internal	Internal	Internal						
Regd. No.	Roll No.	Name of Examinee	Method - A	W.S.E.	TOTAL	W.S.E.	TOTAL	W.S.E.	TOTAL	W.S.E.	TOTAL	W.S.E.	TOTAL	W.S.E.	TOTAL	W.S.E.	TOTAL	W.S.E.	TOTAL	W.S.E.	TOTAL	W.S.E.	TOTAL	TOTAL					
2004726	1802246	SHRADDHA KUMAR	History	18	41	60	28	42	63	18	38	57	18	37	55	18	37	55	35	44	18	37	55	412	73.08	PASS		18021246	
2004727	1802247	ADITHYAN KUMAR SINGH	Ph. Edu.	18	48	62	28	48	67	18	41	60	18	35	53	18	32	50	18	37	55	18	42	438	65.25	Promoted		18021247	
2004728	1802248	RAJUL KUMAR	Physical Science	18	48	62	28	54	73	18	46	64	18	34	52	18	34	52	18	36	54	18	42	417	73.31	PASS		18021248	
2004729	1802249	DEVIKUMARI	Commerce	18	53	70	28	59	78	18	43	62	18	34	52	18	37	55	18	38	57	18	46	415	74.62	PASS		18021249	
2004730	1802250	ANAND KUMAR	Ph. Edu.	18	48	59	18	41	59	18	39	57	18	31	49	18	28	46	18	33	51	18	36	436	65.54	Promoted		18021250	
2004731	1802251	ANANTAN KUMAR	History	18	48	67	18	54	73	18	43	61	18	36	54	18	37	55	18	44	18	40	18	43	417	71.73	PASS		18021251
2004732	1802252	ANUPAMA SINGH	Geography	18	45	59	18	43	61	18	46	64	18	35	53	18	34	52	18	44	18	38	18	42	411	66.31	Promoted		18021252
2004733	1802253	KULDEEP KUMAR	Commerce	18	51	69	18	44	63	18	52	70	18	35	53	18	37	55	18	42	18	37	18	43	413	69.69	PASS		18021253
2004734	1802254	PANDEYAN KUMAR	Mathematical Science	18	48	62	18	55	73	18	60	78	18	36	54	18	33	51	18	46	18	36	18	43	417	73.38	PASS		18021254
2004735	1802255	POOJA KUMAR	Commerce	18	44	62	18	54	72	18	54	72	18	35	53	18	29	47	18	36	18	39	18	48	412	71.08	PASS		18021255
2004736	1802256	PRANAB KUMAR	Hindi	18	48	62	18	48	66	18	39	57	18	35	53	18	32	50	18	45	18	39	18	41	396	68.92	Promoted		18021256
2004737	1802257	PRABHA KUMAR	Home Science	18	48	66	18	55	73	18	54	72	18	35	53	18	37	55	18	45	18	39	18	42	411	72.44	PASS		18021257
2004738	1802258	PRANAB KUMAR	History	18	51	74	18	55	73	18	59	78	18	35	53	18	36	54	18	46	18	37	18	44	413	75.85	PASS		18021258
2004739	1802259	PRANABA KUMAR	English	18	51	71	18	57	75	18	60	78	18	36	54	18	37	55	18	46	18	38	18	42	405	74.62	PASS		18021259
2004740	1802260	RAJESH KUMAR	English	18	51	78	18	58	68	18	50	69	18	36	54	18	37	55	18	43	18	39	18	45	409	72.15	PASS		18021260
2004741	1802261	RAJESH KUMAR	English	18	51	79	18	55	74	18	55	74	18	36	54	18	37	55	18	47	18	39	18	46	413	74.31	PASS		18021261
2004742	1802262	RAJESH KUMAR	Hindi	18	46	64	18	54	72	18	51	70	18	33	51	18	32	50	18	43	18	37	18	44	408	72	PASS		18021262
2004743	1802263	RAJESH KUMAR	Hindi	18	45	64	18	48	67	18	50	69	18	34	52	18	37	55	18	44	18	39	18	48	400	73.77	PASS		18021263
2004744	1802264	RAJESH KUMAR	Geography	18	51	71	18	56	74	18	59	78	18	37	56	18	35	53	18	46	18	38	18	44	500	76.92	PASS		18021264
2004745	1802265	RAJESH KUMAR	Geography	18	41	61	18	54	72	18	48	67	18	34	52	18	33	51	18	46	18	39	18	43	457	73.31	PASS		18021265
2004746	1802266	REENA KUMAR	Geography	18	44	62	18	49	68	18	50	69	18	34	52	18	37	55	18	45	18	41	18	42	412	71.08	PASS		18021266
2004747	1802267	REENA KUMAR	Life Science	18	52	71	18	52	70	18	52	71	18	37	56	18	36	54	18	46	18	43	18	44	490	75.38	PASS		18021267
2004748	1802268	REENA KUMAR	Life Science	18	50	69	18	55	74	18	56	75	18	36	54	18	37	55	18	46	18	38	18	43	482	74.15	PASS		18021268

(Signature)  
(J. M. Jaiswal)  
Tabulator-I

(Signature)  
(Anita Gur)  
Tabulator-II



**R.T.C B.Ed. COLLEGE**  
**P.H.ED. BUTL, RANCHI, JHARKHAND**

## Self Appraisal Report for Teachers Education

R.T.C. B.Ed. College, Ranchi			RANCHI UNIVERSITY, RANCHI (Examination Department)																Printed on 23/11/2016						
Course : B.Ed (New)			Year : 1																			Batch : 2015-17			
Session : 2015-16																									
Examination Held in The Month of September 2016																									
			Paper Code	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6	Course 7a	Course 7b	Course EPIC2	Course EPIC2	Course EPIC3	Course Total	Percentage	Result	Remarks							
			Full Marks	20	80	100	20	80	100	20	80	100	10	40	50	10	40	50	10	40	50	50	250		
			Pass Marks	30	35	45	10	35	45	30	35	45	5	18	23	5	18	23	5	18	23	23	100		
Regd. No.	Roll No.	Name of Examinee	Method - A	Sessional R.S.E.	Sessional R.S.E.	Sessional R.S.E.	Sessional R.S.E.	Sessional R.S.E.	Sessional R.S.E.	Sessional R.S.E.	Sessional R.S.E.	Sessional R.S.E.	Sessional R.S.E.	Sessional R.S.E.	Sessional R.S.E.	Sessional R.S.E.	Sessional R.S.E.	Sessional R.S.E.	Sessional R.S.E.	Sessional R.S.E.	Sessional R.S.E.	Sessional R.S.E.	Sessional R.S.E.	Sessional R.S.E.	Sessional R.S.E.
1001200	1001200	WETA MAMTO	History	25	52	71	10	36	45	20	35	45	5	18	23	5	18	23	5	18	23	23	100	PASS	
1001201	1001201	WETA MAMTO	Geography	25	52	71	10	36	45	20	35	45	5	18	23	5	18	23	5	18	23	23	100	PASS	
1001202	1001202	WETA MAMTO	Mathematics	25	52	71	10	36	45	20	35	45	5	18	23	5	18	23	5	18	23	23	100	PASS	
1001203	1001203	WETA MAMTO	Physical Science	25	52	71	10	36	45	20	35	45	5	18	23	5	18	23	5	18	23	23	100	PASS	
1001204	1001204	WETA MAMTO	Chemistry	25	52	71	10	36	45	20	35	45	5	18	23	5	18	23	5	18	23	23	100	PASS	
1001205	1001205	WETA MAMTO	Biology	25	52	71	10	36	45	20	35	45	5	18	23	5	18	23	5	18	23	23	100	PASS	
1001206	1001206	WETA MAMTO	English	25	52	71	10	36	45	20	35	45	5	18	23	5	18	23	5	18	23	23	100	PASS	
1001207	1001207	WETA MAMTO	History	25	52	71	10	36	45	20	35	45	5	18	23	5	18	23	5	18	23	23	100	PASS	
1001208	1001208	WETA MAMTO	Geography	25	52	71	10	36	45	20	35	45	5	18	23	5	18	23	5	18	23	23	100	PASS	
1001209	1001209	WETA MAMTO	Mathematics	25	52	71	10	36	45	20	35	45	5	18	23	5	18	23	5	18	23	23	100	PASS	
1001210	1001210	WETA MAMTO	Physical Science	25	52	71	10	36	45	20	35	45	5	18	23	5	18	23	5	18	23	23	100	PASS	
1001211	1001211	WETA MAMTO	Chemistry	25	52	71	10	36	45	20	35	45	5	18	23	5	18	23	5	18	23	23	100	PASS	
1001212	1001212	WETA MAMTO	Biology	25	52	71	10	36	45	20	35	45	5	18	23	5	18	23	5	18	23	23	100	PASS	
1001213	1001213	WETA MAMTO	English	25	52	71	10	36	45	20	35	45	5	18	23	5	18	23	5	18	23	23	100	PASS	
1001214	1001214	WETA MAMTO	History	25	52	71	10	36	45	20	35	45	5	18	23	5	18	23	5	18	23	23	100	PASS	
1001215	1001215	WETA MAMTO	Geography	25	52	71	10</																		





# R.T.C B.Ed. COLLEGE

## P.H.ED. BUTI, RANCHI, JHARKHAND

Self Appraisal Report  
for Teachers Education

Date of Publication: 23rd December 2016

RANCHI UNIVERSITY, RANCHI  
(Examination Department)

3

R.T.C B.Ed. College, Ranchi

Course: B.Ed (New)

Year: 1

Printed on 23/12/2016

Session: 2015-16

Batch: 2015-17

Examination held in the Month of September 2016

Regd. No.	Roll No.	Name of Examinee	Method - A	Paper Code												Grand Total	Percentage	Result	Remarks	Roll No.																																																																																																																																																																																																																																																																																																																																																																																																										
				Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total						Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total	Sessional M.E.	Total

(Signature)  
(P. M. Jaiswal)  
Tahsil Officer

(Signature)  
(Nisha Gaur)  
Tahsil Officer



# R.T.C B.Ed. COLLEGE

## P.H.ED. BUTI, RANCHI, JHARKHAND

Self Appraisal Report  
for Teachers Education

Date of Publication: 23rd December 2016

RANCHI UNIVERSITY, RANCHI  
(Examination Department)

4

R.T.C. B.Ed. College, Ranchi

Course: B.Ed (New)

Year: 1

Printed on: 23/12/2016

Session: 2015-16

Batch: 2015-17

Examination held in The Month of September 2016

Announcement Held in the Month of September 2020																			Grand Total	Percentage	Result	Remarks	Roll No.															
Regd. No.	Roll No.	Name of Examinee	Method - A	Paper Code																																		
				Course 1			Course 2			Course 3			Course 4			Course 5								Course 6			Course 7a			Course EPC1			Course EPC2			Course EPC3		
				Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total						Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total			
				Fall Marks	20	80	100	20	80	100	20	80	100	20	80	100	20	80						100	20	80	100	20	80	100	20	80	100	20	80	100		
Pass Marks	30	35	45	30	35	45	30	35	45	30	35	45	30	35	45	30	35	45	30	35	45	30	35	45	30	35	45											
6000000	1600000	DEVI MANI	History	25	52	77	25	56	75	25	58	76	9	24	33	9	24	33	9	28	37	9	30	39	9	38	47	9	46	487	74.52	PASS	1600000					
6000001	1600001	DEVI MANI	Maths	25	56	81	25	57	71	25	55	74	8	23	31	9	26	35	9	28	37	9	36	45	9	38	47	9	46	471	72.17	PASS	1600001					
6000002	1600002	DEVI MANI	English	25	54	71	25	56	71	25	55	74	9	25	34	9	26	35	8	27	36	9	24	33	9	32	40	9	38	43	64.52	PASS	1600002					
6000003	1600003	DEVI MANI	Science	25	44	61	18	52	70	38	55	71	9	22	31	8	22	30	9	28	37	9	27	36	9	32	40	9	37	46	471	73.33	PASS	1600003				
6000004	1600004	DEVI MANI	Physical Science	25	48	68	29	55	74	28	53	71	9	24	33	9	24	33	9	25	34	8	32	41	9	34	43	8	36	44	490	73.83	PASS	1600004				
6000005	1600005	DEVI MANI	Chemistry	25	51	68	29	55	74	28	54	72	9	24	33	9	24	33	9	27	36	9	29	38	9	33	42	9	38	47	478	73.54	PASS	1600005				
6000006	1600006	DEVI MANI	Biology	25	52	71	25	52	71	25	64	83	9	26	35	9	25	34	9	30	39	9	26	35	9	38	47	8	38	46	9	36	45	496	75.31	PASS	1600006	
6000007	1600007	DEVI MANI	Maths	25	50	68	29	54	73	29	51	70	8	27	36	9	26	35	9	30	40	9	28	37	9	38	47	8	35	43	486	74.17	PASS	1600007				
6000008	1600008	DEVI MANI	English	25	50	69	29	54	73	29	52	70	9	28	37	9	24	33	9	28	37	9	31	40	9	32	40	9	38	47	493	75.85	PASS	1600008				
6000009	1600009	DEVI MANI	Science	25	40	58	23	40	64	28	43	67	9	24	33	8	22	30	9	22	31	9	26	35	9	30	38	9	30	38	435	68.92	Failed	1600009				
6000010	1600010	DEVI MANI	Physical Science	25	47	65	29	56	75	29	47	66	8	26	34	9	27	36	9	27	36	9	31	40	8	32	40	9	29	38	8	35	43	468	72	PASS	1600010	
6000011	1600011	DEVI MANI	Chemistry	25	42	60	29	54	73	29	53	69	9	24	33	9	22	31	9	26	35	9	29	38	9	38	47	8	30	38	9	32	43	465	73.54	PASS	1600011	
6000012	1600012	DEVI MANI	Biology	25	42	60	29	48	68	28	42	60	9	23	32	8	25	34	9	24	33	9	26	35	8	34	43	9	28	37	8	33	43	440	67.68	PASS	1600012	
6000013	1600013	DEVI MANI	Maths	25	50	68	29	52	71	28	55	73	8	25	33	9	27	36	9	26	35	9	31	40	9	35	44	8	29	37	8	34	42	479	73.69	PASS	1600013	
6000014	1600014	DEVI MANI	English	25	49	67	38	55	71	28	49	67	9	25	33	8	27	35	8	25	33	9	30	39	9	36	45	8	28	36	8	36	44	469	72.15	PASS	1600014	
6000015	1600015	DEVI MANI	Science	25	57	75	38	55	73	29	57	74	9	28	34	9	26	35	8	24	32	9	26	35	8	36	44	9	28	37	8	35	44	485	74.52	PASS	1600015	
6000016	1600016	DEVI MANI	Physical Science	25	48	66	28	44	62	29	43	62	9	25	34	8	20	28	9	24	33	9	26	35	8	25	43	9	29	38	8	31	40	441	67.85	PASS	1600016	
6000017	1600017	DEVI MANI	Chemistry	25	54	72	29	48	67	29	48	67	9	24	33	9	25	34	9	24	33	9	29	38	9	32	40	9	32	40	9	36	45	471	72.46	PASS	1600017	
6000018	1600018	DEVI MANI	Biology	25	51	75	38	57	75	29	48	68	8	24	33	9	26	35	8	25	33	9	30	39	8	36	44	9	29	38	8	31	41	480	74	PASS	1600018	
6000019	1600019	DEVI MANI	Maths	25	55	71	38	56	74	29	47	66	9	28	33	9	25	34	9	24	33	9	26	35	8	36	44	9	28	37	8	34	42	473	72.71	PASS	1600019	
6000020	1600020	DEVI MANI	English	25	50	68	29	52	72	28	49	67	8	25	33	8	27	36	9	26	35	9	30	39	8	34	42	9	29	38	8	32	40	470	72.31	PASS	1600020	
6000021	1600021	DEVI MANI	Science	25	51	71	38	48	66	29	46	65	9	24	33	8	24	32	9	25	34	9	25	34	8	25	43	9	25	38	9	32	41	452	70.31	PASS	1600021	
6000022	1600022	DEVI MANI	Physical Science	25	54	72	39	52	70	39	45	64	9	24	33	8	23	34	9	24	33	9	28	37	9	31	40	9	33	42	476	73.23	PASS	1600022				



# R.T.C B.Ed. COLLEGE

## P.H.ED. BUTI, RANCHI, JHARKHAND

Self Appraisal Report  
for Teachers Education

Date of Publication: 23rd December 2016

RANCHI UNIVERSITY, RANCHI  
(Examination Department)

5

R.T.C. B.Ed. College, Ranchi

Course: B.Ed (New)

Year: 1

Session: 2015-16

Printed on 23/11/2016

Batch - 2015-17

Examination Held in The Month of September 2016

Examination Held in The Month of September 2018																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
Regd. No.	Roll No.	Name of Examinee	Method - A	Paper Code												Grand Total	Percentage	Result	Remarks	Roll No.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
				Course 1	Course 2	Course 3	Course 4	Course 5	Course 6	Course 7a	Course EPC1	Course EPC2	Course EPC3																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
				Full Marks	25	100	30	80	100	30	40	50	30	40	50	30					40	50	30	40	50	30																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
				Paid Marks	18	35	45	30	35	45	18	35	45	5	18	23					5	18	23	5	18	23	5																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
				Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S.E.	Sessional I.S

(Signature)  
(Name)  
Tabulator

(Signature)  
(Name)  
Tabulator





# R.T.C B.Ed. COLLEGE

## P.H.ED. BUTI, RANCHI, JHARKHAND

Self Appraisal Report  
for Teachers Education

Date of Publication: 23rd December 2016

RANCHI UNIVERSITY, RANCHI  
(Examination Department)

1

R.T.C. B.Ed. College, Ranchi

Course: B.Ed. Year: 1

Session: 2015-16

Examination held in The Month of September 2016

Printed on 23/12/2016

Examination Held in The Month of September 2016																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
Regd. No.	Roll No.	Name of Examin	Method - A	Method - B	W.Exp.	Paper Code										Full Marks										Pass Marks										Grand Total										Percentage	Result	Remarks																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
						ED-1		ED-2		ED-3		ED-4		Method - A		Method - B		W.Exp.		ED5 (Additional)		Grand Total																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
120400217	15000081	JYOTI DALA	Geography	Geog.	Telugu	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total	Sessional	E.S.E.	Total



### R.T.C. B.Ed. College

#### Evaluation of the College by the Alumni

Name:

Year of Study:

Present Occupation:

Residential Address:

Given below are a number of statements relating to the college. Against each statement you may response in the space provided. You may Strongly Agree (SA), Agree (A), No opinion (NO), Disagree (D) Strongly Disagree (SD), your response will be kept strictly confidential.

1. I am proud of having studied in this college.

SA

2. Personality development programme was organized.

A

3. The teachers made a comprehensive evaluation.

SA

4. The educational tours proved to be informative.

NO

5. The library facility are adequate.

SA

6. The course helped me in improving my professional competency.

SA

7. Power was decentralized in the college.

A

8. The infrastructure facilities were adequate.

A

*Kanhatkumar*  
Principal  
R.T.C. B.Ed. College  
P.H.Ed. Buti, Ranchi, Jharkhand  
25.3.17



9. Top scores in the University examination are facilitated.

S.A

10. The organization of various clubs in the college enhances me to develop my intellectual and social skills.

A

11. Healthy competition was ensured by the grouping of students into houses.

S.A

12. I often cherished glorious movement of my life in the college.

A

13. Remedial coaching for students was provided by the college.

A

14. There existed cordial relation between staff and students.

S.A

15. The institution helped me to fulfil ambition to become a teacher.

A

16. The internal assessment in this college was balanced and objective.

S.A

17. The teacher devoted extra time for the welfare of students.

S.A

18. Teacher adopted several innovative methods for pupil teachers.

A

19. The thought for the day programme and seminars were very helpful in developing independent and critical thinking.

S.A

20. There were ample opportunities to take part in extracurricular activities.

S.A

21. There are adequate facilities for physical training and games.

Krishnakumar  
Principal 25/3/19  
R.T.C. B.Ed. College  
P.H.ED, Buti, Ranchi, Jharkhand





A

22. The college organized various extension programmes.

A

23. Discipline was properly maintained in the college campus.

S. A

24. Value based education was given in the college campus.

A

25. Communication skills are developed among pupil teacher.

A

*Kishore Kumar*  
Principal 28.5.12  
R.T.C. B.Ed. College  
P.H.Ed., Buti, Ranchi, Jharkhand



### Alumni Feedback Analysis

R.T.C. B.Ed. College

(Self Prepared)

Item	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
SA	24%	47%	48%	36%	64%	64%	30%	4%	47%	60%	4%	48%	12%	32%	60%	60%	52%	47%	52%	64%	32%	48%	52%	64%	52%
A	4%	48%	32%	40%	12%	36%	72%	92%	48%	30%	0%	44%	68%	64%	4%	4%	48%	4%	48%	30%	68%	54%	8%	30%	48%
ND	0%	12%	0%	14%	4%	0%	4%	0%	8%	4%	0%	0%	20%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
DA	0%	0%	0%	0%	0%	0%	4%	4%	0%	0%	0%	0%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
SDA	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Strongly Agree (SA), Agree (A), No opinion (NO), Disagree (D) Strongly Disagree (SD)

Total Alumni Participants= 36

Item wise Analysis= 1-25

Total Items=25

*Girish Kumar*  
Principal  
R.T.C. B.Ed. College  
P.H.ED., Buti, Ranchi, Jharkhand  
25.8.17



R.T.C. B.Ed. College  
(Additional D.El.Ed. Course)  
P. H. E. D., Buti, Ranchi - 834 009

### Questionnaire for Feedback from Students

#### Questionnaire No. 1

• Programme:

Department:

Year:

Students are required to rate the courses on the following attributes using the 4 – point scale shown. The format given is for one course. Do the same for other courses on separate page.

4.00	3.00	2.00	1.50	0.0
A	B	C	D	
↓	↓	↓	↓	
Very Good	Good	Satisfactory	Unsatisfactory	

#### Course – I

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Depth of the course content including project work if any		✓		
2. Extend of coverage of course			✓	
3. Applicability/ relevance to real life situations		✓		
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)			✓	
5. Clarity and relevance of textual reading material	✓			
6. Relevance of additional source material ( library)			✓	
7. Extent of effort required by students				✓
8. Overall rating		✓		

*Kandana Kumari*  
Principal  
R.T.C. B.Ed. College  
PHED, Buti, Ranchi, Jharkhand  
25.3.12



### Question No. 1

Source- NAAC

R.T.C. B.Ed. College,  
P.H.Ed., Buti, Ranchi

### Feedback from Students

Items	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
A	60.27%	45.20%	64.38%	60.27%	50.58%	58.90%	61.64%	61.64%
B	46.57%	57.53%	36.98%	32.87%	50.68%	39.72%	41.09%	36.98%
C	0.00%	4.10%	5.47%	13.69%	5.47%	8.21%	4.1%	8.21%
D	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Kishor Kumar  
Principal  
R.T.C. B.Ed. College  
P.H.Ed., Buti, Ranchi, Jharkhand  
25.3.17



R.T.C. B.Ed. College  
(Additional D.El.Ed. Course)  
P. H. E. D., Buti, Ranchi - 834 009

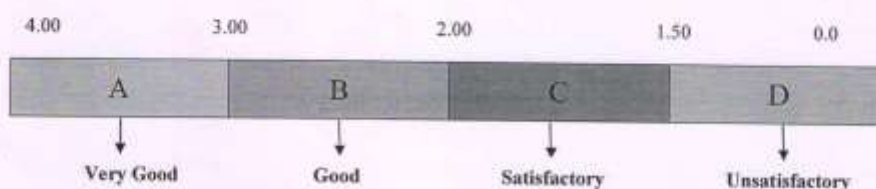
### Questionnaire No. 2

#### Student Feedback on Teachers

Department: EDUCATION (B.Ed)

Semester/Term/Year :

Please rate the teacher on the following attributes using the 4- point scale shown



Name of the Teacher :

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)		✓		
2. Communication skills (in terms of articulation and comprehensibility)			✓	
3. Sincerity / Commitment of the teacher	✓			
4. Interest generated by the teacher		✓		
5. Ability to integrate course material with environment / other issues, to provide a broader perspective.		✓		
6. Ability to integrate content with other courses			✓	
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)			✓	
8. Ability to design Quizzes / Tests / Assignments / Examinations and Projects to evaluate students understanding of the course		✓		
9. Provision of sufficient time for feedback				✓
10. Overall rating		✓		

*Kaushal Kumar*  
Principal  
R.T.C. B.Ed. College  
P.H.E.D., Buti, Ranchi, Jharkhand



### Question No. 2

Source- NAAC

R.T.C. B.Ed. College,  
P.H.E.D., Buti, Ranchi

### Feedback from Students

S.No	1	2	3	4	5	6	7	8	9	10
A	88.88%	74.07%	75.92%	79.62%	64.81%	74.07%	68.51%	70.37%	70.37%	81.48%
B	14.81%	27.77%	25.92%	20.37%	33.33%	22.22%	29.62%	20.37%	29.62%	18.51%
C	0.00%	1.851%	1.851%	1.851%	3.70%	1.85%	3.70%	7.407%	1.851%	1.851%
D	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

A- Very Good, B- Good, C- Satisfactory, D- Unsatisfactory

Item wise analysis = 1-10

Total item = 54

*Krishna Kumar*  
Principal  
25.3.17  
R.T.C. B.Ed. College  
P.H.E.D., Buti, Ranchi, Jharkhand





## DETAILS OF ELECTRONIC EQUIPMENTS

- 1. Laptop
- 2. Computers
- 3. Tape Recorder
- 4. TV
- 5. Public Address System
- 6. Amplifier
- 7. Mics
- 8. Speakers
- 9. Cyber shot Camera
- 10. Camera
- 11. DVD Player
- 12. OHP
- 13. LCD Projector
- 14. Video Camera
- 15. Water Cooler
- 16. Printer/Scanner
- 17. Fax Machine
- 18. Laser Printer
- 19. Photocopier Machine
- 20. Aqua Guard
- 21. Digital Learning Apparatus
- 22. Generator Set

*Kishore Kumar*  
Principal  
R.T.C. B.Ed. College  
P.H.E.D., Buti, Ranchi, Jharkhand  
#5.5.17



## AUDIO- VISUAL FACILITIES

1. Black Board/White Board
2. Real Objects
3. Models
4. Slide
5. Charts
6. Graphs
7. Maps
8. Globe
9. Photos
10. Journals & Magazines
11. Newspapers
12. Bulletin Board & Flannel Board
13. LCD Projector
14. Television
15. Computers
16. CDs/ CD ROM
17. Video Camera
18. Encyclopedias
19. Laptop

*Kishor Kumar*  
Principal 25.3.17  
R.T.C. B.Ed. College  
P.H.Ed. Buti, Ranchi, Jharkhand





### TO BE PUBLISHED IN GAZETTE OF INDIA PART – III, SECTION 4

National Council for Teacher Education  
Eastern Regional Committee  
(A Statutory Body of the Govt. of India)  
15, Neelakantha Nagar, Nayapalli, Bhubaneswar – 751012  
Phone-(0674) 2562793, 2563252, 2563156, Fax: (0674) 2564873

F. ERC/NCTE/APE00780/ B.Ed (Revised Order)/2015/ 32683

Date: 31.05.2015

#### ORDER

WHEREAS, in exercise of the powers conferred by sub-section(2) of Section 32 of the National Council for Teacher Education Act, 1993(73 of 1993), and in supersession of the National Council for Teacher Education [Recognition Norms and Procedure] Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 1.12.2014.

