



## YEARLY STATUS REPORT - 2022-2023

Part A	
Data of the Institution	
<b>1.Name of the Institution</b>	KUMARESH INTERNATIONAL B.ED. COLLEGE
• Name of the Head of the institution	DR. SUNILMANI TRIPATHI
• Designation	PRINCIPAL
• Does the institution function from its own campus?	Yes
• Alternate phone No.	07050493538
• Mobile No:	7050493538
• Registered e-mail ID (Principal)	kibc2011@rediffmail.com
• Alternate Email ID	principalkibc@rediffmail.com
• Address	Vill- Rajwadih, Post- Rajwadih, Distt- Palamau
• City/Town	Medininagar (Daltonganj)
• State/UT	Jharkhand
• Pin Code	822118
<b>2.Institutional status</b>	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	Rural				
• Financial Status	Self-financing				
• Name of the Affiliating University	NILAMBER PITAMBER UNIVERSITY				
• Name of the IQAC Co-ordinator/Director	AVINASH TRIPATHI				
• Phone No.	07050493538				
• Alternate phone No.(IQAC)	07050493538				
• Mobile (IQAC)	9304643461				
• IQAC e-mail address	kibc2011@rediffmail.com				
• Alternate e-mail address (IQAC)	principalkibc@rediffmail.com				
3.Website address	<a href="https://www.kibc-edu.com/">https://www.kibc-edu.com/</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="http://kibc-edu.com/file/AQAR%202021-22.pdf">http://kibc-edu.com/file/AQAR%202021-22.pdf</a>				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="http://kibc-edu.com/file/Academic%20Calendar%202022-23%20(1).pdf">http://kibc-edu.com/file/Academic%20Calendar%202022-23%20(1).pdf</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.10	2017	28/03/2017	27/03/2022
6.Date of Establishment of IQAC	24/03/2016				
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	Nil	
8.Whether composition of IQAC as per latest	Yes				



<b>NAAC guidelines</b>	
<ul style="list-style-type: none"> <li>• Upload latest notification of formation of IQAC</li> </ul>	<a href="#">View File</a>
<b>9.No. of IQAC meetings held during the year</b>	<b>04</b>
<ul style="list-style-type: none"> <li>• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Nil</b>
<ul style="list-style-type: none"> <li>• (Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>
<b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>
<ul style="list-style-type: none"> <li>• If yes, mention the amount</li> </ul>	
<b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>	
Opening of Knowledge hub in the campus- promoting innovative ideas.	
Organization of Community/ outreach programs	
<b>12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).</b>	
Plan of Action	Achievements/Outcomes
The enrollment process of the session 2022-24 is about to start, for which the academic calendar should be made and the session should be started by conducting Yagya Puja Havan program and the class should be conducted.	Yagya Hawan Pooja was successfully organized as per academic calendar on 08/02/2023
seminar on youth day	Swami Vivekananda as a role model for the young generation on 12/01/2023

Hidden behavior of students	Hidden potential of students identified during admission-byadmission committee and tapped through talent search competition. Students' have been participated in various competitions such as Poetry recitation, Speech competition, Dances: solo and group, mimes, quiz competition, essay writing, debate & discussion and extempore speech etc throughout the year.
Educational Tour	Students were taken to Puri, Jagarnath temple, sea beech konark temple chilka lake etc. for educational tour. This gave the wide idea about the rich heritage of the country. This gives them the first-hand experience to be effective in their teaching-learning process. It developed their horizon in teaching and learning on 13 March 2023 to 17 March 2023
Azadi ka Amrit Mahotsava Har Ghar Tiranga Abhiyan	In the Amrit Mahotsav of Independence, a campaign was run in every house, due to which the villagers started hoisting the tricolor flag in their respective homes to share the happiness of independence. on August 13th.
13. Whether the AQAR was placed before statutory body?	No
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	
Name of the statutory body	Date of meeting(s)
Nil	Nil

**14. Whether institutional data submitted to AISHE**

Year	Date of Submission
2023	02/03/2024

**15. Multidisciplinary / interdisciplinary**

This College is affiliated with Nilamber Pitamber University (NPU). The NPU has framed the design of the course having Multidisciplinary and Interdisciplinary approach. Multidisciplinary /interdisciplinary The Teacher Education and Teacher Educator Programs have been designed for all these approaches; the holistic development of teachers and teacher educators is our concentrated pathway to enrich all these programmes. Presently, Arts, Science and Education are disciplines integrated for the purpose; so it is multidisciplinary; whereas courses like; Language Across Curriculum (Hindi, English and Sanskrit), Art in Education (Music, Dance, Drama, Paintings, Drawing, model making, etc.) Physical Education is interdisciplinary, and above all these courses have a focal intention to integrate them for effective and efficient school education in particular and Education at wider perspectives. So this College is ready to implement NEP 2020 as per direction of Nilamber Pitamber University.