2. AND WHEREAS, the institution viz. **R.T.C. B.Ed. College, VIII-P.H.E.D., Buti, Po: Bariyatu, Dist-Ranchi, Jharkhand – 834009** was granted recognition for conduct of B.Ed. course of **One year** duration with an annual intake of **100 (one hundred)** from the academic session **2008-2009** vide ERC order No.ERC/7-83(I).13/2008/102098, dated **28.02.2008**.

3. AND WHEREAS, the institution viz. **R.T.C. B.Ed. College, VIII-P.H.E.D., Buti, Po: Bariyatu, Dist-Ranchi, Jharkhand – 834009** has by affidavit dated **19.01.2015** consented to come under New Regulations 2014 and sought for **two basic units** in **B.Ed course**, which require additional facilities.

4. AND WHEREAS, it has been decided to permit the institution to have two basic units of 50 students each subject to fulfill following conditions namely,

- (i) The institution shall create additional facilities that include (a) additional built-up area, (b) additional infrastructure, (c) additional funds, (d) adhere to staff norms as per Regulations, 2014 and inform Regional Committee with required documents by October 31, 2015.
- (ii) The applicant-institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC) and the Building Plan (BP) in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015, Building Completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting Team at the time of inspection.

P.T.O.



1/2/1

- (iii) The Regional Committees shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 20 Feb, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.

5. **Now therefore**, in the light of the above and in terms of Section 14(3) (a) of NCTE Act and in accordance with the Regulations, 2014, the Eastern Regional Committee, NCTE hereby grants recognition to **R.T.C. B.Ed. College, VIII-P.H.Ed., Buti, Po: Bariyatu, Dist-Ranchi, Jharkhand - 834009** for conducting **B.Ed Programme of two years duration** with an annual intake of **100 (one hundred)** for **two basic units of 50 students each** from the academic session **2015-2016** subject to fulfilment of the conditions mentioned herein before 31.10.2015.

6. Further, the recognition is subject to fulfilment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/ Body, the State Government etc, as applicable.

7. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a Chartered Accountant.

8. The institutions shall maintain & update its web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:-

- Sanctioned programmes along with annual intake in the institution;
- Name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
- Name of faculty members who left or joined during the last quarter;
- Names of Students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.;
- Fee charged from students;
- Available infrastructural facilities;
- Facilities added during the last quarter;
- Number of books in the library, journals subscribed to and additions, if any, in the last quarter;
- The affidavit with enclosure submitted along with application.
- The institution shall be free to post additional relevant information, if it so desires.
- Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

P.T.O.



//3//

If the institution Contravenes any of the above conditions of the provision of the NCTE Act, Rules, Regulations and Orders made and issued there under, the institution will render itself liable to adverse action including withdrawal of recognition by the Regional Committee under the provisions of Section 17 (1) of the NCTE Act.

By Order,

/

Regional Director

The Manager  
Government of India Press  
Department of Publications (Gazette Section)  
Civil Lines, New Delhi-110054

To

✓ The Principal / Secretary / Correspondent,  
R.T.C. B.Ed. College,  
VIII-P.H.E.D., Buti, Po: Bariyatu,  
Dist-Ranchi, Jharkhand - 834009

Copy to:


1. The Commissioner & Secretary, Primary, Secondary and Higher Education, HRD Department, Govt. of Jharkhand, MDI Building, Dhurwa, Dist. Ranchi, Jharkhand - 834 004
2. The Registrar, Ranchi University, Shaheed Chowk, Ranchi, Jharkhand-834001.
3. The Director of Secondary Education, HRD Department, Govt. of Jharkhand, M.D.I. Bhawan, Dhurwa, Ranchi, Jharkhand-834004
4. The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi -110001.
5. The Under Secretary (CS) National Council for Teacher Education, Hans Bhawan, Wing-II, 1, Bahadurshah Zafar, New Delhi- 110002.
6. Office Order file/ Institution file.

  
Regional Director





पूर्व क्षेत्रीय समिति  
राष्ट्रीय अध्यापक शिक्षा परिषद्  
(भारत सरकार का एक विधिक संस्थान)

  
NCTE

Eastern Regional Committee  
National Council for Teacher Education  
(A Statutory Body of the Government of India)

F.No.ER/176.2(II).30/APE00780/B.Ed./2014/ 27824 Date: 14/11/2014

To  
The Principal/ Secretary/Correspondent  
R.T.C. B.Ed. College,  
VIII-P.H.E.D., Buti,  
PO-Bariyatu, Dist-Ranchi,  
Jharkhand - 834009

Sub: Letter as per the decision of the 176<sup>th</sup> meeting (Code No.APE00780) reg.

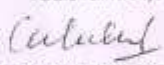
Sir/Madam,

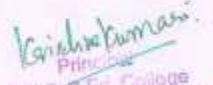
A Public Interest Litigation vide W.P. (PIL) No.327 of 2011 has been filed by Shiv Shankar Munda - Vs - Chairperson NCTE & Ors in the Hon'ble High Court of Jharkhand at Ranchi. As per direction of the Hon'ble High Court of Jharkhand, the said institution was inspected by the NCTE Hqs., New Delhi under section 13 of the NCTE Act 1993 and Rule 8 of NCTE Rules. Accordingly, a clarification letter was issued to the institution on 13.08.2014.

In response to the clarification, the institution submitted its reply dated 11.09.2014 to the ERC, NCTE, Bhubaneswar. The Eastern Regional Committee in its 176<sup>th</sup> meeting held on 9<sup>th</sup> October 2014 considered the report of NCTE Hqs as well as representation submitted by the institution; the matter was discussed in detail and decided as under:

"Recognition of the institution be continued".

In view of the above decision of ERC, the recognition of the institution is continued.

Yours faithfully,  
  
Regional Director

  
Principal  
R.T.C B.Ed. College  
P.H.E.D., Buti, Ranchi, Jharkhand

15, Neelakantha Nagar, Nayapalli, Bhubaneswar (ODISHA) - 751 012



**National Council for Teacher Education**  
**Eastern Regional Committee**  
(A Statutory Body of the Govt. of India)  
15, Neelakantha Nagar, Nayapalli, Bhubaneswar-751012  
Phone-(0674) 2395793,2393252,2396156, Fax : (0674) 2393873

**Speed Post**

TO BE PUBLISHED IN GAZETTE OF INDIA PART - III, SECTION 4

ERC/7-83.6(1).13/2008/ 102098 (13) February 28, 2008

**Order**

WHEREAS in terms of Section 14(1) of the NCTE Act, 1993 R.T.C. B.Ed. College, Vill-P.H.E.D., Buti, Po : Bariyatu, Dist-Ranchi, Jharkhand - 834009 has submitted an application (Code No.APE00780) to the Eastern Regional Committee of NCTE for grant of recognition for starting B.Ed. Course of one year duration with an annual intake of 100 (one hundred) students on 19.01.2007.

2. AND WHEREAS on scrutiny/perusal of the application submitted by the institution, the documents attached therewith, the affidavit and the input received from the visiting team in the form of report and videography, recommendation of the State Government, the Committee is satisfied that the institution/society fulfills the requirements under the provisions of NCTE Act, Rules and relevant Regulations including the Norms and Standards for the Secondary Teacher Education (B.Ed.) programme such as instructional facilities, infrastructural facilities, library, accommodation, financial resources, laboratory etc. for running the programme and has selected/appointed duly qualified teaching staff as per NCTE norms.

3. NOW, THEREFORE, in exercise of the powers vested under Section 14(3) (a) of the NCTE Act, 1993, the Eastern Regional Committee hereby grants recognition to **R.T.C. B.Ed. College, Vill-P.H.E.D., Buti, Po : Bariyatu, Dist-Ranchi, Jharkhand - 834009** for conducting B.Ed. Course of **Secondary** level of **one year** duration with an annual intake of **100 (one hundred)** students from the academic session **2008-2009** under clause 7(11) of NCTE Regulation, 2007 notified on 10-12-2007 subject to fulfillment of the following:

- The institution shall, within one month of the receipt of recognition order, convert the endowment fund and reserve fund accounts into joint accounts to be operated along with an officer of the Eastern Regional Committee.
- The institution shall comply with the various other norms and standards prescribed in the NCTE regulations, as amended from time to time.

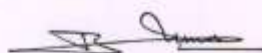
*Krishna Kumar*

P.T.O.



1/2/1

- iii. The institution shall make admission only after it obtains affiliation from the examining body in terms of clause 8(12) of the NCTE Regulations, 2007 notified on 10-12-2007.
4. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed under relevant norms and standards of NCTE for other regulatory bodies like UGC, the State Government etc, wherever applicable.
5. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along the statement of annual accounts duly audited by a Chartered Accountant together with statement of T.D.S. in respect of the salary paid to the staff. A copy of the format is enclosed with the order.
6. If the institution contravenes any of the above conditions or the provisions of the NCTE Act, Rules, Regulations and Orders made or issued there under, the Regional Committee shall withdraw the recognition as stipulated provisions of Section 17(1) of the NCTE Act.
7. The institution shall maintain & update its Web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:-
- Copy of the Application Form
  - Land and Building Particulars
  - Staff Profile
  - Recognition letter
  - Information for having fulfilled the norms & standard and other required conditions.

  
**Regional Director**  
Tel. No.(0674) 2396156

The Manager to Govt. of India  
Department of Publications, (Gazette Section)  
Civil Lines, Delhi - 110 054

C.C.

- ✓ The Principal, R.T.C. B.Ed. College, Vill-P.H.E.D., Buti, Po : Bariyatu, Dist- Ranchi, Jharkhand - 834009

P.T.O.






//3//

2. The Commissioner & Secretary, Primary, Secondary & Higher Education, HRD Department, Government of Jharkhand, MDI Bhawan, Dhurwa, Secretariat, Dist-Ranchi, Jharkhand-834004.
3. The Registrar, Ranchi University, Ranchi, Jharkhand-834001
4. The Director of Higher Education, HRD Department, Govt. of Jharkhand, M.D.I. Bhawan, Dhurwa, Ranchi, Jharkhand-834004
5. The Secretary, Dept. of Elementary Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi - 110 001
6. The Under Secretary (Computer), National Council for Teacher Education, Hans Bhawan, Wing-II, 1, Bahadurshah Zafar Marg, New Delhi - 110 002.
7. Office Order file / Institution file.

  
Regional Director

Principal  
R.T.C. B.Ed. College  
P.H.E.D., Buti, Ranchi, Jharkhand



 **RANCHI UNIVERSITY,**  
**RANCHI**

पत्रांक..... दिनांक.....  
सेवा में,

निदेशक,  
उच्च एवं तकनीकी शिक्षा विभाग,  
(उच्च शिक्षा निदेशालय)  
झारखण्ड सरकार, राँची ।

विषय- आर०टी०सी० बी०एड० कॉलेज, बुटी, राँची को बी०एड० पाठ्यक्रम में अस्थायी संबंधन दीर्घीकरण के सम्बन्ध में।

महाराज,

उपर्युक्त विषय के सम्बन्ध में निदेशानुसार सूचित करना है कि NCTE विनियम - 2014 एवं NCTE के अनुसार दिनांक 31.10.2015 तक सभी शर्तों को पूरा करने संबंधी रूपथ / वचन पत्र देने के आलोक में आर०टी०सी० बी०एड० कॉलेज, बुटी, राँची के अस्थायी संबंधन दीर्घीकरण हेतु प्रस्तुत निरीक्षण प्रतिवेदन के आलोक में सम्बन्धन एवं नव पाठ्यक्रम समिति की दिनांक 16.03.2016 को संपन्न बैठक में उक्त संस्थान को दो वर्षीय बी०एड० पाठ्यक्रम में शैक्षणिक सत्र 2016-2018 के लिए सख्त अस्थायी संबंधन दीर्घीकरण हेतु अनुशंसा की गई है। अभिवद् की संपन्न आपात् बैठक, दिनांक 17.03.2016 को संकल्प संख्या 839/16 द्वारा संबंधन एवं नव पाठ्यक्रम समिति के निर्णयों को अनुमोदित किया गया है। इसकी घटनोत्तर स्वीकृति अधिवद से प्राप्त कर ली जायेगी।

तदनुसार उक्त संस्थान के अस्थायी संबंधन दीर्घीकरण हेतु निरीक्षण प्रतिवेदन की छायाप्रति, सम्बन्धन एवं नव पाठ्यक्रम समिति की बैठक के कार्यवृत्त की छायाप्रति, अभिवद के बैठक की कार्यवृत्त की छायाप्रति, सम्बन्धन प्रपत्र एवं अन्य आवश्यक कागजात संलग्न कर आवश्यक कार्यार्थ भेजी जा रही है।

अतः आप से आग्रह है कि झारखण्ड राज्य विश्वविद्यालय अधिनियम 2000 की धारा 4 (19) के तहत आर०टी०सी० बी०एड० कॉलेज, बुटी, राँची को उपर्युक्त वर्णित पाठ्यक्रम में शैक्षणिक सत्र 2016-2018 के लिए अस्थायी संबंधन दीर्घीकरण के प्रस्ताव पर राज्य सरकार की स्वीकृति प्राप्त कर विश्वविद्यालय को अवगत कराने की कृपा की जाय।

अनुलग्नक:- यथाउपरोक्त।

ज्ञापक 679-2561-2606  
प्रतिलिपि-1. सचिव, आर०टी०सी० बी०एड० कॉलेज, बुटी, राँची को सूचनाार्थ।

*Kishna Kumar*  
Principal  
R.T.C B.Ed. College  
P.H.ED., Buti, Ranchi, Jharkhand

विश्वसनाजन  
ह/-  
कुलसचिव  
राँची विश्वविद्यालय, राँची  
दिनांक 18/3/16  
18/3/16  
कुलसचिव  
राँची विश्वविद्यालय राँची





### RANCHI UNIVERSITY, RANCHI

पत्रांक.....

दिनांक.....

सेवा में,

निदेशक (उच्चशिक्षा)  
मानव संसाधन विकास विभाग  
झारखण्ड सरकार, राँची।

विषय- आर०टी०सी० बी०एड० कॉलेज, बुटी, राँची को बी०एड० पाठ्यक्रम में अस्थायी नव संबंधन के सम्बन्ध में।  
मताशय

उपर्युक्त विषय के सम्बन्ध में निर्देशानुसार सूचित करना है कि NCTE विनियम - 2014 एवं NCTE के अनुसार दिनांक 31.10.2015 तक सभी शर्तों को पूरा करने संबंधी शपथ / वचन पत्र देने के आलोक में आर०टी०सी० बी०एड० कॉलेज, बुटी, राँची के अस्थायी नव संबंधन हेतु प्रस्तुत निरीक्षण प्रतिवेदन के आलोक में सम्बन्धन एवं नव पाठ्यक्रम समिति की दिनांक 12.3.2015 एवं 13.3.2015 को संपन्न बैठक में उक्त संस्थान को दो वर्षों के बी०एड० पाठ्यक्रम में शैक्षणिक सत्र 2015-2017 के लिए सर्वात अस्थायी नवसंबंधन हेतु अनुशंसा की गई। अभिषद की संपन्न आपात बैठक, दिनांक 16.3.2015 को संकल्प संख्या 787/15 द्वारा संबंधन एवं नव पाठ्यक्रम समिति की अनुशंसा को अनुमोदित किया गया है। इसकी घटनोत्तर स्वीकृति अभिषद से प्राप्त कर ली जायेगी।

तदनुसार उक्त संस्थान के अस्थायी नवसंबंधन हेतु निरीक्षण प्रतिवेदन की छाया प्रति, सम्बन्धन एवं नव पाठ्यक्रम समिति की बैठक के कार्यवृत्त की छाया प्रति, अभिषद के बैठक की कार्यवृत्त की छाया प्रति, सम्बन्धन प्रपत्र एवं अन्य आवश्यक कागजात संलग्न कर आवश्यक कार्यार्थ भेजी जा रही है।

अतः आप से आग्रह है कि झारखण्ड राज्य वि० वि० अधिनियम 2000 की धारा 4 (19) के तहत आर०टी०सी० बी०एड० कॉलेज, बुटी, राँची को उपर्युक्त वर्णित पाठ्यक्रम में शैक्षणिक सत्र 2015-2017 के लिए अस्थायी नव संबंधन के प्रस्ताव पर राज्य सरकार की स्वीकृति प्राप्त कर विश्वविद्यालय को अवगत कराने की कृपा की जाय।

उत्पलनक-यथाउपरोक्त।

विश्वासभाजन

ह/-

कुलसचिव

राँची विश्वविद्यालय, राँची

दिनांक 16/3/15

पत्रांक 661-4976-4977

प्रतिनिधि-1. सचिव, आर०टी०सी० बी०एड० कॉलेज, बुटी, राँची को सूचनाार्थ।

16/3/15  
कुलसचिव  
राँची विश्वविद्यालय, राँची



## राँची विश्वविद्यालय, राँची

### अधिसूचना

उच्च एवं तकनीकी शिक्षा विकास विभाग, झारखण्ड सरकार, राँची के पत्रांक -5/वि. 1-80/2015-2028 दिनांक 12.10.2015 एवं 5/वि.1-80/2015-2132 दिनांक 04.11.15 के आलोक में राँची विश्वविद्यालय अन्तर्गत निम्नांकित 10 बी०एड० महाविद्यालयों को बी०एड० पाठ्यक्रम में शैक्षणिक सत्र 2014-2015 के लिए अस्थायी संबंधन दीर्घीकरण पर अधोलिखित शर्तों के साथ स्वीकृति प्रदान की जाती है।

1. राष्ट्रीय अध्यापक शिक्षा परिषद्, पूर्व क्षेत्रीय कमिटी, भुवनेश्वर के जिस आदेश के द्वारा संबंधित संस्थान को प्रस्वीकृति प्रदान की गयी है, उनमें निहित सभी शर्तों को महाविद्यालय सतत पूरा करता रहेगा।
2. एन०सी०टी०ई० द्वारा निर्धारित 200 शिक्षण दिवस, जिसमें 40 दिन शिक्षण अभ्यास भी सम्मिलित है, का पालन महाविद्यालय सुनिश्चित करेगा और इसके उपरान्त ही विश्वविद्यालय, महाविद्यालय के छात्र-छात्राओं को विश्वविद्यालय की परीक्षा में सम्मिलित होने की अनुमति देगा।
3. छात्रों के नामांकन में एन०सी०टी०ई०, राज्य सरकार एवं विश्वविद्यालय द्वारा निर्धारित मापदण्डों का पूर्णतः पालन किया जाए। माननीय उच्च न्यायालय द्वारा पारित न्यायादेश के अनुपालन में संबंधित महाविद्यालय विभागीय संकल्प संख्या- 1382 दिनांक 20.05.04 की कड़िका 10 को छोड़कर राज्य सरकार द्वारा निर्गत सभी अनुवर्ती परिपत्रों का अनुपालन सुनिश्चित करते हुए नामांकन की निर्धारित प्रक्रिया को पूरी करेगा तथा नामांकन में आरक्षण रीस्टर का अक्षरशः पालन करता रहेगा।
4. इस पाठ्यक्रम के संचालन हेतु एन०सी०टी०ई०, राज्य सरकार एवं विश्वविद्यालय द्वारा निर्धारित/लगाये गये शर्तों को संबंधित महाविद्यालय पूरा नहीं करने की स्थिति में विश्वविद्यालय उसकी समीक्षा/जाँच कर स्वतः स्पष्ट तथ्यात्मक प्रतिवेदन क्षेत्रीय निदेशक, राष्ट्रीय अध्यापक शिक्षा परिषद्, पूर्वी क्षेत्रीय समिति, भुवनेश्वर एवं राज्य सरकार को अनुशंसा सहित अग्रसारित करने को बाध्य होगा।
  1. कैम्ब्रिज इंस्टीट्यूट ऑफ टीचर्स एडुकेशन, टाटीसिल्वे, राँची,
  2. आर०टी०सी० बी०एड० कॉलेज, बुटी, राँची,
  3. मोतीराज देवी टीचर्स ट्रेनिंग कॉलेज, आनन्दी, ओरमौंझी, राँची,



4. समर्पण दीप बी०एड० कॉलेज, उषामातु, रातु, राँची,
5. पटेल बी०एड० कॉलेज, काटमकु कु लोधमा, खैटी,
6. भारती कॉलेज ऑफ एडुकेशन, कंदरी, माण्डर, राँची,
7. एन०एन० घोष सनातन टीचर्स ट्रेनिंग कॉलेज, जमुआरी, काँके, राँची,
8. अभिराम कॉलेज ऑफ एडुकेशन, मराडीह, कुरु, लौहरदगा,
9. संघमित्रा टीचर्स ट्रेनिंग कॉलेज, मनातु, ओरमौझी, राँची,
10. मनरखन महतो बी०एड० कॉलेज, केदल, बी०आई०टी० मोड़, राँची।

उपर्युक्त बी०एड० महाविद्यालयों में सत्र 2014-2015 के लिये अस्थायी संबंधन दीर्घाकरण के संबंध में विश्वविद्यालय द्वारा पूर्व में निर्गत पत्रों, पत्रांक GE/1652-1671 दिनांक 16.06.2015 को इस हद तक संशोधित समझा जाय।

कुलपति के आदेशानुसार  
ह०/-  
कुलसचिव  
राँची विश्वविद्यालय, राँची

ज्ञापक GE-1980-1999  
प्रतिलिपि:-

दिनांक 23/11/15

1. संबंधित महाविद्यालय के प्राचार्य,
2. संकायाध्यक्ष, शिक्षा संकाय, राँची विश्वविद्यालय, राँची,
3. परीक्षा नियंत्रक, राँची विश्वविद्यालय, राँची,
4. निदेशक (उच्च शिक्षा), उच्च एवं तकनीकी शिक्षा विभाग, झारखण्ड सरकार, राँची,
5. उपकुसचिव - I, राँची विश्वविद्यालय, राँची,
6. सहायक कुलसचिव - I, राँची विश्वविद्यालय, राँची,
7. सहायक कुलसचिव - IV, राँची विश्वविद्यालय, राँची,
8. कुलपति/प्रतिकुलपति एवं कुलसचिव के निजी सहायक को सूचनार्थ एवं आवश्यक कार्यार्थ।

ATTESTED  
*Krishna Kumar*  
PRINCIPAL  
R.T.C B.ED. COLLEGE  
P.H.ED. BUTI, RANCHI, JHARKHAND

*23.11.15*  
कुलसचिव  
राँची विश्वविद्यालय, राँची  
*अनिल*





### RANCHI UNIVERSITY, RANCHI

अधिसूचना

पत्रांक.....

दिनांक.....