**16. Academic bank of credits (ABC):**

ABC - Presently the Academic Bank of Credits is under the purview of the Affiliating University and the decision for implementing the same at college level is awaited.

**17. Skill development:**

Having necessary skill set for every teacher to cope up with the 21st century education needs is the need of the hour. In addition to teaching skills, the college always strives to develop essential skills among its students such as: ICT skills, leadership skills, and other various essential life skills such as communication, cooperation, and team work through classroom presentation, PPT presentation, group discussion, field work, sports, co-curricular activities, NSS voluntary outreach activities.

**18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)**

Appropriate integration of Indian Knowledge system :-



The prehistoric paragon of Indian Knowledge and Customs and Traditions have been transcended through courses like, Perspective in Education. Here, philosophy of Vivekananda, Tagore, Gandhiji, Maharshi Arvind, Raja Ram Mohan Ray, etc. have a place. As we have been inheriting the Indus Valley knowledge system which has been regarded as one of the ancient cultures all over the globe. It captures all the elements with immediate relevance, such as diversity, openness, scientific-rationale, and logic, to its very core. Indian knowledge systems comprising traditional ways of learning are covered and well introduced across curriculum through the courses of education, philosophy, art, literature, sciences, yoga and sports. Our B.Ed. Programme includes various components strengthening cultural identity, awareness, and uplifting societies are effective, in terms of enhancing understanding of cultural identity, language acquaintance and the perception of inheritance. Language across curriculum is introduced to ensure proficiency in Indian languages has been integrated well in various programmes offered at the College. The NEP 2020 is an initiative speaking both the intent and the content. Due to value-based existence, ancient practices succeeded in enduring the loss from the violence of time and found contemporary relevance and acceptance in the modern Era through the NEP 2020. This College is trying to sustain teaching-learning practices in effective shape through the Indian knowledge system. The rich Indian Cultural heritage is full of examples proving the significance of continual learning irrespective of any barriers of age or place for that matter. The modern problems and challenges are multidisciplinary in nature. Hence, a cross-disciplinary approach is required to solve them. Kumaresh International B.Ed. College has offered best of the content of learning through such concerns.

#### **19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):**

The college, in accordance with its stated vision and mission, has clearly stated programme and course outcomes (PLOs & CLOs), which are properly conveyed to all the faculty members at the beginning of each session. Students are also made aware of them in time of the Orientation Programme in the beginning of each session as well as in future classroom teaching-learning situations. Being a teacher education college, framing of instructional objectives in behavioural outcome based terms is a part of the curriculum. All the faculty members are well acquainted with the Bloom's taxonomy and the ways to incorporate into teaching and assessment

#### **20.Distance education/online education:**

The college does not offer any distance education while IQAC decided to go for blended mode of education i.e. 80% offline and 20% online mode through different platforms like Zoom, Google Meet, Webex etc.

### Extended Profile

#### 1.Student

2.1 100

Number of students on roll during the year

File Description	Documents
Data Template	<a href="#">View File</a>

2.2 100

Number of seats sanctioned during the year

File Description	Documents
Data Template	<a href="#">View File</a>

2.3 60

Number of seats earmarked for reserved categories as per GOI/State Government during the year:

File Description	Documents
Data Template	<a href="#">View File</a>

2.4 46

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	<a href="#">View File</a>

2.5 Number of graduating students during the year 44

File Description	Documents
Data Template	<a href="#">View File</a>

2.6 100

Number of students enrolled during the year

File Description	Documents
Data Template	<a href="#">View File</a>

**2.Institution**

4.1	11574359
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	44
Total number of computers on campus for academic purposes	

**3.Teacher**

5.1	21
Number of full-time teachers during the year:	

File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	No File Uploaded

5.2	25
Number of sanctioned posts for the year:	

**Part B****CURRICULAR ASPECTS****1.1 - Curriculum Planning**

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

College has followed the curriculum framed by the University as well as NCTE norms, the College provides various experiences for the students activities like Theory classes, Micro Teaching, Practice teaching and internship, Debate, Co-curricular activities, Environmental ethics, Sports meets, Yoga Classes, Various cultural activities and social activities, field trip, activities, art and work experience, educational technology, action research and case study, assignments, self-learning, group learning for providing varied learning experiences to the student teachers, both in the



campus and in the field under community services. The college provides for adequate flexibility and scope in the operational curriculum. At the commencement of every academic year a staff meeting is organized. In this meeting following work is done for a well-planned curriculum delivery and its documentation.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni**