मानव संसाधन विकास विभाग, झारखण्ड सरकार, राँची के पत्रांक 5/सं. 1-01/2008-1252 दिनांक 19.12.2011 एवं नेशनल काउंसिल फॉर टीचर एजुकेशन, भुवनेश्वर के पत्रांक-ई.आर.सी/83.6 (1).13/2008/102098 (13) दिनांक 28.02.2009 के आलोक में आर० टी० सी० बी० एड० कॉलेज, बुटी, बरियातु, राँची को बी०एड० पाठ्यक्रम में शैक्षणिक सत्र 2011-2012 से 2013-2014 के लिए निम्नलिखित शर्तों के साथ अस्थायी सम्बन्धन दीर्घीकरण पर राज्य सरकार ने वित्त रहित स्वीकृति प्रदान की जाती है-

- क. जिस भवन में यह प्रशिक्षण कार्य होगा, वह सिर्फ प्रशिक्षण कार्य हेतु ही उपयोग में लाया जायेगा, किसी दूसरे कार्य के लिए नहीं।
- ख. यदि यह पाया गया कि भवन में बी०एड० प्रशिक्षण के अलावे कोई अन्य कार्यक्रम होता है तो संबंधन आदेश रद्द कर दिया जायेगा।
- ग. महाविद्यालय छात्र-छात्राओं को विश्वविद्यालय परीक्षा में सम्मिलित होने की अनुमति देने के पूर्व एन०सी०टी०ई० द्वारा निर्धारित 200 शिक्षण दिवस, जिसमें 40 दिन शिक्षण अभ्यास भी सम्मिलित है, का पालन महाविद्यालय द्वारा सुनिश्चित किया जाया।
- घ. भूमि, भवन, छात्रों का नामांकन एवं अन्य मानकों को एन.सी.टी.ई., राज्य सरकार एवं विश्वविद्यालय द्वारा निर्धारित मापदण्ड को पूर्णतः पालन किया जाए।
- ङ. महाविद्यालय संबंधन दीर्घीकरण की अनुमति पाये बिना अगले सत्र हेतु छात्रों का नामांकन नहीं करेगा।
- च. महाविद्यालय पुस्तकालय एवं प्रयोगशाला को और सुदृढ़ करेगा।

कुलपति के आदेशानुसार

ह०/-

कुलसचिव

राँची विश्वविद्यालय, राँची

ज्ञापक-जी०ई० 37/17  
प्रतिलिपि-

दिनांक 23.3.2012

1. संकायाध्यक्ष, शिक्षा संकाय, राँची विश्वविद्यालय, राँची,
2. परीक्षा नियंत्रक, राँची विश्वविद्यालय, राँची,
3. प्रो०-इन-चार्ज, टेबुलेशन सेन्टर, राँची विश्वविद्यालय, राँची,
4. सहायक कुलसचिव-I, राँची विश्वविद्यालय, राँची,
5. उप-कुलसचिव-I, राँची विश्वविद्यालय, राँची,
6. वित्त पदाधिकारी, राँची विश्वविद्यालय, राँची,
7. सरकार के उप सचिव, मानव संसाधन विकास विभाग, झारखण्ड सरकार, राँची,
8. प्राचार्य/निदेशक, आर० टी० सी० बी० एड० कॉलेज, बुटी, बरियातु, राँची को सूचनार्थ एवं आवश्यक कार्यार्थ,
9. कुलपति/प्रतिकुलपति/कुलसचिव के निजी सहायक को सूचनार्थ।

*Jyoti Kumar*  
कुलसचिव 24/3/12  
राँची विश्वविद्यालय राँची  
31.04/12



**RANCHI UNIVERSITY,  
RANCHI**

पत्रांक 12-1-2010 दिनांक 12-1-2010

सेवा में,  
निदेशक (उच्च शिक्षा)  
मानव संसाधन विकास विभाग,  
प्रारम्भिक संस्करण  
राँची।

विषय— आर. टी. सी. ए. ए. कॉलेज, बुटी, राँची को बी. एड. पाठ्यक्रम में  
शैक्षणिक सत्र 2009-10 एवं 2010-11 के लिए अस्थायी सम्बन्धन दीर्घीकरण  
की सम्बन्ध में।

महोदय,  
निदेशानुसार सूचित करना है कि सम्बन्धन एवं नव पाठ्यक्रम समिति की  
अनुशंसा एवं अभिप्रेत के अनुमोदन तथा अभिप्रेत की स्वीकृति की प्रत्याशा में कुलपति  
ने प्रारम्भिक राज्य विश्वविद्यालय अधिनियम, 2000, तथा अद्यतन संशोधन की धारा  
10 में निहित शक्तियों का प्रयोग करते हुए आर. टी. सी. ए. ए. कॉलेज, बुटी,  
राँची को बी. एड. पाठ्यक्रम में शैक्षणिक सत्र 2009-10 एवं 2010-11 के लिए  
अस्थायी सम्बन्धन दीर्घीकरण हेतु अनुशंसा प्रदान की है।

अतः आप से आग्रह है कि प्रारम्भिक राज्य विश्वविद्यालय अधिनियम, 2000 की धारा  
4 (19) के तहत इस संस्थान का सम्बन्धित पाठ्यक्रम में शैक्षणिक सत्र 2009-10 एवं  
2010-11 के लिए अस्थायी सम्बन्धन दीर्घीकरण में सरकार का स्वीकृतिपत्र प्राप्त  
कर सूचित करने के कृपा करें।


विश्वासभाजन  
8/-  
कुलसचिव  
राँची विश्वविद्यालय, राँची

अनुसन्धक—  
1. सम्बन्धन प्रपत्र अन्य आवश्यक कागजात के साथ।  
2. निरीक्षण प्रतिवेदन की छाया प्रति।  
3. सम्बन्धन एवं नव पाठ्यक्रम समिति के कार्यमूल की छाया प्रति।  
4. अभिप्रेत के कार्यमूल की छाया प्रति।

पत्रांक 12-1-2010 दिनांक 12-1-2010

प्रतिपत्ति—  
प्राचार्य, आर. टी. सी. ए. ए. कॉलेज, बुटी, राँची को सूचनाएं।  
कुलसचिव  
राँची विश्वविद्यालय, राँची



 **RANCHI UNIVERSITY,  
RANCHI**

पत्रांक..... दिनांक.....

सेवा में,  
निदेशक (उच्च शिक्षा),  
मानव संसाधन विकास विभाग,  
झारखण्ड सरकार,  
रांची।

विषय:- आर०टी०सी०बी०ए०डी कॉलेज, बुटी, बरियातु, रांची को बी०ए०डी पाठ्यक्रम में शैक्षणिक सत्र 2008-09 के लिए अस्थायी नव सम्बन्धन के सम्बन्ध में।

महोदय,

निर्देशानुसार सूचित करना है कि सम्बन्धन एवं नव पाठ्यक्रम समिति की बैठक दिनांक 21.07.2008 में लिये गये निर्णय एवं अभिषद् की सम्पुष्टि के आलोक में कुलपति ने विश्वविद्यालय के अधिपद (सिनेट) में निहित शक्ति का प्रयोग करते हुए झारखण्ड विश्वविद्यालय अधिनियम-2000, यथा अद्यतन संशोधित, की धारा 10 की उपधारा 12 का प्रयोग करते हुए आर०टी०सी०बी०ए०डी कॉलेज, बुटी, बरियातु, रांची को बी०ए०डी पाठ्यक्रम में शैक्षणिक सत्र 2008-09 के लिए 100 (एक सौ) सीटों के साथ निम्नलिखित शर्तों के अधीन अस्थायी नव सम्बन्धन हेतु अनुमति देने की कृपा प्रदान की है।

(क) संस्थान द्वारा विद्यार्थियों के लिए राष्ट्रीय स्तर का मासिक पत्रिका, शोध पत्रिका एवं दैनिक समाचार कम से कम चार प्रति उपलब्ध कराया जायेगा।

(ख) संस्थान द्वारा विद्यार्थियों के लिए पुस्तकालय के बगल में अध्ययन कक्ष का सथाशौघ व्यवस्था किया जायेगा।

(ग) संस्थान द्वारा क्लास प्रारम्भ करने से पहले कम से कम पांच कम्प्यूटर और पांच सिलाई मशीन का प्रबन्ध किया जायेगा।

(घ) संस्थान द्वारा शिक्षकों एवं शिक्षकेतर कर्मचारियों का वेतन राष्ट्रीय शिक्षा परिषद् के नियम -परिनिधम के आधार पर बैंक के माध्यम से भुगतान सुनिश्चित किया जायेगा।

अतः आप से आग्रह है कि झारखण्ड विश्वविद्यालय अधिनियम 2000 की धारा 4 (19) के तहत इस महाविद्यालय को उपरोक्त पाठ्यक्रम में 100 (एक सौ) सीटों के साथ शैक्षणिक सत्र 2008-09 के लिए सम्बन्धन एवं नव पाठ्यक्रम समिति में लगाये गये शर्तों के साथ अस्थायी नव सम्बन्धन में सरकार की स्वीकृति/देश से विश्वविद्यालय को अवगत कराने की कृपा करें।

अनुलग्नक:-  
1. सम्बन्धन प्रपत्र एवं अन्य आवश्यक कागजात।  
2. निरीक्षण प्रतिवेदन, चेकस्लीप की छायाप्रति।  
3. सम्बन्धन एवं नव पाठ्यक्रम समिति के कार्यवृत्त की छायाप्रति।  
4. अभिषद् के बैठक के कार्यवृत्त की छायाप्रति।

विश्वासनामजान  
ह/ -  
कुलसचिव  
रांची विश्वविद्यालय, रांची

पत्रांक सी०ई०/ 769-70 दिनांक 12-8-2008  
प्रतिलिपि:- प्राचार्य, आर०टी०सी०बी०ए०डी कॉलेज, बुटी, बरियातु, रांची को सूचनाार्थ।  
म. ना. मजुमदार  
12-8-08  
कुलसचिव  
रांची विश्वविद्यालय, रांची



R.T.C. B.Ed. College  
(Additional D.El.Ed. Course)  
P. H. E. D., Buti, Ranchi - 834 009



### B.Ed. Teaching Staff List

The list of staff is to be provided in Tabular form as given below:

Sl. No.	Name of the Staff Member	Designation	Subject
1	Dr. (Mrs.) S. Krishna Kumari	Principal	M.Sc. in Zoology
2	Mr. Ranjeet Kumar	Lecturer in Physical Science Methodology	M.Sc. in Chemistry
3	Mrs. Reecha Padma	Lecturer in Social Science Methodology	M.A. in History M.A. in TRL
4	Mr. Dhananjay Mahato	Lecturer in English Methodology	M.A. in English
5	Mrs. Neera Kumari	Lecturer in Mathematics Methodology	M.Sc. in Mathematics
6	Mrs. Sapna Kumari	Lecturer in Hindi Methodology	M.A. in Hindi
7	Ms. Ankita Dulari Guria	Lecturer in Perspectives in Education	M.A. in Psychology
8	Mrs. Rashmi Shandhya Bhengra	Lecturer in Perspectives in Education	M.A. in Pol. Science
9	Mr. Shekhar Suman	Lecturer in Perspectives in Education	M.A. in Economics
10	Mrs. Niku Kumari	Lecturer in Perspectives in Education	M.A. in History
11	Mr. Subodh Kumar	Lecturer in Mathematics Methodology	M.Sc. in Mathematics
12	Mrs. Poonam Mehta	Lecturer in Social Science Methodology	M.A. in Geography
13	Mr. Vinod Prasad	Lecturer in Performing Arts	M. Music
14	Mrs. Mamta Kumari	Lecturer in Biological Science Methodology	M.Sc. in Botany
15	Mr. Ram Ratan Baraik	Lecturer in Fine Arts	M.F.A
16	Ms. Asha Kumari	Lecturer in Physical Education	M.P.Ed.

*Krishnakumari*  
Principal  
R.T.C. B.Ed. College  
P.H.E.D., Buti, Ranchi, Jharkhand





Estd. 2008

R.T.C. B.Ed. College  
(Additional D.El.Ed. Course)  
P. H. E. D., Buti, Ranchi - 834 009



### Governing Body of G.A.V.S

Sl. No.	Name	Designation
1.	Shri Ram Tahal Choudhary	Patron
2.	Shri Pyare Lal Mahto	President
3.	Dr. Paras Nath Mahto	Secretary
4.	Shri Suresh Prasad	Joint – Secretary
5.	Dr. Rudra Narayan Mahto	Treasurer
6.	Shri Manesh Mahto	Member
7.	Smt. Kiran Munda	Member
8.	Smt. Kistomani Tirkey	Member
9.	Shri Ashok Prasad	Member

*Kishor Kumar*  
Principal  
R.T.C. B.Ed. College  
P.H.E.D., Buti, Ranchi, Jharkhand



R.T.C. B.Ed. College  
(Additional D.El.Ed. Course)  
P. H. E. D., Buti, Ranchi - 834 009



### Management Member of R.T.C. B.Ed. College

Sl. No.	Name	Designation
1.	Shri Ram Tahal Choudhary	President
2.	Shri Pyare Lal Mahto	Vice - President
3.	Dr. Paras Nath Mahto	Secretary
4.	Dr. Rudra Narayan Mahto	Treasurer
5.	Shri Manesh Mahto	Member

*Kaishna Kumari*  
Principal  
R.T.C. B.Ed. College  
P.H.E.D., Buti, Ranchi, Jharkhand



**R.T.C. B.Ed. College**  
(Additional D.El.Ed. Course)  
P. H. E. D., Buti, Ranchi - 834 009



### List of Non-Teaching Staff

Sl. No.	Name	Designation	Qualification
1	Mrs. Chhaya Rani Mahato	Office Head Cum. Accountant	B.Com,
2	Ms. Kamini Singh	Office Asst. Cum Computer Operator	BCA
3	Mr. Anjani Kumar Raju	Office Assistant	M.A., B.Ed.
4	Ms. Reena Kumari Sinha	Librarian	B.LIS
5	Mr. Brij Lal Mahto	Store Keeper	B.A.
6	Mr. Kartik Munda	Peon	Non Matric
7	Mrs. Sunita Kumari	Attendent	Matric

*Principals*  
**Principal**  
R.T.C. B.Ed. College  
P.H.E.D., Buti, Ranchi, Jharkhand



**D C Garg & Co.**  
Chartered Accountants

Wings Customer Care,  
102, 1<sup>st</sup> Floor, Mahabir Tower  
Main Road, Ranchi  
Ph: 9431576290, 08292953444  
Email: sk.srivastavaca@yahoo.co.in

### INDEPENDENT AUDITOR'S REPORT

To  
The R.T.C. B.ED COLLEGE  
P.H.E.D Buti, Ranchi.

#### **1. Report on Financial Statements**

We have audited the accompanying financial statements of R.T.C. B.ED COLLEGE P.H.E.D BUTI, RANCHI which comprise the balance sheet as at March 31, 2014 for the year then ended, and a summary of significant Accounting Policies and Other Explanatory Information.

#### **2. Management's Responsibility for the Financial Statements**

Management is responsible for the preparation of these financial Statements that give a true and fair view of the financial position and financial performance of the Branch in accordance with the applicable Accounting Standards issued by the Institute of Chartered Accountants of India. This responsibility includes the design, implementation and maintenance of internal control relevant to the preparation and presentation of the Financial statements that give a true and fair view and are free from material misstatement, whether due to fraud or error.

#### **3. Auditor's Responsibility**

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with the Standards on Auditing issued by the Institute of Chartered Accountants of India. Those Standards require that we comply with the ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depends on the Auditor's judgement, including the assessment of the risk of material misstatements of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the institute's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.





**D C Garg & Co.**  
Chartered Accountants

Wings Customer Care  
102, 1<sup>st</sup> Floor, Mahabir Tower  
Main Road, Ranchi  
Ph: 9431576290, 08292953444  
Email: sk.srivastavaca@yahoo.co.in

#### 4. Opinion

In our opinion and to the best of our information and according to the explanation given to us, the said statement of accounts read together with the schedules attached and read with the observations:

NIL

Read with the accounting policies and Notes thereon give a true and fair view in conformity with the accounting principles generally accepted in India :-

- (i) In the case of the Balance Sheet, the state of affairs of the Unit as at 31<sup>st</sup> march, 2014.

#### 5. Report on Other Legal and Regulatory Requirements

We report that:

- (i) We have obtained all the information's and explanations which to the best of our knowledge and belief were necessary for the purpose of audit.  
(ii) In our opinion proper books of account have been kept by the branch so far as appears from the examination of our books.  
(iii) The Balance Sheet dealt with by this report are in agreement with the books of accounts maintained.  
(iv) In our opinion the Balance Sheet comply with the relevant Accounting Standards

Place: Ranchi  
Date : 20/09/2014

For D C GARG & Co.  
Chartered Accountants

(Sanjeet Kr Srivastava)  
Partner







# R.T.C B.Ed. COLLEGE

P.H.E.D. BUTI, RANCHI, JHARKHAND

Self Appraisal Report  
for Teachers Education

## R.T.C B.ED COLLEGE P.H.E.D, BUTI , RANCHI BALANCE SHEET AS ON 31st MARCH,2014

LIABILITIES	AMOUNT(RS)	ASSETS	AMOUNT(RS)
<b>CAPITAL FUND</b>		<b>FIXED ASSETS</b>	
Opening balance	26,772,857.63	AS Per schedule "A"	24,982,479.37
ADD-excess of income over expenditure	2,535,977.76		
	29,308,835.39	<b>CURRENT ASSETS</b>	
GAVS A/C	1,070,000.00	G.A.V.S DEPOSIT	450,000.00
		Security Deposits With N.C.T.E	1,600,000.00
		Security Deposits With R.U RANCHI	250,000.00
		Advance for land	687,325.00
		cash with bank	2,395,380.00
		cash in hand	13,651.02
	30,378,835.39		30,378,835.39

Date: 20/09/2014  
Place: Ranchi

For D C GARG & Co.  
Chartered Accountants

*Sanjeet Kumar Srivastava*  
Sanjeet Kumar Srivastava  
(Partner)





R.T.C.B.ED COLLEGE P.H.E.D, BUTI , RANCHI			
INCOME & EXPENDITURE A/C FOR THE YEAR ENDING 31st March 2014			
EXPENDITURE	Amount(Rs.)	INCOME	Amount(Rs.)
To Salary & Allowance	2,591,120.00	.. Contribution	7,387,500.00
.. Printing & Stationary	3,221.00	.. interest	84,846.00
.. Stipend	541,500.00		
.. T.A & Conveyance	17,231.00		
.. E.P.F	161,020.00		
.. Incentive.	165,250.00		
.. Examination Expenses	9,000.00		
.. Meeting Exp	3,330.00		
.. Miscellaneous Expenses	41,600.00		
.. Bank Charges & Commission	952.00		
.. Newspaper & periodical	1,509.00		
.. Electrical Expenses	220,607.00		
.. Games & Sports Expenses	5,945.00		
.. Repair & Maintenance	232,681.00		
.. Office exp	5,304.00		
.. Medical exp	4,204.00		
.. Auditing fee	3,000.00		
.. Advertisement and publicity	74,940.00		
.. gardening	45,420.00		
.. Ranchi University (Affiliation) fee	170,543.00		
.. Depreciation	637,991.24		
.. Excess of Income Over Expenditure	2,535,977.76		
	7,472,346.00		7,472,346.00

Date: 20/09/2014  
Place: Ranchi

For D C GARG & Co.  
Chartered Accountants

*Sanjeet Kumar Srivastava*  
Sanjeet Kumar Srivastava  
(Partner)







R.T.C. B.ED COLLEGE  
P.H.E.D. BUTI, RANCHI  
For the year ending 31<sup>st</sup> March, 2014

### SIGNIFICANT ACCOUNTING POLICIES & NOTES ON ACCOUNTS

1. Accounting Policies: - The financial statements are prepared on cash basis except otherwise stated.
2. Fixed Assets: - Fixed Assets are stated at cost less depreciation.
3. Depreciation: - Depreciation on fixed assets are provided on W.D.V method and the rates prescribed by the Income Tax Rules, 1961.
4. Cash in hand has been taken as per books of accounts and as certified by the management.
5. Bank Balance and Fixed Deposits are subject to confirmation.



Date: - 20.09.2014

Place: - Ranchi



**D C Garg & Co.**  
Chartered Accountants

LG-30 ,Lower Ground Floor ,  
City Centre ,Club Road  
,Ranchi  
Ph: 9431576290 ,08292953444  
Email: sk.srivastavaca@yahoo.co.in

### INDEPENDENT AUDITOR'S REPORT

To  
The R.T.C. B.ED COLLEGE  
P.H.E.D Buti, Ranchi.

#### **1.Report on Financial Statements**

We have audited the accompanying financial statements of R.T.C. B.ED COLLEGE P.H.E.D BUTI, RANCHI which comprise the balance sheet as at March 31, 2015 for the year then ended, and a summary of significant Accounting Policies and Other Explanatory Information.

#### **2. Management's Responsibility for the Financial Statements**

Management is responsible for the preparation of these financial Statements that give a true and fair view of the financial position and financial performance of the Branch in accordance with the applicable Accounting Standards issued by the Institute of Chartered Accountants of India. This responsibility includes the design, implementation and maintenance of internal control relevant to the preparation and presentation of the Financial statements that give a true and fair view and are free from material misstatement, whether due to fraud or error.

#### **3. Auditor's Responsibility**

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with the Standards on Auditing issued by the Institute of Chartered Accountants of India. Those Standards require that we comply with the ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depends on the Auditor's judgement, including the assessment of the risk of material misstatements of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the institute's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



**D C Garg & Co.**  
Chartered Accountants

'LG-30 ,Lower Ground Floor ,  
City Centre ,Club Road  
,Ranchi  
Ph: 9431576290 ,08292953444  
Email: sk.srivastavaca@yahoo.co.in

#### 4. Opinion

In our opinion and to the best of our information and according to the explanation given to us, the said statement of accounts read together with the schedules attached and read with the observations:

NIL

Read with the accounting policies and Notes thereon give a true and fair view in conformity with the accounting principles generally accepted in India :-

- (i) In the case of the Balance Sheet, the state of affairs of the Unit as at 31<sup>st</sup> march, 2015.

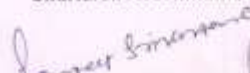
#### 5. Report on Other Legal and Regulatory Requirements

We report that:

- (i) We have obtained all the information's and explanations which to the best of our knowledge and belief were necessary for the purpose of audit.  
(ii) In our opinion proper books of account have been kept by the branch so far as appears from the examination of our books.  
(iii) The Balance Sheet dealt with by this report are in agreement with the books of accounts maintained.  
(iv) In our opinion the Balance Sheet comply with the relevant Accounting Standards

Place: Ranchi  
Date : 20/09/2015

For D C GARG & Co.  
Chartered Accountants

  
(Sanjeet Kr Srivastava)  
Partner





R.T.C B.ED COLLEGE P.H.E.D, BUTI , RANCHI  
BALANCE SHEET AS ON 31st MARCH,2015

LIABILITIES	AMOUNT(RS)	ASSETS	AMOUNT(RS)
<u>CAPITAL FUND</u>		<u>FIXED ASSETS</u>	
Opening balance	293,08,835.39	AS Per schedule "A"	252,93,624.63
ADD-excess of income over expenditure	34,25,357.26		
	327,34,192.65	<u>CURRENT ASSETS</u>	
GAVS A/C	10,70,000.00	G.A.V.S DEPOSIT	4,50,000.00
		Security Deposits With N.C.T.E	24,00,000.00
		RANCHI	2,50,000.00
		Advance for land	6,87,325.00
		cash with bank	45,18,671.00
		cash in hand	2,04,572.02
	338,04,192.65		338,04,192.65

As per our report of even dated annexed herewith

For D C GARG & Co  
Chartered Accountants

Date:-20/09/2015  
Place:-Ranchi

Sanjeet kr Srivastava  
(Partner)







R.T.C B.ED COLLEGE P.H.E.D, BUTI , RANCHI  
INCOME & EXPENDITURE A/C FOR THE YEAR ENDING 31st March 2015

	Amount(Rs.)	INCOME	Amount(Rs.)
To Salary & Allowance ✓	27,09,597.00	.. Contribution	8572100
.. Printing & Stationary ✓	89,100.00	.. interest	150318
.. Labour payment ✓	1,52,000.00		
.. T.A & Conveyance ✓	4,800.00		
.. E.P.F ✓	6,90,889.00		
.. Incentive ✓	2,24,250.00		
.. Examination Expenses ✗	50,479.00		
.. Meeting Exp ✓	3,304.00		
.. Miscellaneous Expenses ✓	32,135.00		
.. Bank Charges & Commission ✓	665.00		
.. Newspaper & periodical ✓	3,490.00		
.. Electrical Expenses ✓	1,66,200.00		
.. Games & Sports Expenses ✓	8,675.00		
.. E.S.I ✗	27,464.00		
.. Legal Expenses ✗	57,500.00		
.. Repair & Maintenance ✓	71,617.00		
.. Conveyance Allowances ✓	1,14,000.00		
.. Office exp ✓	18,779.00		
.. Medical exp ✗	6,631.00		
.. Postage & Stamp exp ✓	264.00		
.. Auditing and accounting ✓	3,000.00		
.. Advertisement and publicity ✓	35,320.00		
.. gardning ✓	26,970.00		
.. Ranchi University Ranchi ✓	1,34,162.00		
.. Depreciation	6,65,769.74		
.. Excess of Income Over Expenditure	34,25,357.26		
	87,22,418.00		87,22,418.00

As per our report of even dated annexed herewith

For D C GARG & Co  
Chartered Accountants

Sanjeet kr Srivastava  
(Partner)

Date:-20/09/2015  
Place:-Ranchi



R.T.C B.ED COLLEGE P.H.ED, BUTI, RANCHI  
Schedule "A" Fixed Assets As on 31st march 2015

Sl. No.	Name of assets	w.d.v as on 1/4/14	Addition during the year	Total value as on 31/03/15	rate of depreciation	depreciation during the	w.d.v as on 31/3/15
1	Land	168,17,706.00	-	168,17,706.00			16817706.00 ✓
2	Building	15,56,829.07	-	15,56,829.07	10%	155682.91	1401146.16 ✓
3	Furniture & fixture	15,36,435.55	67,179.00	16,03,614.55	10%	158583.16	1445031.40 ✓
4	Books & magazine	5,12,983.14	77,546.00	5,90,529.14	15%	82763.42	507765.72 ✓
5	Lab Equipment	80,750.07	41,250.00	1,22,000.07	15%	18300.01	103700.06 ✓
6	Fire Extinguisher	4,526.10	-	4,526.10	15%	678.92	3847.19 ✓
7	Air condition	13,567.25	-	13,567.25	15%	2,035.09	11532.16 ✓
8	building construction	39,97,355.00	7,35,140.00	47,32,495.00			4732495.00 ✓
9	Computer	3,68,743.70	27,150.00	3,95,893.70	60%	229391.22	166502.48 ✓
10	Office Equipment	93,583.50		93,583.50	15%	14037.53	79545.98 ✓
11	Musical Instrument		28,650.00	28,650.00	15%	4,297.50	24,352.50 ✓
		249,82,479.37	9,76,915.00	259,59,394.37		6,65,769.74	252,93,624.63





R.T.C. B.ED COLLEGE

P.H.E.D. BUTI, RANCHI

For the year ending 31<sup>st</sup> March, 2015

### SIGNIFICANT ACCOUNTING POLICIES & NOTES ON ACCOUNTS

1. Accounting Policies: - The financial statements are prepared on cash basis except otherwise stated.
2. Fixed Assets: - Fixed Assets are stated at cost less depreciation.
3. Depreciation: - Depreciation on fixed assets are provided on W.D.V method and the rates prescribed by the Income Tax Rules, 1961.
4. Cash in hand has been taken as per books of accounts and as certified by the management.
5. Bank Balance and Fixed Deposits are subject to confirmation.



Date: - 20.09.2015

Place: - Ranchi





D C Garg & Co.  
Chartered Accountants

LG-30, Lower Ground Floor,  
City Centre, Club Road  
Ranchi  
Ph: 9431576290, 08292953444  
Email: sk.srivastavaca@yahoo.co.in

### INDEPENDENT AUDITOR'S REPORT

To  
The R.T.C B.ED COLLEGE  
P.H.E.D Buti, Ranchi.



#### **1. Report on Financial Statements**

We have audited the accompanying financial statements of R.T.C B.ED COLLEGE P.H.E.D. BUTI, RANCHI which comprise the balance sheet as at March 31, 2016 for the year then ended, and a summary of significant Accounting Policies and Other Explanatory Information.

#### **2. Management's Responsibility for the Financial Statements**

Management is responsible for the preparation of these financial Statements that give a true and fair view of the financial position and financial performance of the Branch in accordance with the applicable Accounting Standards issued by the Institute of Chartered Accountants of India. This responsibility includes the design, implementation and maintenance of internal control relevant to the preparation and presentation of the Financial statements that give a true and fair view and are free from material misstatement, whether due to fraud or error.

#### **3. Auditor's Responsibility**

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with the Standards on Auditing issued by the Institute of Chartered Accountants of India. Those Standards require that we comply with the ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the Auditor's judgement, including the assessment of the risk of material misstatements of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the institute's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

*Kaishna Kumar*



**D C Garg & Co.**  
Chartered Accountants

LG-30, Lower Ground Floor,  
City Centre, Club Road  
Ranchi  
Ph: 9431576290, 08292953444  
Email: sk.srivastava@yahoo.co.in

#### 4. Opinion

In our opinion and to the best of our information and according to the explanation given to us, the said statement of accounts read together with the schedules attached and read with the observations:

*NIL*

Read with the accounting policies and Notes thereon give a true and fair view in conformity with the accounting principles generally accepted in India :-

- (i) In the case of the Balance Sheet, the state of affairs of the Unit as at 31<sup>st</sup> march, 2016.

#### 5. Report on Other Legal and Regulatory Requirements

We report that:

- (i) We have obtained all the information's and explanations which to the best of our knowledge and belief were necessary for the purpose of audit.  
(ii) In our opinion proper books of account have been kept by the branch so far as appears from the examination of our books.  
(iii) The Balance Sheet dealt with by this report is in agreement with the books of accounts maintained.  
(iv) In our opinion the Balance Sheet comply with the relevant Accounting Standards

Place: Ranchi  
Date : 28/09/2016

For D C GARG & Co.  
Chartered Accountants

*Sanjeet Kr Srivastava*  
(Sanjeet Kr Srivastava)  
Partner





# R.T.C B.Ed. COLLEGE

## P.H.ED. BUTI, RANCHI, JHARKHAND

Self Appraisal Report  
for Teachers Education

### R.T.C B.ED COLLEGE P.H.ED, BUTI , RANCHI BALANCE SHEET AS ON 31st MARCH,2016

LIABILITIES	AMOUNT(RS)	ASSETS	AMOUNT(RS)
<b>CAPITAL FUND</b>		<b>FIXED ASSETS</b>	
Opening balance	32,734,192.65	AS Per schedule "A"	28,627,930.11
ADD-excess of Income over expenditure	3,051,146.52		
	35,785,339.17	<b>CURRENT ASSETS</b>	
GAVS A/C	1,070,000.00	G.A.V.S DEPOSIT	450,000.00
		Security Deposits With N.C.T.E	4,000,000.00
		Security Money (IAC)	50,000.00
		Security Deposits With R.U RANCHI	250,000.00
		Advance for land	687,325.00
		cash with bank	2,350,235.00
		cash in hand	439,849.00
	36,855,339.17		36,855,339.11

As per our report of even dated annexed herewith

For D C GARG & Co  
Chartered Accountants

Date:-28/09/2016  
Place:-Ranchi

Sanjeet kr Srivastava  
(Partner)





# R.T.C B.Ed. COLLEGE

P.H.ED. BUTI, RANCHI, JHARKHAND

Self Appraisal Report  
for Teachers Education

## R.T.C B.ED COLLEGE P.H.E.D, BUTI , RANCHI INCOME & EXPENDITURE A/C FOR THE YEAR ENDING 31st March 2016

	Amount(Rs.)	INCOME	Amount(Rs.)
To Salary & Allowance	3,240,486.00	„ Contribution	10,835,100.00
„ Printing & Stationary	69,142.00	„ Interest	238,599.00
„ Labour payment	1,605,095.00		
„ T.A & Conveyance	31,477.00		
„ E.P.F	332,236.00		
„ Incentive	159,062.00		
„ Examination Expenses	8,410.00		
„ Meeting Exp	2,094.00		
„ Miscellaneous Expenses	72,814.00		
„ Bank Charges & Commission	1,159.00		
„ Newspaper & periodical	10,463.00		
„ Electrical Expenses	306,858.00		
„ Games & Sports Expenses	64,380.00		
„ E.S.I	32,289.00		
„ CBSE PATNA	300.00		
„ Repair & Maintenance	158,660.00		
„ Conveyance Allowances	248,167.00		
„ Office exp	23,844.00		
„ Medical exp	4,628.00		
„ Postage & Stamp exp	692.00		
„ Auditing and accounting	4,000.00		
„ Advertisement and publicity	45,960.00		
„ Gardning	18,070.00		
„ Ranchi University Ranchi	359,010.00		
„ Cultural & Function	1,390.00		
„ JAC Board	8,500.00		
„ Refundable Money	39,384.00		
„ CHSE Orissa	200.00		
„ Affiliation fees	150,000.00		
„ Depreciation	1,023,782.48		
„ Excess of Income Over Expenditure	3,051,146.52		
	11,073,699.00		11,073,699.00

As per our report of even dated annexed herewith

For D C GARG & Co  
Chartered Accountants

Sanjeet kr Srivastava  
(Partner)



Date:-28/09/2016  
Place:-Ranchi





# R.T.C B.Ed. COLLEGE

## P.H.ED. BUTI, RANCHI, JHARKHAND

Self Appraisal Report  
for Teachers Education

R.T.C B.ED COLLEGE P.H.ED, BUTI , RANCHI  
Schedule "A" Fixed Assets As on 31st march 2016

Sl. No.	Name of assets	w.d.v as on 1/4/15	Addition during the year		Total value as on 31/03/16	rate of depreciation	depreciation during the year	w.d.v as on 31/3/16
			Before 30/09/2015	After 30/09/2015				
1	Land	16,817,706.00		-	16,817,706.00			16817706.00
2	Building	1,401,146.16	4,732,495.00	-	6,133,641.16	10%	613364.12	5520277.04
3	Furniture & fixture	1,445,031.40	59,235.00	217,280.00	1,721,546.40	10%	161290.64	1560255.76
4	Books & magazine	507,765.70	960.00	201,600.00	710,325.70	15%	91428.86	618896.85
5	Lab Equipment	103,700.06		11,500.00	115,200.06	15%	16417.51	98782.55
6	Fire Extinguisher	3,847.19		24,000.00	27,847.19	15%	2377.08	25470.11
7	Air condition	11,532.16		-	11,532.16	15%	1729.82	9802.34
8	Building construction	4,732,495.00		(954,236.00)	3,778,259.00	0%	0.00	3778259.00
9	Computer	166,502.48	12,500.00	45,474.00	224,476.48	60%	121043.69	103432.79
10	Office Equipment	79,545.98		7,280.00	86,825.98	15%	12477.90	74348.08
11	Musical Instrument	24352.5			24,352.50	15%	3652.88	20,699.63
		25,293,624.63	4,805,190.00	(447,102.00)	29,651,712.63		1,023,782.48	28,627,930.15





R.T.C. B.ED COLLEGE  
P.H.E.D. BUTI, RANCHI  
For the year ending 31<sup>st</sup> March, 2016

### SIGNIFICANT ACCOUNTING POLICIES & NOTES ON ACCOUNTS

1. Accounting Policies: - The financial statements are prepared on cash basis except otherwise stated.
2. Fixed Assets: - Fixed Assets are stated at cost less depreciation.
3. Depreciation: - Depreciation on fixed assets are provided on W.D.V method and the rates prescribed by the Income Tax Rules, 1961.
4. Cash in hand has been taken as per books of accounts and as certified by the management.
5. Bank Balance and Fixed Deposits are subject to confirmation.



Date: - 28.09.2016

Place: - Ranchi



Distribution of Total Marks				
The marks distribution of different papers are as follows:				
No. Course	Title of papers	Year 1 Duration of Exam.	Theory	Sessional/ Internal Marks
1. Course 1	Childhood and Growing up.	3 hrs.	80	20
2. Course 2	Contemporary India and Education	3 yrs.	80	20
3. Course 3	Learning and Teaching	3 hrs.	80	20
4. Course 4	Language across the Curriculum (1/2)	1.30 hrs.	40	10
5. Course 5	Understanding Disciplines and Subjects (1/2)	1.30 hrs.	40	10
6. Course 6	Gender, School and Society (1/2)	1.30 hrs.	40	10
7. Course 7a	Pedagogy of a School Subjects - Part I (1/2)	1.30 hrs.	40	10
8. Course EPC1	Reading and Reflecting of Text (1/2)	1.30 hrs.	40	10
9. Course EPC2	Drama and Art in Education (1/2)	1.30 hrs.	40	10
10. Course EPC3	Critical Understanding of ICT (1/2)	1.30 hrs.	40	10
Total - 650 Marks				50
Year 2				
11. Course 7b	Pedagogy of a School Subjects - Part II (1/2)	1.30 hrs.	40	10
12. Course 8	Knowledge and Curriculum	3 hrs.	80	20
13. Course 9	Assessment for Learning	3 hrs.	80	20
14. Course 10	Creating an Inclusive School (1/2)	1.30 hrs.	40	10
15. Course 11	Optional Course * (1/2)	1.30 hrs.	40	10
16. Course EPC4	Understanding the Self (1/2)	1.30 hrs.	40	10
School Internship				
Practical Exam.	Pedagogy of a School Subject -	A		
	Pedagogy of a School Subject -	B		
Total - 650 Marks				50





- Record should be kept by the College:
  1. Microteaching
  2. Teaching Practice and Internship
  3. Psychological tests (at least five)
  4. A record at least two demonstration lessons, one in each of the methods attended and observed
  5. Science practical (at least four)
  6. A record of observation (at least 10 classes of fellow students)
  7. A record of participation in criticism and demonstration classes (at least 10 classes in each method).
- About Practical and Project Work.
  1. Those Students who opt Science method e.g. Physical Science, Biological Science and Maths, they must have done any ten practical work in the college Science Lab, as per the standard of secondary 9<sup>th</sup>, 10<sup>th</sup> or senior secondary.
  2. Those students who opt language method, for example, Hindi, English, Sanskrit, Urdu, Regional Language. They must have done any five practical work in the college language Lab as per the standard of secondary 9<sup>th</sup>, 10<sup>th</sup> and Higher secondary classes.
  3. Those students who opt Arts method subject. For example - History, Civics, Geography, Home Science, Economics, Commerce, etc. they must have at least two project works of the concerned method subject.
  4. Each course includes tasks and assignments.

### • Rules & Regulations:

#### Eligibility for Admission:

- (a) Candidates with at least fifty percent marks either in the Bachelor's degree and/or in the Master's Degree in Sciences/Social Sciences/Commerce/ Humanities, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.
- (b) The reservation and relaxation for SC/ST/OBC and other categories shall be as per the rules of the Jharkhand State Government.

#### Selection of Pedagogy subjects (Methods) of Teaching:

Every candidate is expected to select two methods based on the subjects studied in graduation.

#### Working Days

- (a) There shall be at least 200 hundred working days each year exclusive of periods of examination and admission.
- (b) The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all the teachers is



necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.

- (c) The minimum attendance of student-teachers shall have to be 80% for all course work and practicum and 90% for school internship.

### School Internship

School internship would be a part of the broad curricular area of Engagement with the Field and shall be designed to lead to development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. The curriculum of B.Ed. shall provide for sustained engagement with learners and the school (including engaging in continuous and comprehensive assessments for learning), thereby creating a synergy with schools in the neighborhood throughout the year. Student-teachers shall be equipped to cater to diverse needs of learners in schools. These activities shall be organized for 4 weeks in the first year of the course.

Students are to be actively engaged in teaching for 16 weeks to the final year of the course. They shall be engaged at two levels, namely upper primary (classes VI - VIII) and secondary (IX - X) or senior-secondary, with at least 16 weeks in secondary/senior secondary classes. They should be provided opportunities to teach in schools with systematic supervisory support and feedback from faculty.

Internship in schools will be for a minimum duration of 20 weeks for a two-year programme (4 weeks-the in first year and 16 weeks in the second year as noted above). This should also include, besides practice teaching, an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and faculty observations of practice lessons.

### Modality of Teaching Practice and Internship

1. Candidates are required to complete 5 micro lessons & at least two simulation classes in each - pedagogy subject before going for practice teaching. In addition to this, they are expected to observe the demonstration lessons undertaken by the members of the staff of the college.

Every candidate shall have to undergo practice teaching and internship of 5 full months (20 weeks) in a cooperating school as "Teaching Practice and Internship". During this period the candidate shall be attached to a school and he/she shall have to undertake such duties as are assigned to him/her by the Principal of the school in both curricular and co-curricular activities. In practice teaching the candidate will teach ten lessons in each method (10+10=20). During internship the candidates shall take 80 periods in the school taking equal number of lessons (40 + 40) from each of his/her methods opted, under the supervision of the respective teacher/educator/head of the school or any of the subject teachers in the school who are referred to as "Supervising teachers". During the teaching practice and internship period the lecturers concerned of the College of Education will go round the schools and observe the lessons of each student along with the supervising teachers and assess their lessons jointly. At the end of the teaching practice and internship program, all the



student teachers shall show the teaching aids prepared in both the method subjects and also submit at least 5 teaching aids (practice teaching) and 15 (internship) = 20 each to the teacher educator of the college concerned. A certificate of satisfactory work shall be issued to the candidate by the Principal of the cooperating school after completion of teaching practice and internship.

### Declaration of Awards

Candidates will be awarded Class based on the total marks in theory examinations of first year and second year as well as practical examinations, Records and Project Works.

+ First Class with Distinction	75% and above
+ First Class	60% and above but less than 75%
+ Second Class	45% and above but less than 60%
+ Minimum pass marks in Theory papers	45%
+ Minimum pass marks in Practical papers	45%
+ Minimum pass marks in Practical/Project/Records	45%

Break-up of marks for passing an examination:

Table: 1

Details	Grand Total	University Examination	Pass Marks	Sessional Marks	Pass Marks	Aggregate
1) Courses 1, 2, 3, 8 & 9	100	80	35	20	10	45
2) Courses having 50 Marks	50	40	18	10	5	23

Table: 2

Details	Grand Total	Practical Examination	Pass Marks	Sessional Marks	Pass Marks	Aggregate
Optional Paper	50	40	18	10	5	23

Note: Student must pass separately in Sessional, University Examination and Aggregate.

### Eligibility for promotion:

1. To get promotion from 1<sup>st</sup> Year to 2<sup>nd</sup> Year one should pass at least in 4 papers out of seven theory papers (course 1 to 7a)
2. A student not promoted to the 2<sup>nd</sup> Year course will have to appear in all the papers in the subsequent examination up to a maximum of 3 attempts.

### Provision of Grace Marks:

Upto 5 marks in any one of the theory papers once in complete course to pass the paper or improve Class from 2<sup>nd</sup> to 1<sup>st</sup> Class only.

### Failure Students:

1. Sessional marks will remain the same for three consecutive years.
2. If any student fails in any subject in first year, and promoted to second year, he/she will get chance to clear his/her failure paper(s) in the next examination with junior batch.





### Year - 1

Course 1: Childhood and growing up:

[100 Marks]

**Unit I: Growth and Development**

- Meaning, Nature and principal of Growth and development.
- Stages of Growth and development with respect to physical, motor, social, emotional, and Cognitive development with reference to -  
(i) Infancy (ii) Early Childhood (iii) Childhood
- Adolescence - with special reference to the -  
i) Needs and problems of the adolescent.  
ii) Aspects of Growth and development during adolescence (physical, emotional, social and mental)

**Unit II: Heredity and Environment**

- Meaning, importance and role of heredity and environment.
- Educational implications.

**Unit III: Individual difference**

- Meaning, nature, areas, causes.
- Influence of individual differences on learning
- Educational implications

**Unit IV: Intelligence and creativity**

- Intelligence:**
  - Nature of intelligence, emotional intelligence
  - Theories of intelligence
  - Distribution of intelligence
  - (i) Gifted (ii) Backward - slow Learner (iii) Mentally challenged
- Creativity:**
  - Meaning and characteristics
  - Process of creativity
  - Role of the teachers in enhancing creativity

**Unit V: Personality**

1. Definition, nature, factors, types, theories
2. Mental Hygiene: Meaning, causes of maladjustment, educational programs to promote mental hygiene and defense mechanism

**References:**

- |                           |   |                                               |
|---------------------------|---|-----------------------------------------------|
| 1. Agarwal J.C.           | : | <i>Essentials of Educational Psychology</i>   |
| 2. Bhatia H.R.            | : | <i>A textbook of Educational Psychology</i>   |
| 3. Boring E.G. et.        | : | <i>A Textbook of Educational Psychology</i>   |
| 4. Chauhan S.S.           | : | <i>Advanced Educational Psychology</i>        |
| 5. Chaube S.P.            | : | <i>Modern Psychology in the new Education</i> |
| 6. Crow L.D. & Gow A.     | : | <i>Educational Psychology</i>                 |
| 7. Colein L.E. Bruce W. F | : | <i>Educational Psychology</i>                 |
| 8. Dandekar W.N.          | : | <i>Psychology Foundation of Education</i>     |
| 9. Dash M.                | : | <i>Educational Psychology</i>                 |



10. Demo M.H.	:	<i>Teaching for Learning: Applying Educational Psychology in the Classroom</i>
11. Denis Child	:	<i>Psychology and Teacher</i>
12. De Cecco J.P. & Crawford W.	:	<i>Instruction: Educational Psychology</i>
13. Dutta N.K.	:	<i>Psychology and foundations of Education</i>
14. Gange N.L. & Berliner D.L.	:	<i>Educational Psychology</i>
15. Hurlock E.B.	:	<i>Development Psychology</i>
16. Jayswal S.R.	:	<i>Foundation of Educational Psychology</i>
17. Kashyap A.C. & Pree G.S.	:	<i>Educational Psychology and Guidance, Counselling</i>
18. Murthy S.K.	:	<i>Educational Psychology</i>
19. Pandey K.P.	:	<i>Advanced Educational Psychology</i>

### Distribution of Marks:

Internal Assessment - 20 marks

University Examination - 80 marks

There shall be eight questions from which the examinees will attempt five. Each question will carry equal marks. 5X16 = 80

### Course - 2: Contemporary India and Education

[100 Marks]

**Unit I:** Meaning and aims of Education, scope, nature and function of education, factors influencing aims of education.

**Unit II:** Indian constitutional basis of Education:

- Concept of diversity: At the level of Individual, of Religions, Castes, Tribes etc.
- Equity, Inequality, Discrimination and Marginalization in the way of Universalisation of education.
- Critical understanding of the constitutional values related to the aims of education in context of :
  - ❖ Preamble
  - ❖ Fundamental Rights and Duties of citizens
  - ❖ Directive principle of state policy

**Unit III:** Background of policy of Education in British India:  
Brief history of policies between 1947 - 64, 1964 - 86, 1986 and after

**Unit IV:** Policy frameworks for public education in India:  
Contemporary Issues and policies

- A) Right to Education: Sarva Shiksha Abhiyan and the thrust towards enrolling and retaining hitherto marginalized children. Role and agency of teachers in the context of universal and inclusive education.
- B) Earlier policies for Universal Elementary Education; Naveen Taleem to integrate life, Work and Education in context of community Participation and Development. The response of diverse social groups of India to the spread of modern education in the colonial and Post - Independence periods.
- C) Education for marginalized group; Women, Dalits and Tribal people, Nationalist critique of colonial education and experiments.



- D) Liberalization and Globalization of Indian Economy, Pedagogic and curricular shift of 1990s and 2000s, Mid Day Meal Programme and the role of Legislative action to ensure nutrition and public space where children eat together.
- E) Current concerns: Plebianisation, Privatization, Stratification of education.

### References:

- |                           |                                                                                                                                     |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 1. Ghosh, S.C (2007)      | : <i>History of Education in India</i>                                                                                              |
| 2. Sharma Y. K.           | : <i>The Doctrines of Education</i>                                                                                                 |
| 3. Venkateshwaran S       | : <i>Principles of Education</i>                                                                                                    |
| 4. Chakraborty J. C       | : <i>Modern Education : It's Aims &amp; Principles</i>                                                                              |
| 5. R. Chopra & P. Jeffery | : <i>Educational regimes in contemporary India, Sage.</i>                                                                           |
| 6. GOI (1966)             | : <i>Report of the Education Commission: Educational national Development. New Delhi: Ministry of Education</i>                     |
| 7. GOI (1986)             | : <i>National Policy of Education</i>                                                                                               |
| 8. GOI (2009)             | : <i>The right of Children to free and compulsory education act, 2009</i>                                                           |
| 9. GOI (2011)             | : <i>Sarva shiksha Abhiyan - Framework for implementation based On right of children to free and compulsory education act, 2009</i> |

N.B. - Visit to e. Book Library (electronic library) & website

### Distribution of Marks:

Internal Assessment - 20 marks

University Examination - 80 marks

There shall be eight questions from which the examinees will attempt five. Each question will carry equal marks. 5X16 = 80

### Course -3:- Learning and Teaching

[100 Marks]

#### Unit I: Learning Process

1. Definition, meaning, characteristics, factors affecting learning curve.
2. Theories of learning
3. Classical conditioning
4. Operant conditioning
5. Trial and error
6. Insight learning
7. Transfer of learning: definition meaning, types, theories educational Implications.

#### Unit II: Memory

1. Concept, factors, aids to develop memory
2. Technique to motivate children in the classroom

#### Unit III: Motivation

1. Concept, types and Maslow's theory
2. Techniques to motivate children in classroom

#### Unit IV: Guidance and Counseling

1. Definition and meaning, differences between guidance and counselling.
2. Types of guidance - personal, educational, vocational: Aims, needs & techniques.
3. Role of the teacher and school in guidance and counseling.





### Unit V: learning and special children

1. Concept and meaning of special children
2. Identification of children with (i) Dyslexia (ii) Autism (iii) Attention Deficient disorders
3. Mainstreaming of special children with normal children
4. Special education programme for these children

### N.B. Psychological Tests ( Any Three)

- Intelligence Test
- Attitude towards Teaching Profession (ATTP Scale) by Dr. A.K. Tewari
- Determine an individual's Personality, i.e. to know about oneself - "WHO ARE YOU"
- Division of attention on 2 simultaneous tasks - one Muscular and one mental
- Educational and vocational interest test
- Case study of the Exceptional child
- Memory Test : Whole & part Method, Verbal Learning

### References:

1. Safaya R.N. & Bhatia B.D. : Educational Psychology and Guidance, Counselling
2. Shankar Uday : Advanced Educational Psychology
3. Sorenson H. : Educational Psychology
4. Skinner C.E. : Educational Psychology
5. Walla J.S. : Foundations of Educational Psychology
6. White William F. : Psychological principles Applied to Classroom teaching
7. Yelon L. and Western G.C. : Teachers World: Psychology in Classroom
8. Collins Mary & Drever J. : Experiments Psychology
9. Dandekar W.N. : Fundamental of Experimental Psychology
10. Kuppuswami B. : Elementary Experiments in Psychology
11. Paraweswaran E.G. & Rao : Manual of Experimental Psychology
12. Parry John & Adishesha W. : Experimental Psychology
13. Postman L. & Introduction : Experimental Psychology Egan James P. Au
14. Woodsworth R. & Scholberg H. : Experimental Psychology
15. Kirk Samuel A. : Educations Exceptional Children
16. Chauhan S.S. : Education of Exceptional Children
17. Mangal S.K. : Educating Exceptional Children
18. Das M. : Education of Exceptional Children
19. Mohin M. : Teaching's Handbook for Exceptional Children

### Distribution of Marks:

Internal Assessment - 20 marks

University Examination - 80 marks

There shall be eight questions from which the examinees will attempt five. Each question will carry equal marks.

5X16 = 80





- D) Liberalization and Globalization of Indian Economy, Pedagogic and curricular shift of 1990s and 2000s, Mid Day Meal Programme and the role of Legislative action to ensure nutrition and public space where children eat together.
- E) Current concerns: Plebianisation, Privatization, Stratification of education.