C. Any 3 of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View File</a>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View File</a>
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**1.1.3 - While planning institutional**

A. All of the Above

curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="http://kibc-edu.com/index.php?view=academics">http://kibc-edu.com/index.php?view=academics</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 1.2 - Academic Flexibility

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

**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

14

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
Any other relevant information	Nil

**1.2.2 - Number of value-added courses offered during the year**

0

**1.2.2.1 - Number of value-added courses offered during the year**

0

File Description	Documents
Data as per Data Template	No File Uploaded
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
Any other relevant information	No File Uploaded

**1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**

0

**1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**

0

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	No File Uploaded
Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded

**1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance**

File Description	Documents
Data as per Data Template	No File Uploaded
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	No File Uploaded
Document showing teachers' mentoring and assistance to students to avail of self-study courses	No File Uploaded
Any other relevant information	No File Uploaded

**1.2.5 - Number of students who have completed self-study courses ( online /offline, beyond the curriculum) during the year**

0

**1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year**

0



File Description	Documents
Data as per Data Template	No File Uploaded
Certificates / evidences for completing the self-study course(s)	No File Uploaded
List of students enrolled and completed in self study course(s)	No File Uploaded
Any other relevant information	No File Uploaded

### 1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

A fundamental or coherent understanding of the field of teacher education: The B.Ed. and M.Ed. curriculum fosters deep insights into various facets of teacher education. Trainees explore subjects like Philosophy of Education, Developmental Psychology, Evaluation and Management, ICT and Curriculum Studies, Inclusive Education, Visual and Performing Arts, and more.

Procedural knowledge for specialized teaching:

Procedural knowledge bridges content and pedagogy. Trainees familiarize themselves with school curricula, enhancing micro teaching skills and pedagogical knowledge. They delve into pedagogy through interdisciplinary understanding and cultural-specific approaches. Emphasis is on language skills and practices aligned with NCF, 2005 and NCFTE, 2010.

Applying acquired competencies: Learners extrapolate knowledge through practical tasks such as outreach activities, cultural and sports activities, social activities etc. They develop as ideal teachers, creating e-content and practicing yoga. School internship enhance understanding of teacher responsibilities. Teaching internships prepare them as educators.

Skills/Competencies development:

Emotional Intelligence, Critical Thinking, Negotiation, and Communication Skills, Collaboration, etc., are taught through relevant courses. Practical implications of Emotional Intelligence are explored. The curriculum promotes critical understanding, expository writing, and communicative skills. Excursions, projects, and research deepen learners' understanding of their role in society.

File Description	Documents
List of activities conducted in support of each of the above	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	<a href="#">View File</a>

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

All the above points and the issues related with them are integrated in the entire syllabus of B.Ed, programme. The development of the School system is taught in the first paper. The students are familiarized with the functioning of various boards of school education in the paper IV . A number of PPTs are given on how the national and state boards function and the changes brought in their functioning are made aware to the students by conducting various discussions. Comparative education is taught at M.Ed. level and the students are apprised of the differences between the education systems of various countries. The assessment system of various national and state boards is taught in paper V in the B.Ed. course.

Internship program is organized every year for the trainee studying at Kumaresh International B.Ed College. In which the college sends letters to the District Education Officer of the district for providing schools for internship. Within 10 to 15 days college get list of schools and trainees are sent for teaching. The syllabus in these schools is conducted by JAC board and most of the trainees here have already studied from JAC board. Trainees teach the classes as per the timetable given by the school principal. Trainees also



involve in all works of school like taking attendance, making time table and arrangements, maintaining attendance and other registers, taking test, invigilation, evaluation and making marksheet.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

To follow the student-centric approach the college always tried to provide a wide range of curricular experiences during the whole session to enable students to develop an understanding of the interconnectedness by following learning engagement through blended

- mode: To keep in mind the futuristic professional competencies more ICT enabled programme for prospective teachers were conducted
- To enhance their teaching skills and concept mapping skills pedagogical analysis of content matter in their respective subject were taught to the students
- Pupil teachers participated in teaching in simulation and gave their demonstration and through Peer observation, they evaluated the teaching of each other during the 'Pre-Internship Programme'
- Various scholastic and co-scholastic activities like webinars, E-quizzes, speeches & poetic Recitations, and essay writing, through hybrid mode were organized which helped them to grow professionally during the teacher education programme.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