### References:

- |                           |                                                                                                                              |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------|
| 1. Ghosh, S.C (2007)      | : History of Education in India                                                                                              |
| 2. Sharma Y. K.           | : The Doctrines of Education                                                                                                 |
| 3. Venkateshwaran S       | : Principles of Education                                                                                                    |
| 4. Chakraborty J. C       | : Modern Education : It's Aims & Principles                                                                                  |
| 5. R. Chopra & P. Jeffery | : Educational regimes in contemporary India. Sage.                                                                           |
| 6. GOI (1966)             | : Report of the Education Commission; Educational national Development. New Delhi: Ministry of Education                     |
| 7. GOI (1986)             | : National Policy of Education                                                                                               |
| 8. GOI (2009)             | : The right of Children to free and compulsory education act, 2009                                                           |
| 9. GOI (2011)             | : Sarva shiksha Abhiyan - Framework for implementation based On right of children to free and compulsory education act, 2009 |

N.B. - Visit to e. Book Library (electronic library) & website

### Distribution of Marks:

Internal Assessment	-	20 marks
University Examination	-	80 marks
There shall be eight questions from which the examinees will attempt five. Each question will carry equal marks.		
		5X16 = 80

### Course -3:- Learning and Teaching

[100 Marks]

#### Unit I: Learning Process

1. Definition, meaning, characteristics, factors affecting learning curve.
2. Theories of learning
3. Classical conditioning
4. Operant conditioning
5. Trial and error
6. Insight learning
7. Transfer of learning: definition meaning, types, theories educational Implications.

#### Unit II: Memory

1. Concept, factors, aids to develop memory
2. Technique to motivate children in the classroom

#### Unit III: Motivation

1. Concept, types and Maslow's theory
2. Techniques to motivate children in classroom

#### Unit IV: Guidance and Counseling

1. Definition and meaning, differences between guidance and counselling
2. Types of guidance - personal, educational, vocational: Aims, needs & techniques.
3. Role of the teacher and school in guidance and counseling



### Course – 4: Language across the curriculum.

[50Marks]

#### Unit I: Language Policies

- Three language formula
- Constitutional provisions
- Colonial debates on school language policies

#### Unit II: Strategies for developing language competencies (Listening, Speaking and writing)

- Listening - Pronunciation, Expression, Phonetic, Stress and Intonation
- Speaking- Conversation and Dialogues, Controlled and guided oral work, Free oral reproduction, Rhythm and jingles, Word and Sentence stress, Drill
- Reading: Mechanics of reading, Method of teaching reading, (Alphabetical method, word method, Sentences method), Kinds of reading (Loud and silent reading) Types of reading (intensive & extensive reading)
- Writing: Mechanics of writing, Good handwriting, Teaching of spellings

#### Unit III: Aspects of language teaching

- Techniques: Discussion, Notation, Questioning
- Methods: Storytelling, Dramatization, Simulation, Recitation, Song/ Action, Appreciation, Comprehension, Summarizing.

#### References:

- |                            |                                                                              |
|----------------------------|------------------------------------------------------------------------------|
| 1. Padma Satakopachari     | : On Education for Teacher Educators                                         |
| 2. Raghunath Saksya        | : Hindi Teaching                                                             |
| 3. Ramshakar Pandey        | : Hindi Teaching                                                             |
| 4. B.P. Johri, P.P.Patluak | : Development of Educational System in India                                 |
| 5. Grellet, F              | : Developing reading skills: A practical guide                               |
| 6. Agnihotri, R. K         | : Multilingualism as a classroom resource to reading comprehension exercises |
| 7. Piaget, J. (1997)       | : Development & Learning                                                     |
| 8. M. Gauvain & M. Cole    | : Readings on the development of children                                    |

N.B. - Visit to e. Book Library (electronic library) & website

#### Distribution of Marks:

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be six questions from which the examinees will attempt only four. Each question will carry equal marks. 4X10= 40



### Course – 5: Understanding Disciplines and Subjects.

[50 Marks]

#### Unit-I: Philosophical aspects of Education

##### 1. Western Thinkers

- John Dewey
- Rousseau

##### 2. Indian Thinkers

- Swami Vivekanand
- Ravindra Nath Tagore

#### Unit-II: 1. Concept and Scope of Curriculum

##### 2. Importance, Need and Utility of Curriculum

##### 3. Approaches and methods of Organizing different pedagogical subjects

##### 4. Principles of designing curriculum in pedagogical subjects at different stages in school.

##### 5. Current discourses on school curricula (eg. Purely discipline oriented, not learner oriented).

Suggestions/Guidelines for selection of materials for curriculum

(eg. Work related subjects like horticulture or hospitality, need to be creatively developed etc.).

#### Reference:

- |                                                                         |                                            |
|-------------------------------------------------------------------------|--------------------------------------------|
| 1. Great Educators                                                      | : Ram Babu Gupta                           |
| 2. Curriculum Development                                               | : S. Arulsamy                              |
| 3. On Education for Teacher Educators                                   | : Padma Satekopechari                      |
| 4. Ideas and Great Western Educators                                    | : Chaula and Chaula                        |
| 5. Education in the Emerging Indian society                             | : Yadav H.S. & Yadav S.                    |
| 6. A New approach to Teacher & Education in the Emerging Indian Society | : B.N.Dash.                                |
| 7. Teaching of Social Study                                             | : J.S. Wadia                               |
| 8. Deng, Z (2013)                                                       | : School subjects and academic disciplines |
| 9. A. Luke, A. Woods, & K. Weir                                         | : Curriculum, syllabus design & equity     |

N.B. - Visit to e. Book Library (electronic library) & website

#### Distribution of Marks:

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be six questions from which examinees will attempt four. Each question will carry equal marks. 4X10= 40

### Course – 6: Gender, School and Society (1/2)

[50 Marks]

#### Unit I:

+ Meaning of Gender, Gender bias and its indicators

+ Role of women, Measures for the uplift of women and removing gender bias with reference to Indian constitution.



### Course – 5: Understanding Disciplines and Subjects.

[50 Marks]

#### Unit-I: Philosophical aspects of Education

##### 1. Western Thinkers

- John Dewey
- Rousseau

##### 2. Indian Thinkers

- Swami Vivekanand
- Ravindra Nath Tagore

#### Unit-II: 1. Concept and Scope of Curriculum

##### 2. Importance, Need and Utility of Curriculum

##### 3. Approaches and methods of Organizing different pedagogical subjects

##### 4. Principles of designing curriculum in pedagogical subjects at different stages in school.

##### 5. Current discourses on school curricula (eg. Purely discipline oriented, not learner oriented).

Suggestions/Guidelines for selection of materials for curriculum

(eg. Work related subjects like horticulture or hospitality, need to be creatively developed etc.).

#### Reference:

- |                                                                         |                                            |
|-------------------------------------------------------------------------|--------------------------------------------|
| 1. Great Educators                                                      | : Ram Babu Gupta                           |
| 2. Curriculum Development                                               | : S. Arulsamy                              |
| 3. On Education for Teacher Educators                                   | : Padma Satokopachari                      |
| 4. Ideas and Great Western Educators                                    | : Chaula and Chaula                        |
| 5. Education in the Emerging Indian society                             | : Yadav H.S. & Yadav S.                    |
| 6. A New approach to Teacher & Education in the Emerging Indian Society | : B.N.Dash                                 |
| 7. Teaching of Social Study                                             | : J.S. Whita                               |
| 8. Deng, Z (2013)                                                       | : School subjects and academic disciplines |
| 9. A. Luke, A. Woods, & K. Weir                                         | : Curriculum, syllabus design & equity     |

N.B. - Visit to e. Book Library (electronic library) & website

#### Distribution of Marks:

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be six questions from which examinees will attempt four. Each question will carry equal marks. 4X10= 40

### Course – 6: Gender, School and Society (1/2)

[50 Marks]

#### Unit I:

+ Meaning of Gender, Gender bias and its indicators

+ Role of women, Measures for the uplift of women and removing gender bias with reference to Indian constitution.





### Unit II:

- + Sociological basis of Education
- + Relation between society and Education with special reference to aims of Education, Method of teaching Curriculum.
- + Gendered roles of agencies in education: Family, Community, School, Mass Media, Caste, Religion, Culture and popular culture, Law and State in challenging gender inequalities or reinforcing gender parity.

### Unit III:

- + The role of teachers in formulating of positive notions of sexuality among young people
- + Its Impact and Issues - Perceptions of safety at school, Home and beyond, Identification of sexual abuse/violence and its verbalization, Combating the dominant societal outlook of objectification of female body.

### Reference:

- |                                                                          |   |                                    |
|--------------------------------------------------------------------------|---|------------------------------------|
| 1. Education in Emerging India                                           | - | S. Gupta (2 <sup>nd</sup> Edition) |
| 2. Foundations of Education                                              | - | Prof. Ramesh Ghanta & B.N. Dash    |
| 3. Teacher in developing Indian society                                  | - | Dr. Ramshankar Pandey              |
| 4. Psychological, Philosophical and sociological foundation of education | - | J. C. Agrawal                      |

### Distribution of Marks:

Internal Assessment	10 marks
University Examination	40 marks

There shall be six questions from which the examinees will attempt only four. Each question will carry equal marks. 4X10= 40

### PEDAGOGY OF A SCHOOL SUBJECT

N.B. There will be examination for Course 7a in First Year and for Course 7b in Second Year.

Course 7 a / 7b: Pedagogy of a school subject - part I (1/2) & part II (1/2) [50 Marks]

### ENGLISH

#### Unit I: Place of English in India and its Aims.

1. Place of English in India colonial and post colonial perspective
2. English as a library language, a link language, a language for communication in a globalized economy, a window to the world, a world language to foster international brotherhood.
3. Aims and Objectives of teaching English as a second language at higher/lower Level
4. The theories and principles of language learning based on the Piaget, Vygotsky, Bruner and Chomsky.

#### Unit II: A Method and Approach of teaching English

1. Grammar Cum translation method vs. direct method



2. Dr. West's new method & bilingual method
  3. Structural approach vs. functional communicative approach
  4. Situational language teaching
  5. Skills of Introducing, Questioning, Probing, Explaining, Illustrating.
- Unit III:**
1. Teaching of Prose, Poetry, Grammar, Composition
  2. Difference between Prose and Poetry
  3. Important components of lesson Plan
  4. Lesson plan of Prose, Poetry, Grammar, and Composition
  5. Different Literary and poetic devices: Rhyme, Rhythm, Simile, Metaphor, Alliteration, Pun Repetition, etc.
  6. Essential qualification and qualities of an English Teacher
- Unit IV: Audio - Visual Aids in the Teaching of English**
1. Need and importance of Audio - Visual Aids
  2. Types of Audio - Visual Aids and its appropriate uses
  3. Language laboratory
- Unit V: Teaching of Grammar**
1. Nature of Grammar
  2. Types: Functional and Formal
  3. Methods: Inductive and Deductive
  4. Important aspects of English Grammar - Prefixes, Suffixes ( Inflectional and Derivational) Stress, Intonation, Juncture
- Unit VI:**
1. Teaching of Vocabulary
  2. Selection and Gradation of English Vocabulary for Teaching
  3. Vocabulary Games
- Unit VII: Spoken English**
- (i) Phonology- Definition, organs of speech, vowels, consonants, Diphthongs
  - (ii) Stress and intonation
  - (iii) Practical work- use of pronouncing dictionary, pronunciation drill, reading phonetic description.
- Unit VIII: Evaluation in English**
1. Concept of evaluation
  2. Essentials of a good test
  3. Tools of evaluation-Oral, Written, Types of questions
  4. Importance of test and examination.
- References:**
1. Ahija N.P. : *Teaching of English*
  2. Bhatia K.K. : *New Techniques of Teaching English as a Foreign Language*
  3. Bhatia KT : *The Teaching of English in India: Its Principles and Technique*
  4. Bisht Abha Rani : *Teaching English in India*





### प्रयोगिक कार्य

- 1- शिक्षात्मक शोध
- 2- कक्षाओं का माध्यम सम्बन्धित अनुभव
- 3- प्रोजेक्ट, उत्त काय
- 4- प्रश्न पत्र प्रारम्भ एवं प्रश्न पत्र निर्माण ।

### References:

- |                                             |                                         |
|---------------------------------------------|-----------------------------------------|
| 1- विरंजय कुमार सिंह                        | : माध्यमिक विद्यालयों में हिन्दी शिक्षण |
| 2- समराकल पाण्डेय                           | : हिन्दी शिक्षण                         |
| 3- रमन लाल बिहारी                           | : हिन्दी शिक्षण                         |
| 4- लघुनाथ रायलया                            | : हिन्दी शिक्षण विधि                    |
| 5- विश्वनाथ त्रिपाठी                        | : हिन्दी साहित्य का संक्षिप्त इतिहास    |
| 6- के.पी. पी. पाण्डेय                       | : शिक्षा में शिक्षात्मक अनुसंधान        |
| 7- कृष्णगोपाल रसोयो                         | : भाषा - सांस्कृतिक मुद्दों के          |
| 8- सेंट्रल पेदागोगिकल इंस्टीट्यूट, इलाहाबाद | : उच्चारण शिक्षण                        |
| 9- डा. कर्ण सिंह                            | : हिन्दी शिक्षण                         |

### Distribution of Marks:

Internal Assessment	-	10 marks
University Examination	-	40 marks

There shall be five long- answer questions, from which the examinees will attempt three carrying 10 marks each and four short- answer questions from which examinees will attempt two, carrying 5 marks each.

$$3 \times 10 = 30 \text{ \& } 2 \times 5 = 10$$

Total Marks : 40

### URDU

Course 7 a / 7b: Pedagogy of a school subject - part I (1/2) & part II (1/2) [50 Marks]

#### A. Language

1. Origin and Development of Urdu language in India
2. Position of Urdu language in the post Independent India
3. Various formats (Asna) of Urdu Language and Literature
4. Aims of teaching language (Psychological and Linguistic approach of Language teaching)
5. Aims and objectives of teaching Urdu language
6. Importance of Mother Tongue in school subject

#### B. Methodology

1. Pronunciation in Urdu, Skill in questioning, example & explanation
2. Technique of Urdu Teaching
3. Teaching Urdu Prose, Poetry, Ghazal, Grammar, Essay & Letter Writing
4. Examination & Evaluation
5. Importance of Homework in Urdu
6. Lesson Planning: (Meaning, Importance & Structure) planning of prose, poetry, grammar & essay.



5. Bose K	: Teaching of English: of Modern Approach
6. French F.G.	: The Teaching of English in Abroad Part I, II, III.
7. Rishy A.W.	: The Teaching of English: Notes & Comments on Teaching
8. Gokak V.K.	: English in India: its Present & Future
9. Jain R.K.	: Essentials of English Teaching
10. Kohli A.L.	: Techniques of English Teaching
11. Memon & Patel	: Teaching English as a Foreign Language
12. Palmer H.E.	: The Principles of Language Study
13. Sharma K.L.	: Method of Teaching English in India
14. Varghese Paul	: Teaching of English as Second Language

### Distribution of Marks:

Internal Assessment	- 10 marks
University Examination	- 40 marks

There shall be five long- answer questions, from which the examinees will attempt three carrying 10 marks each and four short- answer questions from which examinees will attempt two, carrying 5 marks each.

3X10= 30 & 2X5=10  
Total Marks : 40

### HINDI

Course 7a / 7b: Pedagogy of a school subject - part I (1/2) & part II (1/2) [50 Marks]

#### Unit I : हिन्दी शिक्षण: सैद्धान्तिक पक्ष

1. भाषा की प्रकृति, फलन एवं अधिपन अधिपन ।
2. हिन्दी शिक्षण के लक्ष्य
3. विद्यार्थी स्तर पर भाषा
4. हिन्दी भाषा एवं साहित्य शिक्षण की दिशियाँ।

#### Unit II : भाषिक योग्यता का विकास

1. श्रवण, दृश्य एवं मौखिक अभिव्यक्ति कौशल का विकास ।
2. पठन योग्यता का विकास, पठन शिक्षण की दिशियाँ - सरल पठन, गहन पठन, समकालिक पठन, सूक्ष्म पठन एवं विस्तृत पठन।
3. लिखित अभिव्यक्ति क्षमता का विकास ।

#### Unit III : साहित्यिक विभाजन- एवं व्याकरण शिक्षण

1. कविता शिक्षण
2. गद्य तथा पद्य की विभिन्न विभाजन- का शिक्षण- उपन्यास, नाटक, निबंध कहानी।
3. व्याकरण शिक्षण

#### Unit IV : मूल्यांकन, किनारात्मक शोध तथा समुपकरण कार्य।

- 1- हिन्दी भाषा पुस्तक समीक्षा
- 2- भाषा सांख्यिकी मूल्यांकन
- 3- निदानात्मक एवं उपन्यासात्मक कार्य ।
- 4- किनारात्मक शोध
- 5- समुपकरण कार्य



*[Signature]*

### C. Material

1. Urdu Text-Book (Evaluation of existing curriculum)
2. Teaching and reading material  
(Silent, loud, simultaneous, extensive & intensive reading)
3. Audio-Visual Aids in Urdu Teaching
4. Personality of Urdu Teachers
5. Co-curricular activities (Practical activities) in Urdu
6. Urdu Library

### Reference:

- |                        |                                                         |
|------------------------|---------------------------------------------------------|
| 1. Ryburn              | : Suggestion for the Teaching of Mother Tongue in India |
| 2. Akhtar Ansari       | : Ghazal aur Dars-e Ghazal                              |
| 3. Farman Saleem       | : Urdu Zaban aur uski Taleem                            |
| 4. Mukhtar Ahmad Makki | : Tadris Urdu Usool un Zauahid: Urdu Adab ki Asnaf      |
| 5. Azej Ahmad          | : Mukhtasar Tarikh Urdu                                 |
| 6. Farman Fatehpuri    | : Tadris Urdu                                           |
| 7. Moinuddin           | : Urdu Zaban ki Tadris                                  |
| 8. K.G.Saiyidain       | : Usool Taleem                                          |
| 9. Sajid Hussain       | : Urdu aur Usha Tadrisi Tariqa                          |

### Distribution of Marks:

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be five long-answer questions, from which the examinees will attempt three carrying 10 marks each and four short-answer questions from which examinees will attempt two, carrying 5 marks each.

3X10= 30 & 2X5=10

Total Marks : 40

### SANSKRIT

Course 7 a / 7b: Pedagogy of a school subject - part I (1/2) & part II (1/2) [50 Marks]

Unit I: Aims and objectives of teaching learning

1. Importance of Sanskrit as language and its status
2. The position of Sanskrit in India.
3. The place of Sanskrit in the School curriculum

Unit II: Methods of teaching Techniques:-

1. Prose - Discussion, narration, questioning  
Methods - Story telling, Dramatization, Simulation
2. Poetry Methods - Recitation, Song/ Action, Dramatization, discussion, appreciation
3. Grammar Methods - Inductive, Deductive, Play way, Interactive
4. Composition - Guided, free, creative, correction of composition.

Unit III:

*[Signature]*



- A. Strategies of developing language competencies
- (i) *Listening*- Pronunciation, expressive, phonetics, stress on intonation
  - (ii) *Speaking*- Loud, silent, chorus, expressive, speed.
  - (iii) *Writing*- Hand writing skill, poetic & non poetic
  - (iv) *Extra - curricular activities of Sanskrit*

**Unit IV: Teacher and Text-Book**

1. Teacher - Qualities, role and responsibilities, Professional growth, diagnostic testing and remedial teaching
2. Textbook: Characteristics of a text -book, critical analysis of a text book

**Unit V: Materials of Instruction or language Teaching**

- (i) Language Practice - assignment, games, club, Language club.
- (ii) Use of technology: Multimedia centre, OHP, Video, tape recorder Computer assisted instruction
- (iii) Use of media: TV, Newspaper, Advertisements
- (iv) Use of Library: Koshas, Dictionaries
- (v) Language -Lab

**Reference**

1. Dr. Santosh Mittal : संस्कृत शिक्षा
2. Raghunath Safaya : संस्कृत शिक्षा
3. Ram Narayan Tripathi : संस्कृत व्याकरण विधि
4. Ram Shukul Pandey : संस्कृत शिक्षा
5. Dr. Karn Singh : संस्कृत शिक्षा
6. Dr. Satyadeo Singh, Shashikala Sharma : संस्कृत शिक्षा

**Distribution of Marks:**

Internal Assessment	-	10 marks
University Examination	-	40 marks

There shall be five long- answer questions, from which the examinees will attempt three carrying 10 marks each and four short- answer questions from which examinees will attempt two, carrying 5 marks each.

$$3 \times 10 = 30 \text{ \& } 2 \times 5 = 10$$

Total Marks : 40

**PHYSICAL SCIENCE**

**Course 7 a / 7b: Pedagogy of a school subject - part I (1/2) & part II (1/2) [50 Marks]**

**Unit - I: The nature and scope of physical science**

1. Nature and scope of Science
2. Structure of science, substantive structure, empirical knowledge, theoretical knowledge (Facts, concepts, Hypothesis, theory, principle, law, syntactic structure of science, scientific enquiry, process of science, attitude of inquiry)





- |                                     |   |                              |
|-------------------------------------|---|------------------------------|
| 13. Usha Rao                        | : | Educational Technology       |
| 14. Publication                     | : | Science in Secondary Schools |
| 15. Dr. Dubey J.R. & Dr. Singh Karn | : | Teaching of Physical Science |

### Distribution of Marks:

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be five long-answer questions, from which the examinees will attempt three carrying 10 marks each and four short-answer questions from which examinees will attempt two, carrying 5 marks each.

3X10= 30 & 2X5=10

Total Marks : 40

### LIFE SCIENCE

Course 7 a / 7b: Pedagogy of a school subject - part I (1/2) & part II (1/2) [50 Marks]

#### Unit - I: The Nature & Scope of Life Science

1. Meaning, Nature and Scope of life science
2. Importance of life science in school curriculum
3. Aims & Objectives of teaching life science
4. Specifying instructional objectives in behavioral terms.

#### Unit - II: Development of Instructional Material

1. Meaning of unit planning in life science
2. Step involved in development of teaching unit, determination of teaching points
3. Unit plan, lesson plan.

#### Unit - III: Aids-to-science teaching

1. Classification of teaching aids
2. Importance of teaching aids in teaching life science

#### Unit - IV: Science Curriculum, Science library and text books

1. Concept, scope and principles of curriculum constructions in life science
2. Significance of good science library and selecting of books
3. Characteristics of good Science book
4. Evaluation of the text book

#### Unit - V: Approaches & Methods of teaching Life Science

1. Enquiry, Problem solving, Lecture cum Demonstration, Laboratory, Project, Assignment, Team teaching, Workshops

#### Unit - VI: Planning and Management of Science Laboratory

1. Planning and organizing laboratory for practical and teaching of life science
2. Safety in Bio- laboratory
3. Maintenance of Science records & registers

#### Unit - VII: Evaluating outcome of Science teaching

1. Concept of Evaluation
2. Steps in construction of objective based test
3. Devising & adopting assessments procedure

#### References:

- |                     |   |                               |
|---------------------|---|-------------------------------|
| 1. Agarwal, D.D.    | : | Methods of Teaching Biology   |
| 2. Bhaskara Rao, D. | : | Teaching of Biology           |
| 3. Clark, Julia V.  | : | Redirecting Science Education |



### Unit - II: Aims, Values & Objectives of Teaching Physical Science

1. Aims and objectives of teaching physical science
2. Importance of physical Science in school curriculum

### Unit - III: Science Curriculum

1. Definition of curriculum
2. Principles of curriculum organization
3. Qualities of a good Science text book state & CBSE
4. Critical review of Physical science text book

### Unit - IV: Strategies of teaching Physical Science

1. *Science teaching* - Concepts and meaning of approaches methods, & techniques
2. *Approaches* - Inductive, deductive, & heuristic
3. *Methods* - Lecture, demonstration, lecture cum demonstration, scientific problem-solving, team teaching
4. *Modern techniques of science teaching* - Brain storming, quiz, seminars, discussion, scenario building.

### Unit - V: Instruction Planning

1. Importance & use of teaching aids  
*Visual*: projected aids, slides, film strips, transparencies.  
*Audiovisual*: TV, Radio, Film Projector, Computed (multimedia)  
*Audio*: Radio, Tape recorder  
*Non-projected*: Charts, models
2. Maintenance of register in the lab.
3. Lab work & safety procedures
4. Collection, Improvisation and preservation of apparatus

### Unit - VI: Strengthening Science teaching

1. Science Clubs, Eco-clubs, Museum, and Science Fairs.
2. Role of Govt. & Non Govt. organizations in popularizing Science.

### Unit - VII: Evaluation

1. Concept, Type and importance of Evaluation
2. Tools of Evaluation
3. Construction of unit test.
4. Construction of a Questions bank

### References:

- |                               |                                                   |
|-------------------------------|---------------------------------------------------|
| 1. Sharma R.C.                | : <i>Modern Science Teaching</i>                  |
| 2. Sharma & Sharma            | : <i>Teaching of Science</i>                      |
| 3. Kohli Y.K. & Siddiqui M.N. | : <i>Science Teaching Today &amp; Tomorrow</i>    |
| 4. Viadva N. & Rajput J.S.    | : <i>Reshaping our Schools/ Science Education</i> |
| 5. Jagtap                     | : <i>Science Teaching</i>                         |
| 6. Hakim D.S.                 | : <i>Science Teaching (Marathi)</i>               |
| 7. Rai B.C.                   | : <i>Modern Science Teaching</i>                  |
| 8. Bandula                    | : <i>Science Teaching</i>                         |
| 9. Chanda R.C.                | : <i>Teaching of Science</i>                      |
| 10. Jose S.                   | : <i>Science Teaching as Continuous Enquiry</i>   |
| 11. Rowe M.B.                 | : <i>Teaching Science as Continuous Enquiry</i>   |
| 12. Mandal                    | : <i>Educational Technology</i>                   |





- |                 |                                         |
|-----------------|-----------------------------------------|
| 4. Mohan, Radha | : Innovative Science Teaching           |
| 5. Vaidya, N.   | : Science Teaching for the 21st Century |
| 6. Sood, T.K.   | : New Directions to Science Teaching    |
| 7. Mayal, S.K.  | : Teaching of Physical & Life Science   |
| 8. Pahuja Sudha | : Teaching of Biological Science        |

Distribution of Marks:

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be five long-answer questions, from which the examinees will attempt three carrying 10 marks each and four short-answer questions from which examinees will attempt two, carrying 5 marks each.

3X10=30 & 2X5=10

Total Marks : 40

### MATHEMATICAL SCIENCE

Course 7 a / 7b: Pedagogy of a school subject - part I (1/2) & part II (1/2) [50 Marks]

**Unit- I: Nature of Mathematics**

1. Understanding the nature of Mathematics, specially the role of Axioms, hypothesis, postulates & operations
2. Contribution of any two mathematicians (Aryabhatta, Ramanuja, Euclid, Pythagoras)
3. Importance of Mathematics in life
4. Maths across the curriculum- its relation with other disciplines

**Unit-II:**

1. Aims & Objectives of Mathematics
2. Methods / Techniques of teaching Maths-inductive, deductive, analytic, synthetic, problem solving, lecture cum demonstration, drill, assignments, graded presentation.

**Unit- III:**

1. Special programs & motivational schemes for gifted children
2. Diagnosis causes and remedies of backwardness in mathematics

**Unit- IV: Mathematics Teacher**

1. Qualities and Qualifications
2. Professional growth
3. Difficulties faced by the teachers and suggestive measures to overcome them

**Unit- V: Curriculum and Text Book of Mathematics**

1. Critical study of syllabus of different stages in accordance with the theoretical principles of curriculum construction
2. Organization of content on the basis of topical and concentric approaches.
2. Characteristics of a good text book of Mathematics
4. Evaluation of text books (std V to XII)

**Unit- VI**

1. Mathematics room & its equipments, Maths Laboratory
2. Co-Curricular activities: Games, Quiz, Puzzles, Visits, Talks
3. Organization & importance of Maths club

**Unit- VII: Instructional Material**

Type, Importance, uses with special reference & following visual aids



1. Projected aids - Slides, Transparencies
2. Non-projected - Charts, Models, Boards, Calculators
3. Audio Visual - TV, Video

### Unit- VIII

1. Making a lesson plan and construction of an achievement test in mathematics
2. Designing of some experimental projects in Maths

### Unit IX

1. Popularizing mathematics

### References

- |                        |                                                                 |
|------------------------|-----------------------------------------------------------------|
| 1. Haggarty Lind       | : <i>New Idea of Teacher Education: A Mathematics Framework</i> |
| 2. Mangal S.K.         | : <i>A Text Book on Teaching Mathematics</i>                    |
| 3. Butler & Wren       | : <i>Teaching a Secondary Maths</i>                             |
| 4. Yong                | : <i>Teaching of Mathematics</i>                                |
| 5. Davis               | : <i>Teaching of Maths</i>                                      |
| 6. Sidhu, Kulbir Singh | : <i>The Teaching of Mathematics</i>                            |
| 7. Wider, Sue          | : <i>Learning to Teach Mathematics in School</i>                |
| 8. Kulshrestha, A.K    | : <i>Teaching of Mathematics</i>                                |
| 9. James, Anice        | : <i>Teaching of Mathematics</i>                                |
| 10. Banga, Chaman Lal  | : <i>Teaching of Mathematics</i>                                |
| 11. Shukla, C.S        | : <i>Teaching of Mathematics</i>                                |

### Distribution of Marks

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be five long-answer questions, from which the examinees will attempt three carrying 10 marks each and four short-answer questions from which examinees will attempt two, carrying 5 marks each.

3X10= 30 & 2X5=10

Total Marks : 40

### HOME SCIENCE

Course 7 a / 7b: Pedagogy of a school subject - part I (1/2) & part II (1/2) [50 Marks]

#### Unit -I: Meaning and Scope of Home Science

1. Meaning, nature of Home Science and its place in the secondary school
2. Aims & Objectives of teaching Home Science at Senior Secondary level
3. Importance and Scope of Home Science

#### Unit -II: Methods and Approaches of teaching Home Science

1. Discussion method,
2. Lecture and question and answer method
3. Project method
4. Problem solving method
5. Demonstration method
6. Laboratory method
7. Dramatization and field trips



### Unit -III: Teaching Learning Process in Home Science

1. Teaching of Child Development
2. Teaching of Food, Health and Nutrition
3. Teaching of Textile and Clothing
4. Teaching of Home Management

### Unit- IV: Audio Visual Aids in Teaching Home Science

### Unit- V: Home Science Teacher

1. Qualities of good Home Science Teacher
2. Role of Home Science Teacher

### Unit -VI: Curriculum Contentions

1. Concept, Principles, Basis and Measures
2. Curriculum for Secondary School stage
3. Unit planning - Meaning, Importance, Steps, Advantages

### Unit- VII: Lesson Planning

1. Concept of Planning for Home Science teaching
2. Various steps of Lesson Planning

### Unit- VIII: Evaluation in Home Science teaching

1. Concept of measurement and evaluation
2. Criteria of good evaluation
3. Preparation of blue print in evaluation

### Reference:-

1. Chandra Arvinda : Fundamentals of Teaching Home Science
2. Das, R.R. & Ray Binita : Teaching of Home Science
3. Devdas R.P. : Teaching of Home Science
4. Sukhga S.P. & Mahnotra : गृह विज्ञान
5. Shery S.P. : गृह प्रबंधन व व्यवस्था

### Distribution of Marks:

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be five long-answer questions, from which the examinees will attempt three carrying 10 marks each and four short-answer questions, from which examinees will attempt two, carrying 5 marks each.

3X10= 30 & 2X5=10

Total Marks : 40

### HISTORY METHOD

Course 7 a / 7b: Pedagogy of a school subject - part I (1/2) & part II (1/2) [50 Marks]

### Unit - I: Concept of History

1. Concept of History, Aims and objectives of teaching History, Place and importance of teaching the subject at secondary and higher secondary level of Education.





### Unit- II: Methods

1. Method of teaching- Story telling, Dramatization and Role play, Lecture, Discussion, Sources, Question & Answer, Project, Self Study, Assignments, Supervised study.

### Unit - III: Co-Relation with other subjects

1. Co-relation with other school subjects, Geography, Literature, Philosophy, Science, Economics, Political Science, (Civics)
2. Scientific approach to teaching the subject
  - Concept based teaching
  - Generalization based teaching
  - Maxims of teaching- known to unknown, simple to complex, concrete to abstract

### Unit - IV: Co Curricular Activities

1. Importance and organization of co-curricular activities, clubs, visits, celebration of days of National importance and festivals.
2. Knowing History through Excursion, Museum.
3. History room needs, equipments, maintenance

### Unit - V: Qualities of Teacher

Qualities and qualifications of a good History teacher, Challenges faced by the History teacher in the present day context.

### Unit- VI: Instructional Materials and teaching Aids - Types and Importance

1. Visual- CB, charts, pictures, graph, maps, globes, models, flannel board
2. Auditory - Radio, gramophone, phonograph records
3. Audio Visual - TV. Motion pictures, films,
4. Miscellaneous - Booklets, Newspaper, Magazine, computer assisted instructions.

### Unit- VII: Examination and Evaluation of History

1. Planning of History Lesson
2. Unit Planning

### References:-

1. Gosh, K.D. : *Creative Teaching of History*, Bombay
2. NCERT : *Teaching History in Secondary Schools*.
3. Vajreshwari, R. : *A Handbook of History Teachers*
4. Tyagi, Guru Sharan Das : *इतिहास शिक्षण*
5. Kocher, S.K. : *Teaching of History*
6. Sharma, R.A. : *इतिहास शिक्षण*

### Distribution of Marks:

Internal Assessment	-	10 marks
University Examination	-	40 marks



There shall be five long-answer questions, from which the examinees will attempt three carrying 10 marks each and four short-answer questions, from which examinees will attempt two, carrying 5 marks each.

3X10= 30 & 2X5=10

Total Marks : 40

### CIVICS METHOD

Course 7 a/ 7b: Pedagogy of a school subject - part I (1/2) & part II (1/2) [50 Marks]

- Unit -I : Meaning and Scope of Civics / Political Science
- Unit - II : Aims & Objectives of teaching Civics at Various stages of Education
- Unit - III : Relation of Civics with other Social Sciences
- Unit - IV : Curriculum of Civics in School, Meaning, Definition, principles, Curriculum Principle of selection and organization of curriculum
- Unit - V : Methods of teaching : Unit Method, Source Method, Discussion Method, Problem Method, Project Method, Socialized Recitation Method
- Unit - VI : Audio Visual Aids in Civics
- Unit - VII : Civics Room, Museum and club
- Unit - VIII : Textbook and Reference books in Civics
- Unit - IX : Civics Teacher
- Unit - X : Examination & Evaluation in Civics
- Unit - XI : Practical Activities in Civics (Youth parliament, UNO etc.)
- Unit - XII : Planning of Civics lesson
- Unit - XIII : Concept of citizenship and its important on present day social order

### References

1. R. Tripathi & K. Tripathi : Teaching of Civics
2. Rai B.C. : Methods of Teaching Civics
3. N. R. Saxena , B.K. Mishra  
P. K. Mohanty : Teaching of Civics
4. J. S. Walia : Teaching of Social Studies
5. Kochar S.K. : Teaching Social Studies
6. Saxena N.R. : Teaching of Civics
7. Yadav Nirmal : Teaching of Civics & Political Science
8. Binning & Binning : Teaching of Social Studies
9. Mital H.C. : Teaching of Social Studies
10. Tyagi G. : नागरिक शास्त्र का शिक्षण
11. Kshetriay K. : नागरिक शास्त्र शिक्षण
12. Singh Rampal : नागरिक शास्त्र शिक्षण
13. Sharma B.L. : सामाजिक विज्ञान शिक्षा
14. Agarwal N.N. : Teaching of Political Science
15. Buch H.B. : Improving Instruction in Civics
16. Sufia Maharotra : नागरिक शास्त्र का शिक्षण
17. White F.M. : Teaching of Modern Civics
18. Mouley & Rajput : नागरिक शास्त्र शिक्षण

### Distribution of Marks:

Internal Assessment	-	10 marks
University Examination	-	40 marks

*[Signature]*



There shall be five long-answer questions, from which the examinees will attempt three carrying 10 marks each and four short-answer questions, from which examinees will attempt two, carrying 5 marks each.

3X10= 30 & 2X5=10

Total Marks : 40

### ECONOMICS METHOD

Course 7 a / 7b: Pedagogy of a school subject - part I (1/2) & part II (1/2) [50 Marks]

#### Unit - I: Economics and its Aims

1. Nature, Scope, Importance of Economics, Aims & Objectives of teaching at secondary and higher secondary level.
2. Co relation of Economics with Mathematics, History, Geography, Science and Language

#### Unit- II: Approaches to teaching Economics Methods (Importance, procedure, advantage and limitations)

1. Lecture cum discussion method
2. Project method
3. Problem solving method
4. Symposium
5. Self Learning
6. Dramatization

#### Unit - III: Pedagogical Analysis (in relation to core elements given in NPE 1986)

1. Unit Analysis
2. Instructional Objectives and procedure
3. Planning in Economics

#### Unit - IV: Economics Curriculum and its Objectives

1. Meaning of Curriculum
2. Importance of Economics Curriculum at the School: Secondary & Higher Secondary Stage
3. Principles and Organization of Curriculum
4. Innovations in Curriculum

#### Unit -V: Economics Teacher

1. Qualities and qualification
2. Role and responsibility
3. Professional Growth
4. Diagnostic testing and remedial teaching

#### Unit - VI: Facilities and Equipments

1. Instructional material and teaching aids
  - (i) Visual - Chalkboard, chart, pictures, graphs, maps, globes, objects, models, specimens and Flannel board
  - (ii) Auditory - Radio, recorders
  - (iii) Audio Visual - Television, Motion picture, Films
  - (iv) Miscellaneous - Booklets, Newspapers, magazines





- |                      |   |                                       |
|----------------------|---|---------------------------------------|
| A. Santhanam S.      | : | Educational Technology                |
| 6. Balia J. S.       | : | Educational Technology and            |
| 7. Rajaseker S.      | : | Computer Education                    |
| Vanaja M.            | : | Foundation of Educational Technology  |
| 8. Kulsreshitha S.P. | : | Educational Technology and management |
| 9. Sharma R.A.       | : | Educational Technology and management |
| 10. Aggrawal J.C.    | : | Educational Technology and management |

### Distribution of Marks:

Students will be required to prepare at least three projects covering the components in the paper, which will carry 50 marks. The project reports as well as the knowledge of the student shall be assessed jointly by 1 External and 1 Internal examiner.

## Year - 2

### PEDAGOGY OF A SCHOOL SUBJECT

N.B. There will be examination for Course 7b in Second Year.

Course 7b: Pedagogy of a school subject - part II (1/2) [50 Marks]

N.B: Content Test - Class VII to X and XI to XII

(The Institutions will take content test of secondary school syllabus before sending the students for school internship.)

School Internship [150 Marks]

Course 8: Knowledge and curriculum [100 Marks]

#### Unit - I: Curriculum, Aims and objectives

1. What is curriculum, syllabus / Text book?
2. Aim and objective of curriculum.
3. Principles and procedures of curriculum construction.
4. Relationship between curriculum and syllabus.

#### Unit - II: designing of curriculum

1. Role of state and school in designing curriculum with reference to its activities, rules, disciplines and time table.

#### Unit - III: Epistemological bases of education

1. Epistemological bases :- Differences between
  - Knowledge and school
  - Teaching and training
  - Knowledge and information
  - Reason and belief
2. Child centre education - activity, discovery, dialogue with reference to philosophy of Gandhi and Tagore, Dewey and Plato.

#### Unit - IV: Concept of: Nationalism, Universalism, secularism and their interrelationship with education with reference to Tagore and Krishnamurti.



### 2. Computer assisted instructions

#### Unit - VII: Examination & Evaluation in Economics

#### REFERENCES

1. Rai B.C. : Method: Teaching of Economics
2. Sharma K. : Teaching of Economics
3. Siddiqui : Teaching of Economics
4. Yadav A. : Teaching of Economics
5. Aggrawal J.C. : Teaching of Economics: A practical Approach
6. राय जी. कानेश : अर्थशास्त्र शिक्षण
7. सिंह रामपाल एवं कुमार वर्मा : अर्थशास्त्र शिक्षण
8. त्वागी गुरुलालदास : अर्थशास्त्र शिक्षण
9. राय जी. कानेश : अर्थशास्त्र शिक्षण
10. मल्लिक जी. एस. : अर्थशास्त्र शिक्षण
11. गुप्ता रंजु : अर्थशास्त्र शिक्षण

#### Distribution of Marks:

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be five long-answer questions, from which the-examinees-will attempt three carrying 10 marks each and four short-answer questions, from which examinees will attempt two, carrying 5 marks each.

3X10= 30 & 2X5=10

Total Marks : 40

#### GEOGRAPHY METHOD

#### Course 7 a/7b: Pedagogy of a school subject - part I (1/2) & part II (1/2) [50 Marks]

##### Unit - I: Nature and Scope of Geography

1. Unique position of Geography among social sciences
2. Geography as a bridge between arts and science

##### Unit - II: Aims & Objectives of Geography as a means to:-

1. Understand the life of Man and his environment
2. Develop a balance understanding of the people of the world
3. Create awareness of relationship between resources and over population

##### Unit - III: Concept of Geography

1. Geography in the description of the earth
2. Study of landscape- physical and cultural
3. Science of distribution on earth
4. Study of the earth as the home of man and the interaction between man and his environment

##### Unit - IV: Planning the Geography Curriculum, Its importance, Basic principles and techniques of curriculum construction for different levels

##### Unit - V: Correlation of Geography with other subjects



Unit - VI: Local Geography: Its meaning, significance and usefulness

Unit - VII: Method of teaching Geography

1. Story telling, Text book, Observation & direct, Laboratory, Regional & Comparative Project, Discussion method
2. Lesson planning in Geography teaching

Unit - VIII: Geography Teacher

Unit - IX: Teaching Aids: Kinds importance, Chalk Board, Globes, Maps, Atlas, Charts, Models, Pictures, Projected Aids

Unit - X: Methodology: Instruments and Sample Survey, Instruments: types, and uses

Unit - XI: Geography Room: Laboratory, Geography Museum, Excursion - their importance & Equipment

Unit - XII: Environment Pollution: A Geographical Problem

Unit - XIII: The importance of Audio- Visual in Geography

Unit - XIV: Examination, Evaluation and Measurements in teaching Geography

### References:

- |                              |                                 |
|------------------------------|---------------------------------|
| 1. R. P. Singh               | : Teaching of Geography         |
| 2. J. P. Verma               | : Teaching of Geography         |
| 3. J. C. Bhattacharya        | : भूगोल अध्यापन                 |
| 4. R. Tripathi               | : भूगोल शिक्षण                  |
| 5. Sanjay Dutta & O. P. Garg | : Teaching of Geography         |
| 6. Ram Bachhan Rao           | : भूगोल शिक्षण में नवी आविष्कार |
| 7. Yadav Siyaram             | : भूगोल शिक्षण                  |
| 8. Singh Sawindra            | : भूगोल शिक्षण                  |
| 9. Singh sachidananda        | : भूगोल शिक्षण                  |
| 10. Pandey Ratishakal        | : Geography Teaching            |
| 11. Yadav Hiralal            | : Teaching of Geography         |
| 12. Singh Sabindra           | : Teaching of Geography         |

### Distribution of Marks:

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be five long-answer questions, from which the examinees will attempt three carrying 10 marks each and four short-answer questions, from which examinees will attempt two, carrying 5 marks each.

3X10= 30 & 2X5=10

Total Marks : 40

### COMMERCE METHOD

Course 7 a/7b: Pedagogy of a school subject - part I (1/2) & part II (1/2) [50 Marks]

Unit- I: Concept of commerce

1. Meaning need and scope of Commerce
2. Importance of the subject
3. Aims and objectives of teaching at Secondary and Higher Secondary Level

*[Signature]*





4. Co-relation with other subjects like Business Maths, Economics, Geography, Book Keeping, Science, language

### Unit- II: Planning

1. lesson planning, unit planning, annual planning with objectives, procedures and evaluation.

### Unit- III: Method of Teaching

1. Expository based- Lecture, debate, discussion, story telling
2. Discovery based- Experimental, inquiry, problem solving
3. Activity based - Simulation/ gaming, survey, case study, project
4. Individualized Instructive based- Computer assisted instruction modular, Mastery learning, Dalton plan
5. Group Dynamics based- Seminars, conference, panel discussion, symposium

### Unit- IV: Text book in commerce

1. Characteristics, importance of text books
2. Criteria for their selection

### Unit- V: Commerce Teacher

1. Qualification and training, qualities
2. Roles and responsibilities
3. Professional growth

### Unit VI: Co-curricular activities -

Objectives, Importance, principles of organization

### Practical visits/assignment:

Stock exchange, Bank, Insurance Company, department store, mall, Account/ Commerce Club and its activities.

### References

- |                     |                                                      |
|---------------------|------------------------------------------------------|
| 1. Khan Maha Sharif | : The Teaching of Commerce                           |
| 2. Singh M.N.       | : Methods and Technique of Teaching Commerce Subject |
| 3. Rao Seema        | : Teaching of Commerce                               |
| 4. Dr. Singh R.P.   | : Teaching of Commerce                               |
| 5. डॉ. कुमार मुनेश  | : वाणिज्य शिक्षण                                     |
| 6. शर्मा बी. एल.    | : वाणिज्य शिक्षण                                     |
| 7. विमल अग्रि       | : वाणिज्य शिक्षण                                     |
| 8. परतप हंसराज      | : वाणिज्य शिक्षण                                     |
| 9. Toher Sanjiv     | : Teaching of Commerce                               |
| 10. Gupta Renu      | : Teaching of Commerce                               |
| 11. Aggrawal J.C.   | : Teaching of Commerce                               |

### Distribution of Marks:

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be five long-answer questions, from which the examinees will attempt three carrying 10 marks each and four short-answer questions, from which examinees will attempt two, carrying 5 marks each.

3X10= 30 & 2X5=10

Total Marks : 40



*Note: Micro Teaching, Demonstration, Simulation classes will be organized according to convenience of the institution concerned.*

**Course EPC 1: Reading and Reflecting on Texts: [50 Marks]**

- (a) The role of language and the pedagogy of reading and writing.
- (b) The aims of the readings interactively – individually and in small groups.
- (c) Different types of readings skills and strategies : Narrative texts, Field Notes, Ethnographies
- (d) Expository texts: Learn to make prediction, check their prediction, answer questions and summarize them, Responding to a text with one's own opinions or writing within the context of others' ideas.

**Possibilities of Practical work:**

- Read and respond to a variety of texts in their own ways (creative or critical)
- Learn to think together depending on the text and purpose of reading.

**Important:** (Students will prepare project reports and files)

**Reference:**

- |                          |                                                                                   |
|--------------------------|-----------------------------------------------------------------------------------|
| 1. Agnihotri, R. K       | : Multilingualism as a classroom recourse                                         |
| 2. Anderson, R. C (1984) | : Role of the reader's schema in comprehension, Learning & memory                 |
| 3. Delpit, L. D. (2012)  | : The silenced dialogue: Power and pedagogy in educating other people's children. |
| 4. Dr. Arya Sharma       | : Teaching of English                                                             |

**N.B.** - Visit to e. Book Library (electronic library) & website

**Distribution of Marks:**

Students will be required to prepare at least three projects covering the components in the paper, which will carry 50 marks. The project reports as well as the knowledge of the student shall be assessed jointly by 1 External and 1 Internal examiner.

**Course EPC2: Drama and art in education (1/2) [50 Marks]**

1. Aims and Objectives of teaching art and drama in schools
2. Place of Art in school education - child art, its characteristic.
3. The Art Teacher: Role, Areas of activities viz. Environment, Participation in life, visit to the place of Art.
4. Methods of teaching art/ drama
5. Activities related to Drama / Art.
  - Organization of School exhibition
  - Art exhibition with different articles and waste materials
  - One act play, Role play and cultural show



Preparation of teaching aids, articles of decoration

Important: (Students will prepare projects reports and files)

### References

- |                                           |                                                        |
|-------------------------------------------|--------------------------------------------------------|
| 1. Armstrong, M. (1980)                   | : The practice of art and the growth of understanding. |
| 2. Davis, J. H (2008)                     | : Why are schools need the arts.                       |
| 3. Heathcote, D. & Bolton, G. (1995)      | : Drama for learning                                   |
| 4. John, B. Yogin, C. & Chawla, R. (2007) | : Playing for real: Using drama in the Classroom       |
| 5. Prasad, D. (1998)                      | : Art as the basis of education.                       |

N.B. - Visit to e. Book Library (electronic library) & website

### Distribution of Marks:

Students will be required to prepare at least three projects covering the components in the paper, which will carry 50 marks. The project reports as well as the knowledge of the student shall be assessed jointly by 1 External and 1 Internal examiner.

Course: EPC 3 : Critical Understanding of ICT (I/2) (50 Marks)

Unit - I: (a) Concept of ICT or ICT in Education: Definition, Its Nature, Aims and Objectives and Importance of ICT.  
(b) Educational Technology and ICT.

### Unit - II: Teaching Learning materials

- a) Audio materials, visual and audio visual materials.
- b) Project and non Project materials.
- c) Computer, E - mail, Internet.

Unit - III: Emerging communication; communication satellite, Teleconferencing, Interactive Broadcasting, Language Lab mobile service.

Unit - IV: (a) Computer in Teaching learning  
(b) Computer in Evaluation  
(c) Computer in Educational Administration

Practical: (Each student will prepare at least one Power Point Presentation and computerized assignment.)

Important: (Students will prepare project reports and files)

### References:

- |                            |                                                |
|----------------------------|------------------------------------------------|
| 1. Mohanty J.              | : Educational Technology & Communication Media |
| 2. Mohanty J.              | : Educational Technology                       |
| 3. Kulkarni S.S.           | : Introduction to Educational Technology       |
| 4. Kumar K.L.              | : Educational Technology                       |
| 5. Sampath K. Pannirselvam | : Introduction to Educational Technology       |





- A. Santhunam S.  
6. Balia J. S.  
7. Rajaseker S.  
Vanaja M.  
8. Kulsreshitha S.P.  
9. Sharma R.A.  
10. Aggrawal J.C.
- : Educational Technology  
: Educational Technology and  
: Computer Education  
: Foundation of Educational Technology  
: Educational Technology and management  
: Educational Technology and management

### Distribution of Marks

Students will be required to prepare at least three projects covering the components in the paper, which will carry 50 marks. The project reports as well as the knowledge of the student shall be assessed jointly by 1 External and 1 Internal examiner.

## Year - 2

### PEDAGOGY OF A SCHOOL SUBJECT

N.B. There will be examination for Course 7b in Second Year.

Course 7b: Pedagogy of a school subject - part II (1/2) [50 Marks]

N.B: Content Test - Class VII to X and XI to XII

(The Institutions will take content test of secondary school syllabus before sending the students for school internship.)

School Internship [150 Marks]

Course 8: Knowledge and curriculum [100 Marks]

#### Unit - I: Curriculum, Aims and objectives

1. What is curriculum, syllabus / Text book?
2. Aim and objective of curriculum.
3. Principles and procedures of curriculum construction.
4. Relationship between curriculum and syllabus.

#### Unit - II: designing of curriculum

1. Role of state and school in designing curriculum with reference to its activities, rules, disciplines and time table.

#### Unit - III: Epistemological bases of education

1. Epistemological bases:- Differences between
  - Knowledge and school
  - Teaching and training
  - Knowledge and information
  - Reason and belief
2. Child centre education - activity, discovery, dialogue with reference to philosophy of Gandhi and Tagore, Dewey and Plato.

Unit - IV: Concept of: Nationalism, Universalism, secularism and their interrelationship with education with reference to Tagore and Krishnamurti.



- Unit - VI: Philosophical Basis of Education Indian and Western thinkers.  
Indian thinkers :- Gandhi, Tagore, Vivekananda, Aurobindo  
Western thinkers :- Rousseau, Froebel, Pestalozzi, John Dewey
- Unit - VII: Social bases of education
1. Social bases of education in the context of society, culture and modernity.
  2. Historical changes introduced by Industrialization, Democracy, ideas of Individual Autonomy.
  3. Education in relation to modern values :-
    - Equity and equality
    - Individual opportunity and social justice and dignity with reference to Ambedkar.

### References

1. Deng, Z (2013) : *School subjects and academic disciplines*
2. A. Luke, A. Woods, & K. Weir : *Curriculum, syllabus design & equity*
3. Curriculum Development : *S. Arulsamy*
4. Great Educators : *Ram Babu Gupta*
5. Ideas and Great Western Educators : *Chanda and Chaula*
6. Apple, M. W. (2008) : *Can schooling contribute to a more just Society? Education citizenship and social justice*
7. Apple, M. W., Beane, J. A (2006) : *Democratic schools : Lessons in powerful education*
8. Education in emerging Indian social : *Dr. J.S. Walia*
9. Education in emerging Indian social : *Dr. g. Singaramulu*
10. Foundations and Development of Education in Emerging Indian Society.: *N.R. Swaroop Saxena, Dr. Hari Shankar Singh (2013)*
11. Curriculum Development : *Dr. S. Arulsamy*
12. Education in emerging India : *S. Gupta*
13. On Education for teacher educators : *Padma Satapopachari*

N.B. - Visit to e. Book Library (electronic library) & website

### Distribution of Marks:

Internal Assessment - 20 marks

University Examination - 80 marks

There shall be eight questions from which the examinees will attempt five. Each question will carry equal marks. 5X16 = 80

Course 9: Assessment for learning [100 Marks]

- Unit - I: Significance of Evaluation in Teaching Learning Process
1. Definition and meaning of evaluation, differences among measurement, assessment and evaluation.
  2. Scales of measurement: nominal scale, ordinal scale, interval scale and ratio scale



3. Approaches of evaluation: Formative and summative, criterion Referenced and Norm Referenced Evaluation, Internal and External Evaluation.
  4. Instructional Objectives and their specification in behavior terms.
  5. Bloom's and Anderson's taxonomy of educational objectives in cognitive, affective and psychomotor domain.
- Unit - II: Techniques and Tools of Evaluation**
1. Meaning of testing and interpretation of test results
  2. Techniques of Evaluation Self - Reporting, Observation, Peer Rating and Sociogram
  3. Tools of testing - Rating Scales, Inventories, Anecdotal Record, Interview Schedules and Cumulative Record Cards.
- Unit - III: Learner Evaluation Process**
1. Construction of Teacher Made Achievement Test - Design, Blue Print, Preparing the Question Paper and Marking Scheme, Steps in Standardizing and Achievement Test
  2. Different types of questions
- Unit - IV: Statistics: Interpretation and Significance**
1. Concept and types of statistics
  2. Utility of statistics in teaching - learning process
- Unit - V: Tabulation of data its graphical representation**
1. Classification and tabulation of un - grouped and grouped data
  2. Graphical representation of data: Histogram, Frequency polygon, Cumulative frequency curve, Pie chart and Ogive.
  3. Applications of various graphical representations of data
- Unit - VI: Measures of Central Tendency**
1. Mean, Median and Mode: Correlation co efficient their nature and characteristics
  2. Methods of calculation and their application to test scores
- Unit - VII: Measures of Dispersion**
1. Range, Quartiles Deviation, Mean Deviation and Standard Deviation Nature and Significance
  2. Methods of calculation and their application to test graphical
- Unit - VIII: Measures of Relative Position**
1. Percentiles and Quartiles - nature and significance
  2. Methods of calculation - statistical and graphical

### References

1. Axon A, & Axon E.N. : *Statistics for Psychology*
2. Asthana B. : *Measurement and Evaluation in Psychology and Education*
3. Bhatnagar A B & Bhatnagar M : *मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन*
4. Dash B. N. & Dash N : *Educational Measurement, Statistics and Guidance Services*
5. Garrett H.E. : *Statistics in Psychology and Education*
6. Guilford J.C. & Fruchter B. : *Fundamental Statistics in*





7. Gupta S.P.	Psychology and Evaluation : शिक्षा तथा मनोविज्ञान में अधुनिक मापन तथा मूल्यांकन
8. Lal J.P. (2006)	: Educational Measurement and Evaluation
9. Linn R.L. & Miller M.D.	: Measurement and Assessment in Teaching
10. Sharma R.A.	: मापन एवं मूल्यांकन
11. Sharma R.A.	: Essentials of Measurement in Education and Psychology
12. Sharma R.A.	: Elementary Statistics in Education and Psychology
13. Sharma R.A.	: Advanced Statistics in Education and Psychology
14. Sharma T.R. & Bhargava V.	: Elementary Statistics in Education and Psychology
15. Singh L.S.	: मापन मूल्यांकन एवं सांख्यिकी
16. Smith D.	: Measurement and Evaluation in Secondary Schools
17. Thorndike R.L. & Nagen H.	: Measurement and Evaluation in Psychology and Education
18. Vashist S.R.	: Practice and Educational Evaluation
19. Vashist S.R.	: Theory of Education Measurement
20. Varma R.P.	: शैक्षिक मूल्यांकन
<b>Distribution of Marks:</b>	
Internal Assessment	20 marks
University Examination	80 marks
There shall be eight questions out of which the examinees will attempt any five. Each question will carry equal marks.	
5X16 = 80	
<b>Course: 10</b>	<b>Creating an Inclusive School (1/2)</b> [50 Marks]
<b>Unit - I: Meaning, Nature and scope of Inclusive education</b>	
1. Meaning and scope of Inclusive Education / Special education.	
2. Inclusive education in different perspectives:-	
<ul style="list-style-type: none"> <li>Historical perspective</li> <li>Meaning of normality</li> <li>Meaning of 'exceptionality'</li> </ul>	
<ul style="list-style-type: none"> <li>Quantitative Concept</li> <li>Qualitative Concept</li> <li>Statistical Concept</li> <li>Medical Concept</li> </ul>	
3. Aims/ Objectives of creating an inclusive school.	
4. Definition of "disability" and "Inclusive" within the education framework (NPE 1986, UNESCO 1989, RTE Act 2009)	
5. Need and importance of Inclusive education.	
<b>Unit - II: Learning Disabilities and Educational Adaptation</b>	
1. Historical background and definitions of learning disabilities.	



2. Characteristics of learning disabled children-
    - Cognitive
    - Educational
    - Physical
    - Behavioral
    - Communication
  3. Types of learning disabilities
  4. Teaching of learning disabilities.
  5. Treatment of learning disabilities:-
    - Behaviour guidance method
    - Cognitive behaviour modification
  6. Adaptation teaching methods:-
    - Improving basic skills
    - Improving classroom behaviour
    - Improving social behavior
- Unit - III: Instruction and Assessment Procedure
1. Components of effective Instruction
  2. Individualized education programs
  3. Special teaching method
  4. Special Instructional adaptation
  5. Special procedure in special education
  6. Techniques of assessment in special education
  7. Behavior assessment in special education

#### References:

1. Educating exceptional children.  
An Introduction to special education. : S. K.Mangal
2. Foundation of educational Psychology : Walla J.S.
3. Special Education. : M.S. Ansari (2008)
4. Booth, T. & Anisow, M., (2000) : Index for inclusion: Developing learning & participation in schools.
5. UNESCO, (2009) : Policy guidelines on inclusion in education

N.B. - Visit to e. Book Library (electronic library) & website.

#### Distribution of Marks:

Internal Assessment - 10 marks  
University Examination - 40 marks

There shall be six questions from which the examinees will attempt only four. Each question will carry equal marks. 4X10= 40



### Course II: Optional Courses \* (1/2)

Vocational/ Work Education:

[50 Marks]

#### GARDENING

##### Unit - I: Gardening

1. Concept, need and importance of Work Experience with special emphasis on Gardening
2. Objectives of teaching Gardening in schools
3. Method of teaching
4. Evaluating Student work

##### Unit- II: Materials and Tools

1. Seeds, cutting and grasses: types, uses and resources
2. Pots, types, uses and resources
3. Manure & Fertilizers: types, sources and importance
4. Tools & Equipments - Sources, function and uses

##### Unit- III: Content Enrichment

1. Soil classification texture and structure
2. Methods of preparation:
  - (a) Sexual and Vegetative
  - (b) Cutting, lying, grafting and budding
  - (c) Ornamental Gardening -
    - (i) Ornamental Plants: types and their classification
    - (ii) Techniques of growing vegetables
  - (d) Kitchen Gardening
    - (i) Vegetables: Types, (seasonal & perennial)
    - (ii) Techniques of growing vegetables

##### Practical Work

1. Preparing the compost
2. Pot Culture - Filling and preparing pots for sowing seeds and plants
3. Plant propagation- stem cutting, budding, grafting, and laying
4. Planting and pruning different kinds of hedges
5. Preparing Bonsai of common plants like Peepal, Bargad, Pilkhan, Bougainvillea, Mango
6. Project collecting and pasting pictures of common flowering plants, their sowing techniques and seasons of flower.

##### References:

- |                          |                                     |
|--------------------------|-------------------------------------|
| 1. Swaminiger Gopal K.S. | : Complete Gardening in India       |
| 2. Parthasarthy ICAR     | : Handbook of Agriculture           |
| 3. Upadhyaya K.D.        | : "Plant" Protection (Insect, Pest) |
| 4. Srivastava K.P.       | : A Textbook of Applied Entomology  |
| 5. Fisher Sue            | : Garden Colour                     |
| 6. Trivedi P.P.          | : Home Gardening                    |
| 7. Pavey A. Graham       | : Flower Gardens                    |
| 8. Pavey A. Graham       | : Container Gardens                 |

##### Distribution of Marks:

Internal Assessment	- 10 marks (to be awarded on Practical Note Book)
University Examination (Practical)	- 40 marks

Note: Practical examination shall be conducted and evaluated jointly by one External & one Internal Examiner.





Vocational/ Work Education:

[50 Marks]

### BASICS OF COMPUTER

#### Unit - I: Fundamentals of Computers

1. Introduction, Characteristics of Computers
2. Essential Components of Computer
  - ☐ Input Unit
  - ☐ Central Processing Unit
  - ☐ Output Devices
3. Types of Memory, Storage devices
4. Computer Languages (Assembly, Machine, High Level)
5. Uses & Applications of Computer

#### Unit - II: Introduction to Operating system

1. Components & Types of Operating system
2. Basics of MS Windows
3. Components of Windows
4. Advantages of Windows

#### Unit - III: Introduction to MS-Office

1. Microsoft Word
  - ☐ Introduction, Components of Word documents, Basics of Word Processing,
  - ☐ saving/ Opening new Documents/ Files in different locations (Drives)
  - ☐ Text Editing, Spell check, Insert pictures, word Art,
  - ☐ Text printing, Mail merge
2. Microsoft Excel,
  - ☐ Introduction, components of excel,
  - ☐ Enter & edit data in Excel Work sheet,
  - ☐ Statistical application,
  - ☐ Function,
  - ☐ Graphical representation, How to create/ draw graphs
  - ☐ Standard statistical function,
3. Microsoft Power Point
  - ☐ Introduction, application,
  - ☐ Creating & viewing a presentation
  - ☐ Clip Art,
  - ☐ Editing the presentation
  - ☐ Slide Show

#### Unit - IV: Introduction to Internet & E-mail

1. Internet, History & working, Characteristic of Internet,
2. Electronic Mail
3. Browsing Internet
4. World Wide Web (WWW)
5. Advantage of Internet
6. Educational Websites



### PRACTICAL

#### MS-Windows

- ☐ Creating folder, opening, moving, and searching files and folders.
- ☐ Use of accessories: - Calculator, Notepad, Paint, WordPad

#### MS-Word

- ☐ Opening new document, saving, closing, opening the old document, Exit word.
- ☐ Selecting text with mouse and key, copy, cut, paste, find and replace, delete text, check spelling & grammar, Bold, Italic, underline text, font size, color, & effect.
- ☐ Changing case, text alignment & orientation, setting border & shading, bullets & numbering, header & footer,
- ☐ Inserting graphics, word art, pictures, clip art, tables, mail merge,
- ☐ Printing.

#### MS - Power Point

- ☐ Creating presentation, entering contents in slide, p.p views
- ☐ Insert, delete and duplicate slide,
- ☐ Apply designs, change color scheme, slide background, color, font size, header & footer.
- ☐ Animations and transitions, setting timings for slide show, rehearsing time, add transition, animate text & object, insert music or sound, insert video.

#### MS - EXCEL

- ☐ Writing in a worksheet, save unnamed workbook, exit.
- ☐ Opening existing workbook, selecting cells, changing and editing worksheet content, moving, copying, deleting ranges.
- ☐ Changing column width, font size, color, bold, italic, underline. Formatting numeric content, date & time, applying border and shading. Inserting & removing sheet, insert cells, rows, columns, charts.
- ☐ Function: sum, count, average, max, Min, sort.

#### INTERNET

- ☐ E-mail: create e-mail Account.
- ☐ Sending, message, attaching files,
- ☐ Receiving & replying, deleting, forwarding, message,
- ☐ Use of search engines: downloading information

#### References:

- |    |                        |   |                           |
|----|------------------------|---|---------------------------|
| 1. | Rajaraman V            | : | Fundamentals of Computers |
| 2. | Ram V.                 | : | Fundamentals of Computers |
| 3. | Balaguruswami B.       | : | Fundamentals of Computers |
| 4. | Rajshekhar S.          | : | Computer Education        |
| 5. | Dangwal Kiranlata      | : | Computer in Teaching      |
| 6. | Goyal H.K              | : | कम्प्यूटर शिक्षा          |
| 7. | Upadhaya A. & Singh N. | : | कम्प्यूटर शिक्षा          |
| 8. | Singhal V.K. (ed.)     | : | विभिन्न कम्प्यूटर शोध     |



### Distribution of Marks:

Internal Assessment	-	10 marks (to be awarded on Practical Note Book)
University Examination (Practical)	-	40 marks

Note: Practical examination shall be conducted and evaluated jointly by one External & one Internal Examiner.

Vocational/ Work Education:

[50 Marks]

### FINE ARTS

#### Content

1. Definition of Arts.
2. Aims and Objectives of teaching art and craft in schools
3. A Brief History of Indian Art : Pre- historic period to -Modern Indian Art
4. A Brief History of Western Art : Pre- historic period to Modern times
5. The Art Teacher - role, areas of activities, viz. Environment, participation in life, excursion of the place of Art
6. Technique of Drawing & Painting - Color Theory
7. Theory of Perspective
8. Aesthetics

#### Practical

1. Drawing from Nature - Tree, Flower, Landscape
2. Two Dimensional Design - Poster making, Collage, Illustration
3. Three Dimensional Design - Clay, Wood, Wax, Thread etc.
4. Calligraphy - Hindi & English
5. Figure drawing - Human & Animals
6. Man Made Objects - (E.g. Building, Furniture, Vehicle, commonly used objects).

#### References:

1. Sinha Gayatri : Art and Visual Culture in India 1857 - 2007
2. Chaitanya Krishna : A History of Indian Painting

### Distribution of Marks:

Internal Assessment	-	10 marks (to be awarded on Practical Note Book)
University Examination (Practical)	-	40 marks

Note: Practical examination shall be conducted and evaluated jointly by one External & one Internal Examiner.

Vocational/ Work Education:

[50 Marks]

### TAILORING

#### Unit 1: Textile and clothing

- History of textile and clothing
- Characteristics, Importance of textile and clothing
- Classification of textile and clothing
- Textile clothing of the body



- The Laundry of the clothing
- Unit 2: History of Sewing Machine
- Types of Sewing Machine
- Parts and Tools of Sewing Machine
- Machine faults and their remedies
- Pattern making and cutting
- Precautions in drafting and sewing
- Maintenance of sewing machine

### Practical Work:

- Embroidery Work
- Drafting and Stitching
- Baby Frock
- Baby shirt and Pant
- Blouse and Petticoat
- Salwar and Kurta

### References:

1. बालीय शशीय कर्णव प्रिबंका : मिलवई कदाई रिगल
2. प्रकाशवती : होम टेल्सिंग कोर्स
3. ईन एल. आर. : कटिंग एण्ड टेल्सिंग - पार्ट 1
4. एनका जी. एल. : टेल्सिंग - कटिंग एण्ड फील्ड रिजल्टिंग
5. Verma Gayatri & Deo Kapil : Cutting and Tailoring Course Illustrated

### Distribution of Marks:

Internal Assessment	-	10 marks (to be awarded on Practical Note Book)
University Examination (Practical)	-	40 marks

Note: Practical examination shall be conducted and evaluated jointly by one External & one Internal Examiner

### Course EPC4: Understanding the self

(50 Marks)

- Unit - I: Holistic and integrated understanding of human self and personality:
  - WHO AM I ?
  - Individual in society with different Identities: Gender, relational, cultural.
  - Beliefs: Stereotypes and prejudices
  - Relationship with self, others, family, society
  - "I" - A teacher. Who a teacher is? Role of a teacher, Qualities and Functions.
  - Communication skills including the ability to listen and observe.
- Unit - II: Personality development
  - Self exploration: Knowing ones strengths and weaknesses, Positive strokes and negative strokes etc.
  - Spiritual/ Character Development
  - Self - Esteem





- Emotions:
  - The Power of Emotions in Human Behavior
  - Understanding of the Emotions
  - Growth toward Emotional Maturity
  - Stages of Emotional Growth

**Unit - III: Philosophy of yoga**

- Meaning of Yoga
- Yoga as a way to Healthy and Integrated Living
- Characteristics of the practitioners of Yoga
- Utility of yoga in different contexts. (Exercise : Meditation, Pranayam)

*The course shall focus on the following exercises:*

- Revisiting one's childhood experiences - influences, Limitations and potentials - while empathizing with other childhoods, and also the childhood experiences of one's peers.
- Personal narratives, Life stories, Group interaction and film reviews.

**Workshops:** The institutions can invite resource persons according to their convenient.

**Possibilities:** Johari Window, Transactional analysis, Communication Skills, Enneagram and Stress Management etc.

**N.B:** Methodologies: Interactive sessions & Exercises. Students will prepare Personal diary.

**Important:** (Students will prepare some project reports and files)

**References:**

- |                                         |                                         |
|-----------------------------------------|-----------------------------------------|
| 1. Hall, C., & Hall, E. (2003)          | : Human relations in education          |
| 2. Choubey, M., et.al                   | : Fundamentals of Physical Education    |
| 3. Qureshi M.U.                         | : Modern Teaching of Physical Education |
| 4. Dr. Mrunalini, T.,                   | : Yoga Education                        |
| 5. Rohr, Richard, et.al                 | : Experiencing the Enneagram            |
| 6. Kegan Robert                         | : The Evolving Self                     |
| 7. Dalal A.S                            | : Psychology Mental Health and Yoga     |
| 8. Lawrence E. Cole & William F. Brouce | : Educational Psychology                |
| 9. Patricia H. Berne & Louis M. Savary  | : Building Self Esteem in children      |
| 10. Goleman Daniel                      | : Emotional Intelligence                |
| 11. Dr. Mrunalini T.                    | : Yoga Education                        |
| 12. Baed Rajesh Kumar                   | : Yoga Education and Physical Education |

**Distribution of Marks:**

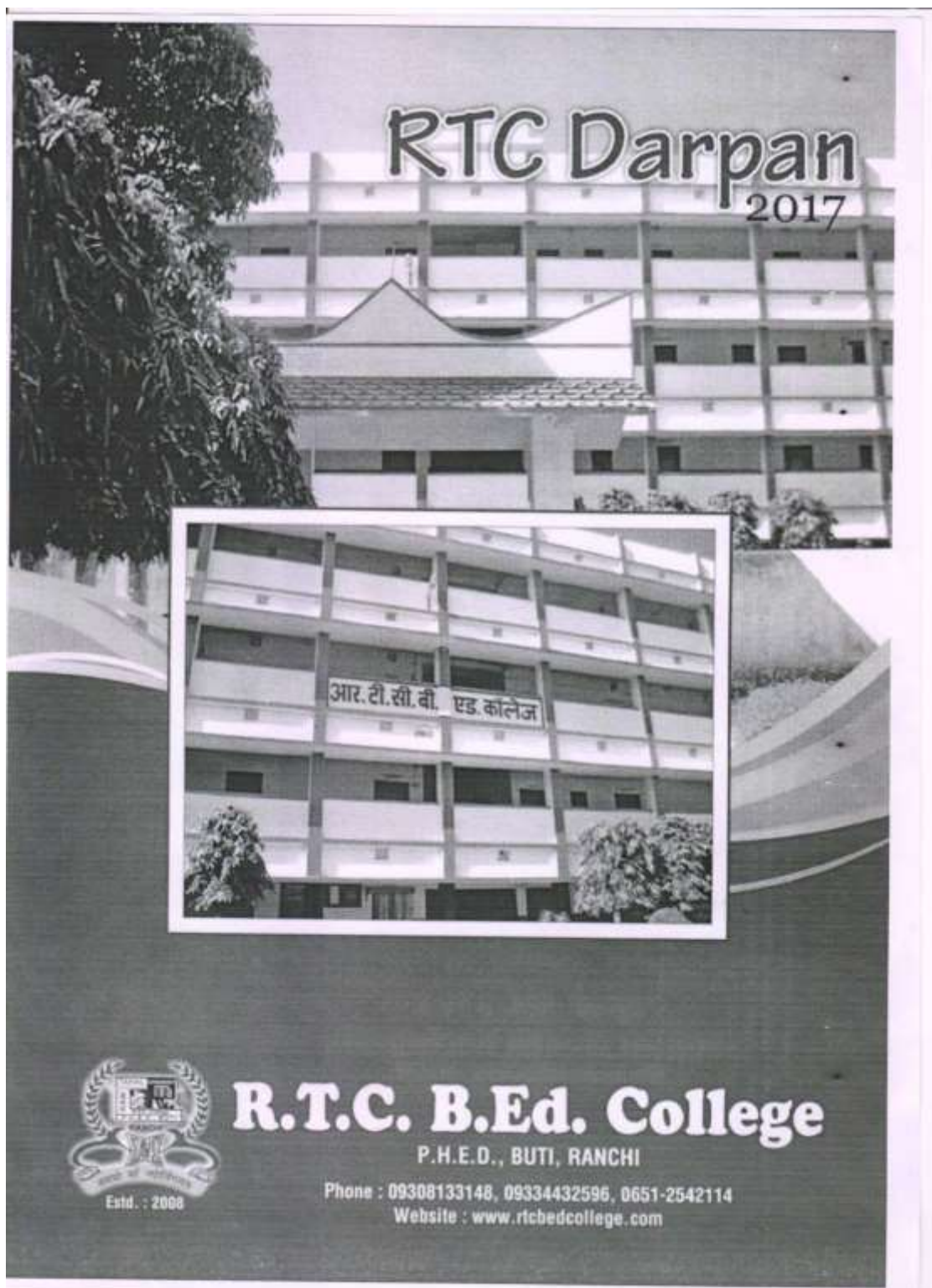
Students will be required to prepare at least three projects covering the components in the paper, which will carry 50 marks. The project reports as well as the knowledge of the student shall be assessed jointly by 1 External and 1 Internal examiner.



# R.T.C B.Ed. COLLEGE

P.H.ED. BUTI, RANCHI, JHARKHAND

Self Appraisal Report  
for Teachers Education







# *Prospectus for B.Ed.*



### From the Principal's Desk

R.T.C. B.Ed. College is one of the pioneer teacher training institutions of Ranchi, Jharkhand. Founded in 2008, it has emerged as a centre of excellence for the development of innovative techniques and skills in teaching training. The college offers two different teacher training courses one at primary (D.El.Ed.) and the other at secondary (B.Ed.) level.

Today teacher education means much more than merely acquiring knowledge about teaching skills. It is building character with commitment for the teaching profession. It is empowering trainees with good leadership qualities. The academic culture of the institution provides scope for the student trainees to re-discover themselves with the latest professional skills. The academic discipline of the institution would create a strong foundation to march ahead and achieve the educational objectives for a stronger and brighter India. Moreover the cherished motto of the institution is to contribute physically fit, mentally sound, emotionally balanced, and spiritually high teaching fraternity.

To adapt with the latest global academic scenario, there is regular up gradation in academic and curriculum transaction modes. Innovative measures initiated and adopted by the management, steps taken by the college administration, the committed contribution of the teaching and non-teaching staff and over whelming response and enthusiastic participation of the students has always been accelerating the dynamism of the college and placing it in the frontage. By taking admission in this institution, you are entering in to an arena of opportunities and achievements.

I am proud of being the Principal of such a wonderful institution dedicated to the cause of noble profession as teaching. Let us all give our best and make this institution a holy place of training through your diligence, devotion and dedication. I heartily welcome you to a splendid organization of training and learning. My best wishes to one and all with warm and sincere regards.

### ***Important Information on sale of application, submission, counseling and admission***

<b><i>Sl. No.</i></b>	<b><i>Information</i></b>	<b><i>Date/s</i></b>
<b><i>1</i></b>	Date of issue of application form	06 <sup>th</sup> April to 06 <sup>th</sup> May, 2017
<b><i>2</i></b>	Last date for submission of the application form	09 <sup>th</sup> May, 2017
<b><i>3</i></b>	Display of merit list/s	13 <sup>th</sup> May, 2017
<b><i>4</i></b>	Date of Certificate verification and admission	15 <sup>th</sup> & 20 <sup>th</sup> May, 2017
<b><i>5</i></b>	Commencement of classes	06 <sup>th</sup> July, 2017



### **Management**

R.T.C. B.Ed. College, P.H.E.D., Buti, Ranchi – 834009 (Jharkhand) is established and managed by the Gramvasi Alpasankhyak Vidyavardhini Samiti, a charitable society for human welfare, under the Act 21, 1860, with the registration number, 191/1978-79, and 355/2006-2007, dated on 07-11-2006.

### **Recognition**

1. R.T.C. B.Ed. College is recognized by the National Council for Teacher Education (NCTE) Bhubaneswar vide letter no. ERC/7-83.6(1) 13/2008/102098 (13), dated 28-02-2008.
2. ER/76.2(II).30/APE00780/B.Ed./2014/27824, dated 14.11.2014
3. ERC/NCTE/APE00780/B.Ed. (Revised Order)/2015/23683, dated 31/05/2015
4. NCTE, reference letter No. F.No.ER/176.2(ii).30/APE00780/B.Ed./2014/27824, dated 14.11.2014

### **Affiliation**

1. R.T.C. B.Ed. College is affiliated to Ranchi University, Ranchi – 834010 (Jharkhand), vide letter number G.E. / 769-70, dated 12-08-2008.
2. D.El.Ed. Course is affiliated to Jharkhand Academic Council (JAC), Ranchi Vide Letter No. JAC/PTT/8014/13/SE04/513/14, dated 26/09/2014

### **Aim of the College**

The primary aim of R.T.C. B.Ed. College is to produce qualified teachers with high caliber and commitment to teaching profession. It is striving to offer the training program encompassing all the spheres of personality of the teachers with nationalistic ideals. RTC stands for *Reactivating the Time Honored Character*.

### **Location**

The college is situated in a beautiful and natural setting, at a distance of about two kilometers from Shivajee Chowk, Buti, Ranchi, and is well connected by roadways and railways. It is seven kilometers away from the Ranchi Railway Station.

### **Eligibility for Admission into B.Ed. Program**

- (a) Candidates with at least 50% marks either in the Bachelor's Degree and/ or in the Master's Degree in Sciences / Social Science / Humanities  
or  
Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent there to be are eligible for admission.
- (b) As per the rules of the Central / State Government the reservation and relaxation for SC/ST/OBC/PWD candidates is applicable. Such candidates with 45% of marks are eligible to apply.
- (c) Selection for admission will be made on merit basis.





### ***How to apply for admission***

- (a) Application forms can be received from the college at the office counter on payment of Rs. 500 in cash.
- (b) It can also be obtained by post by sending a **demand draft** of the requisite amount in favour of R.T.C. B.Ed. College, payable at SBI, Ranchi and a self addressed big sized envelope.
- (c) The intending candidates must duly fill in the application form and submit it in the office along with **self attested copies of all the relevant documents within the time and date.**

### ***Relevant Documents to be submitted along with the application form***

1. Xerox copy of the sale receipt of the application form
2. Xerox copy of the Matric/ICSE/CBSE pass certificate
3. Xerox copies of all the mark sheets and certificates from matriculation to post graduation level as applicable
4. Xerox copy of the Caste / Physically Challenged Certificate (for ST/SC/OBC/PWD candidates) from the competent authority, where applicable and necessary
5. Xerox copy of the Certificate/s of co-curricular activities like NCC/Sports, if any
6. Xerox copy of the Fitness Certificate from a registered Medical Practitioner (for female candidates only) stating that the candidate is fit to attend all theory and practical classes and remain present and complete the course without any disruptions. No exemption from regular attendance will be allowed on any ground.
7. Xerox copy of the Residential/ Domicile Certificate from the competent authority
8. Completely filled in application form in **original** with all the relevant documents should be submitted by the candidate in person in the office during college hours within the stipulated time and date. No kind of delay will be entertained in this regard.

### ***At the time of admission***

It may be **noted** that all the **original** certificates along with the following must be produced by the candidate for verification and admission.

1. Original Marks Sheets of all the examinations
2. College Leaving Certificate
3. Registration Number of the last passed out University Study
4. Migration Certificate (for other than Ranchi University candidates)
5. Caste / Physically Challenged Certificates where applicable (for SC/ST/BC/OBC/PWD candidates only)
6. Physical Fitness Certificate
7. Residential/Domicile Certificate
8. NCC/Sports Certificate/s, if any
9. Four copies of recent stamp sized color photographs, with name on the back side
10. Bank Draft in favour of R.T.C. B.Ed. College payable at S.B.I, Ranchi.



### Duration of Course

The B.Ed. programme is of two academic years, which can be completed in a maximum of three years from the date of admission.

### Working Days

- There shall be at least 200 working days each year exclusive of the period of examination.
- The physical presence of the candidates in the institution is necessary to ensure their availability for advice, guidance, dialogue and consultation as when required.

### Morning Assembly

Morning assembly starts with *Sarva Dharma Prarthana* followed with pledge for the students; motivational thought, NEWS, and National Anthem.

### Intake

- Only 100 students will be admitted in one academic year.
- Reservation policy of the Govt. of Jharkhand will be adopted for admission.

### Medium of Instruction

- The medium of instruction will be Hindi and English.

### Examinations

- Examinations are conducted either in Hindi or English except language subjects.
- Every student must appear in all the internal examinations. No reexamination will be conducted except under genuine medical conditions. *Internal marks are added* based on the score of the college examinations, training program activities and assessment of assignments / records.

### College Uniform (For Male students)

- a) Black Pant, White Full Shirt, and Black Tie
- b) Black Shoes, and Black Socks
- c) Blazer (in winter)

### College Uniform (For Female students)

- a) Pink Sari with Pink Blouse (high neck with long (3/4<sup>th</sup>) sleeves)
- b) Black Canvas Shoes and Black Socks
- c) Blazer (in winter)

### Library

The College library is rich with more than 8,000 books. The students are expected to observe and maintain *silence* in the library and follow the library rules. The students have ample opportunity to use the library.



### **Hostel**

Hostel facility for boys and girls is separately available with good accommodation, on payment basis.

### **Laboratory**

The Institution provides well equipped laboratory facilities in Science, Psychology, Educational Technology and Language for the students.

### **The selection of the Pedagogical Subjects (Methods of Teaching) as per norms**

Every candidate is expected to select two methods based on the subjects studied at the Bachelor's Degree or Master's Degree in the form of Hons. / Subsidiary subject. The candidates may select any two of the following pedagogical subjects as Methods of Teaching that are offered at the graduation level. They are English / Hindi / Sanskrit / Urdu / Tribal Regional Languages / History / Geography / Civics / Life Sciences / Physical Sciences / Home Sciences / Mathematics / Commerce / Economics.

### **Rules and Regulations**

1. A candidate admitted into B.Ed. Course must maintain the ethos of commitment to this noble teaching profession.
2. The candidate is expected to respect the college discipline and the rules framed for the purpose. This college is reputed for excellent teaching and strict discipline. It looks after proper maintenance of discipline and leaves no scope for ragging / other in- disciplinary activities within the college campus. Anybody found guilty of such activities will be punished from cancellation of admission to expulsion from the institution. An undertaking has to be signed by the student and his/her guardian assuring that they the candidate will not indulge in any kind of indisciplinary activities or behavior.
3. The students should attend the college in complete uniform with well groomed personality.
4. The students should bring the necessary writing materials required for the day.
5. The students must attend the morning prayers daily and should never be late to the college.
6. According to Ranchi University and NCTE norms a trainee must attend 80% of all the theory classes (Course work) and 90% of all the practical classes (training work). However, it is hoped that the students give 100% attendance in practical training work and more than 90% of attendance in theoretical course work, so that they build absolute confidence in themselves and in the training program
7. It may be noted that no permission for leave will be granted without a valid or genuine reason during the training programme. Prior permission is required from the Principal (or Professor in charge) under such circumstances.
8. Every candidate shall have to undergo practice teaching and internship of *five* full months (20 weeks) in a cooperating school as "Teaching Practice and School Internship".
9. No other commitments, such as competitive examination, computer course, private tuition, other University Examinations should be undertaken during the regular college duration.
10. Every student is expected to make the best use of the library and the laboratories.
11. The students should not hesitate to seek help from the professors during training.





12. If a candidate desires to drop out from the course before the commencement of classes, he/she will receive refund of fee except application and admission fee. *After the commencement of classes there will be no refund of any kind of fee.*
13. Every student must wholeheartedly participate in all the academic, cultural and sport activities of the college. They should always be ready to learn more and be proactive for innovative initiatives of the college.
14. The students are expected to take proper care of the college property.
15. Every student is a member of the GAVS society and RTC family.
16. The students should not hesitate to contact the Class Teacher or the Principal for any academic issue.

### ***Final practical lesson examinations***

All the students should bear in mind the following during the final practical lesson examination

- Maintain the Dress Code
- Carry your College Identity Card
- Know the name and place of your cooperating School; class and section; and date and time of your final practical lesson
- Reach the venue of final practical examination at least one hour before
- Prepare two (02) sets of Lesson Plans in each method for submission
- Sign on the lesson plan
- Ensure that the supervisor also signs the lesson plan journal
- Use relevant teaching aids / models and study them well
- Use hooks to hang the charts
- Use a pointer to indicate and focus the points on the chart
- Carry classroom accessories (chalk, duster, roll up board, hooks)
- Maintain good classroom interaction
- Underline the topic of discussion
- Give clear instructions to the students to write the significant points of the lesson
- Supervise the running notes of the students
- Use appropriate approach, method, technique and skills
- Raise pin pointed questions
- Limit to your class duration, without encroaching others' class time
- Ensure that you rub the chalk board before you leave the class

### ***Course Completion Certificate (CCC) for appearing in the Examination***

1. Every candidate shall produce a **Course Completion Certificate (CCC)** from the Principal for the B.Ed. Examination for the purpose of:

- a) Good Conduct
- b) Having satisfactorily completed the courses by
  - i) Attending 80% lectures in theory (including optional subjects)
  - ii) Attending 90% classes in practical work
  - iii) Completion of requisite number of microteaching lessons, practice teaching lessons, school internship, observation lessons and criticism lessons as per NCTE norms.



2. In addition to the above, the candidates, who fail to fulfill the attendance norm or completion of the academic course work like submission of assignments / projects / records will not be permitted to appear in the University Examination.
3. If any kind of fee is pending

### Declaration of Results and Awards

Candidates will be awarded *Class* based on the total marks in theory examinations of the first and the second years as well as the practical examinations, lesson plan records, assignments, project works.

Class and Result	Percentage of Marks
First Class with Distinction	75% and above
First Class	60% and above but less than 75%
Second Class	45% and above but less than 60%
Minimum pass marks in theory papers	45%
Minimum pass marks in practical papers	45%
Minimum pass marks in practical / project / records	45%

### Break up of marks for passing an examination

Table 1

Details	Grand Total	University Examination	Pass Marks	Sessional Marks	Pass Marks	Aggregate
Theory Courses 1, 2, 3, 8, 9	100	80	35	20	10	45
Theory Courses 4, 5, 6, 7a, 7b, 10	50	40	18	10	05	23
Practical Course 11 & EPC 1 to 4	50	40	18	10	05	23

Table 2

Details of Practical Examination	Grand Total	Pass Percentage
7a & 7b Final practical lessons	50 + 50	45
School Internship	150	45

Table 3

Courses	University Examination Marks	Pass mark	Sessional / Internal marks	Pass mark	Aggregate marks	Pass mark
1, 2, 3, 8, 9	80 * 5 = 400	35	20 * 5 = 100	10	500	45/100
4, 5, 6, 7a, 7b, 10, 11, EPC 1 to 4	40 * 11 = 440	18	10 * 11 = 110	05	550	23/50
Internship and	150 + 50 + 50				250	45%



practice teaching						
Total	1090		210		1300 (650 + 650)	45%

**Note:** The student must pass separately in Sessional, University Examination and in Aggregate.

Grace marks up 05 marks in any one of the theory papers are given to complete the course to pass the paper or improve class from 2<sup>nd</sup> to 1<sup>st</sup> class only. The candidates securing less than 45% shall be declared to have failed in the examination. The sessional marks will remain the same for further attempts.

### ***Eligibility for promotion***

1. To get promotion from 1<sup>st</sup> year to 2<sup>nd</sup> year, the student should pass at least in **four** papers out of the **seven** theory papers (Course 1 to 7a)
2. A student not promoted to the 2<sup>nd</sup> year course will have to appear in all the papers in the subsequent examination up to a maximum of three attempts.



Estd. 2008

R.T.C. B.Ed. College  
(Additional D.El.Ed. Course)  
P. H. E. D., Buti, Ranchi - 834 009

Form No. ....

### Application Form for admission into B.Ed. Course

(Candidate should fill in the form in his/her own handwriting)

Name of the candidate (in capital letters) .....  
 Name in Hindi .....  
 Father's name .....  
 Mother's name .....  
 Complete address: H.No. .... PO ..... PS .....  
 Dist ..... State ..... Pin Code .....  
 Contact No. (1) ..... (2) .....  
 Date of Birth (as per Matric Board Certificate) .....  
 Date of Birth in words .....  
 Nationality .....  
 Category ..... (Attach certificate wherever necessary)  
**Gender:** Male / Female **Marital Status:** Single / Married

#### Educational qualifications

Examination	Year of passing	Board / University	Subjects offered	Marks obtained (out of .....)	%	For office use
						Cross verified and found correct (Yes/No)
Matriculation						
IA/ISc/Icom/+2						
BA/BSc/Bcom						
MA/MSc/MCom						
Others						

1. Main (Hons.) Subject at Degree level .....
2. Subsidiary Subjects at Degree level (1) .....  
(2) .....





### Extra Curricular activities

Participated in	Level of participation (State/National)	Certificate with grade	Certifying authority
NCC/NSS			
Sports/cultural activities			

Date:

Place:

Full signature of the candidate

### For office use only

Category .....

Percentage of marks at graduation level .....

Main (Hons.) Subject .....

Subsidiary subjects

a. ....

b. ....

Application form accepted / rejected (Reason for rejection .....

Name / Signature of the verifying officer with date

Signature of the office superintendent

Signature of the Principal

### सर्वधर्म प्रार्थना

ॐ तत् सत् श्री नारायण तु  
पुरुषोत्तम गुरु तु  
सिद्ध बुद्ध तु स्कन्द विनायक  
सविता पावक तु

ब्रह्म मज्जतु यद्वय शक्ति  
तु  
इंशु पिता ब्रम्ह तु  
रुद्र विष्णु तु राम कृष्ण तु  
रहीम ताओ तु

ॐ तत् सत्.....

वसुदेव गौ विश्वरूप तु  
चिदानन्द हरि तु  
अद्वितीय तु अकाल निर्भय  
आत्मलिंग शिव तु

ॐ सत् सत् .....



Educational needs to be managed in the atmosphere of utmost intellectual rigor, seriousness of purpose and at the same time of freedom essential for innovation and creativity while far reaching changes will have to be incorporated in the quality and range of education. The process of introducing discipline to the system will have to be started and now in what exists. The country has placed boundaries thus in the educational system. The people have a right to expect concrete results. The first task is to make it work. All teachers should teach and students study.

National Policy on Education 1986 & 1992  
Part VII: "Making the System work"





## **FORMATION OF COMMITTEE**

**IQAC Co-ordinator:** Mrs. Sapna Kumari

**TEAM:**

**PROGRAMME ACTION COMMITTEE**

### **1. Academic Planning and Management Committee**

- Dr. R.N Mahto
- Mrs. Neera Kumari
- Mr. Shekhar Suman
- Mrs. Mamta Kumari
- Mr. Subodh Kumar

### **2. Admission Committee**

- Mr. Dhananjay Mahato
- Mrs. Chaya Rani
- Mr. Ranjit Kumar
- Ms. Kamini Kumari

### **3. Disciplinary Committee**

- Mrs Mamta Kumari
- Mrs. Rashmi Sandhya Bhengra
- Mr. Shekhar Suman
- Manoj Kumar Mahato(Student)
- Dhreeraj Kumar(Student)
- Alok kumar (Student)
- Kriti Kumari(Student)
- Premlata Baxla (Student)

### **4. Teaching Practice Committee**

- Mr. Ranjit Kumar
- Mr. Dhananjay Mahato
- Mrs. Nikku Kumari
- Mrs. Reecha Padma
- Priyanka Kumari (Student)
- Bandana Kumari(Student)
- Kalpana Kumari (Student)



- Nakul Verma (Student)

### 5. Library Advisory Committee

- Mrs. Reena Sinha
- Mrs. Poonam Mahto
- Mrs. Nikku Kumari
- Mr. N.K Mishra
- Mr. Subodh Kumar
- Ritesh Kumar(Student)
- Pawan Kumar (Student)
- Parmeswar Mahto(Student)
- Rita Kumari(Student)
- Sambhavi Ghoshal(Student)

### 6. Tutorial Committee

- Dr. Mrs. S.K Kumari
- Mrs. Reecha Padma
- Mr. Rajneet Kumar
- Shiba (Student)
- Vandana Minz(Student)
- Subha Kachhap (Student)

### 7. College Magazine & Prospectus Committee

- Mr. Dhananjay Mahato
- Mr. Ram Ratan Baraik
- Asha Kumari
- Poonam Mahto
- Priti Kanan (Student)
- Ashrita Bodra (Student)
- Alka (Student)
- Heena Kumari
- Satyjay Kumar (Student)

### 8. Cultural Academic Committee

- Mr. Vinod Prasad
- Mrs. Sapana Kumari
- Mrs. Poonam Mahto
- Mr. Ram Ratan
- Mrs. Nikku Kumari



- Awadesh Yadav (Student)
- Anshu Mala (Student)
- Rosenely Barla (Student)
- Helmi Tete(Student)
- Ankita Xalxo (Student)

### 9. Time Table Committee

- Dr. Mrs. S. K Kumari
- Mr. Ranjeet Kumar
- Mrs. Reecha Padma

### 10. Examination & Internal Assessment Committee

- Dr. Mrs. S.K. Kumari
- Mrs. Reecha Padma
- Mrs. Ankita Dulani Gudiya
- Mr. Subodh Kumar
- Mrs. Nikku Kumari
- Mr. Dhananjay Mahato

### 11. Games and Sports Committee

- Ms. Asha Kumari
- Mrs. Poonam Mahto
- Mrs. Reecha Padma
- Mrs. Rashmi S Bhengra
- Mukesh C Dass (Student)
- James Lakra (Student)
- Dharmesh Kumar (Student)
- Hina Kumari (Student)
- Divya Bharti (Student)
- Lalita Kumari (Student)

### 12. Women Cell Committee

- Dr. Mrs. S.K. Kumari
- Mrs. Reecha Padma
- Mrs. Neera Kumari
- Mrs. Poonam Mehta
- Emelen JoJo (Student)
- Reshma Dhan (Student)
- Shweta Kumari(Student)



## 13. Guidance and Placement Committee

- Mr. Dhananjay Mahato
- Ranjeet Kumar
- Mrs. Reecha Padma
- Mrs. Rashmi Sandhya
- Mrs. Mamta Kumari

## 14. Academic Linkage & Community Service Committee

- Dr. Mrs. S.K Kumari
- Mr. Shekhar Suman
- Mr. Subodh Kumar
- Mrs. Sapana Kumari
- Mrs. Neera Kumari
- Khushboo Kumari (Student)
- Dharmendra K Mahato (Student)
- Geeta Kumari (Student)
- Akansha Kumari(Student)

## 15. Clubs Committee

- **Red Ribbon Club:** Mr. Subodh Kumar
- **Mathematics Club:** Mrs. Neera Kuamri
- **Science Club:** Mr. Ranjeet Kumar
- **Social Science Club:** Reecha Padma
- **Hindi Association Club:** Mrs. Sapna Kumari
- **English Association Club:** Dhananjay Mahato
- **Press Regarding Club:** Mr. Shekhar Suman

## 16. Grievance Redressal Committee

- Mr. Ranjeet Kumar
- Mr. Subodh Kumar
- Mrs. Poonam Mehta
- Ms. Asha Kumari
- Pawan Kumar (Student)
- Neha Kumari (Student)

## 17. Feedback In charge

- Dr. Mrs. S.K Kumari
- Mr. Ranjeet Kumar
- Mr. Subodh Kumar



- Mrs. Poonam Mehta
- Birendra Soren(Student)
- Sanjeeda Khatoon(Student)
- Khusboo Kumari(Student)
- Hina Kumari(Student)



DISTT:-RANCHI

UNTEL (1:1.5:3)		
2'6"X7'0"		
4'0", W2-2'6"X4'0"		
UTTERS		
TILATORS		
C. SLAB/P.C.C.		
LASTED CEMENT		
PAINTED		
WGS SHALL QUALITY.		

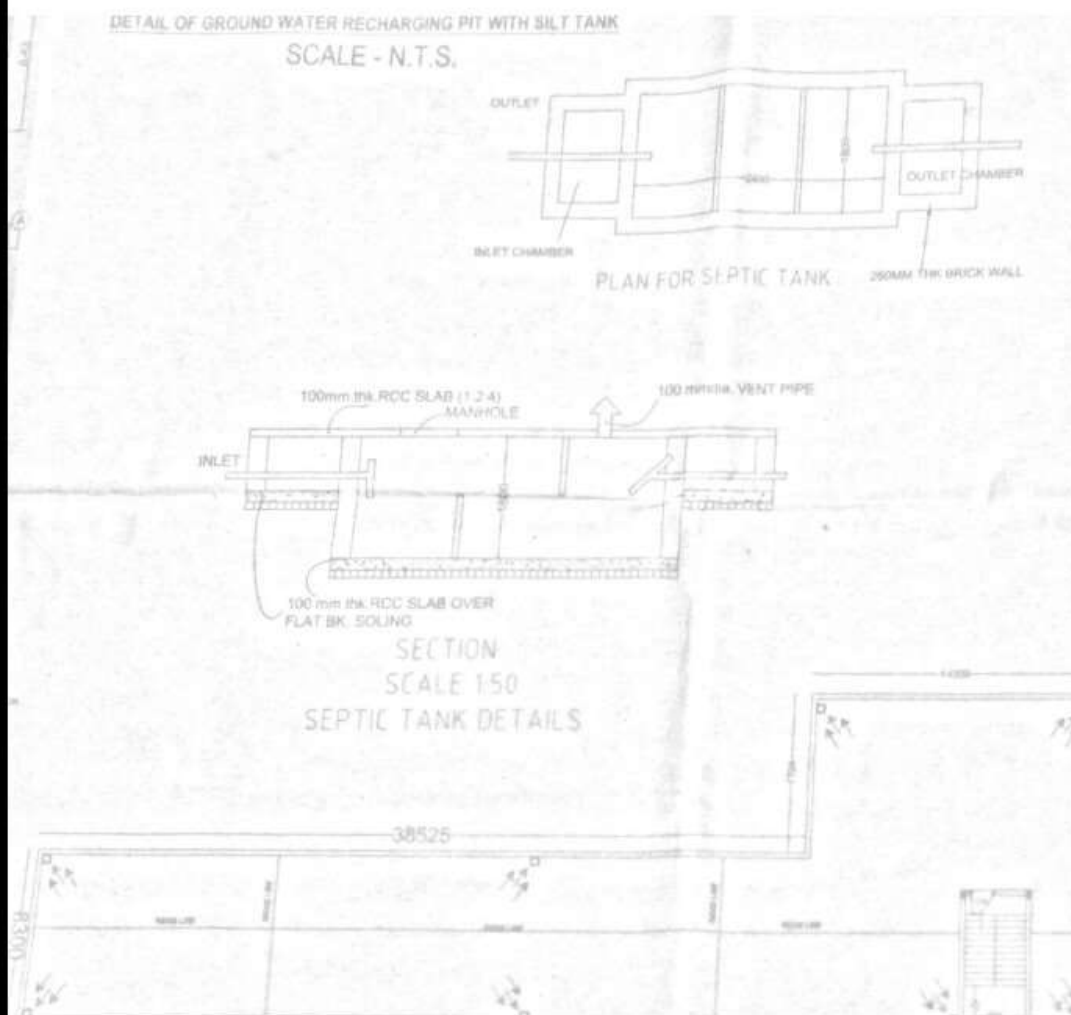
KHATA NO	PLOT NO
42	2321
42	2321
42	2315
49	2343
42	2355
46	2320
46	2320/1
46	2320/2
TOTAL = 201.0 DEC. ( 2.01 Acre)	
TOTAL LAND AREA IN 8134.18 S	

SECRETARY	ARCHITECT	GO

WINDOWS

BLE GATE
BLE GATE
air panel door
air panel door
id shutter
id shutter







# R.T.C B.Ed. COLLEGE

P.H.ED. BUTI, RANCHI, JHARKHAND

Self Appraisal Report  
for Teachers Education