**1.4 - Feedback System**

**1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI**

Three of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Feedback collected, analyzed and action taken

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**TEACHING-LEARNING AND EVALUATION****2.1 - Student Enrollment and Profile****2.1.1 - Enrolment of students during the year**

100

**2.1.1.1 - Number of students enrolled during the year**

146

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Document relating to sanction of intake from university	<a href="#">View File</a>
Approval letter of NCTE for intake of all programs	<a href="#">View File</a>
Approved admission list year-wise/ program-wise	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

60

#### 2.1.2.1 - Number of students enrolled from the reserved categories during the year

72

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	<a href="#">View File</a>
Final admission list published by the HEI	No File Uploaded
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

00

#### 2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

00



File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
Any other relevant information	No File Uploaded

## 2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

Assessment of the learning levels of admitted students is an integral part of the post-admission to process. Face to face interview with the Principal, PTA meetings, interaction with parents, questionnaire administered to wards to know their necessities in course completion. Content test is conducted at the beginning of the course to identify students' knowledge in respective methodologies. The students with learning gaps were given a bridge course. On the basis of test slow and advanced learners are identified. Slow Learners: Tutorials and remedial classes are organized. Additional reading material and books is made available to increase their understanding of the subject. E-links are also suggested. Bilingual explanations and discussions are done. Personal, academic and career-related counselling is given from time to time. Home assignments, Additional tests are given and evaluated on a regular basis. Peer learning is encouraged. Advanced Learners: During lectures, tutorials, class tests, assignments and interaction outside the class, the teachers are able to assess the calibre of the students and identify the advanced learners. Such students are encouraged to participate in inter college competition, Book & movie reviews. They are suggested advanced readings. They are encouraged to help and provide support to the slow learner & given opportunity for micro teaching in the class. Students are given recognition for their achievements at various forums. They are also motivated to secure rank and distinction in University examination.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	No File Uploaded
Any other relevant information	<a href="#">View File</a>

**2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs**

Two/One of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	<a href="#">View File</a>
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	<a href="#">View File</a>

**2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity**

Two of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
Reports with seal and signature of the Principal	<a href="#">View File</a>
Photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

#### 2.2.4 - Student-Mentor ratio for the academic year

10:1

##### 2.2.4.1 - Number of mentors in the Institution

15

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

#### 2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

The institution employs various teaching and learning methods to cater to diverse learners. These methods include cooperative and collaborative activities, experiential learning, participative learning, problem-solving, brainstorming, group discussions, and online learning. Experiential learning involves learning by doing and reflecting on real experiences. Internships, field trips, yoga, and hands-on experiences in subject labs are used for B.Ed. and M.Ed. programmes. Task and assignments like sociometry, case studies, and interviews provide field experience for prospective teachers.



Participative learning is an interactive approach that utilizes various teaching methods based on the learner's needs. B.Ed. students participate in community surveys, field visits, and cultural programs, while M.Ed. students participate in peer teaching, teamwork, and research activities. Brainstorming is used for theory papers to encourage new ideas among students. Focused group discussions are used for group learning experiences in B.Ed. classes, and for research purposes for research scholars and teacher educators.

Online learning platforms like google meet, webex meet etc are used for better cooperation among faculty, students, and teacher educators. These approaches have improved students' academic progress, which is monitored through continuous assessment, tasks and assignments, and project reports. These innovative approaches provide a variety of learning experiences to cater to diverse learners

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
Link to LMS	Nil
Any other relevant information	No File Uploaded

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

01

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Programme wise list of students using ICT support	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	No File Uploaded

**2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports**

Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	No File Uploaded
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	<a href="https://youtu.be/ACIYRdPeeas?si=K1Pb-7j1KM9dQQ0N">https://youtu.be/ACIYRdPeeas?si=K1Pb-7j1KM9dQQ0N</a>
Any other relevant information	No File Uploaded

**2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students**  
Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

The institution has a mentoring system in place to guide student teachers both academically and personally and to foster a good student-teacher relationship within and outside the institution. All faculty members act as mentors to the students assigned to them, and the objectives of the mentoring system include working in teams to

overcome challenges, giving guidance to weaker performers, providing a modeling system for enhancing teaching skills, and keeping students up-to-date with recent developments in education and life. The institution achieves these objectives through a well-structured four-phase mentoring system that includes allotting students to mentors, convening meetings of all mentors, developing a rapport between mentors and mentees, and obtaining feedback from mentees periodically. To empower students for personal and professional development, the institution organizes various programs to help students express themselves, communicate effectively, and solve problems. Mentor teachers monitor all activities of their assigned mentees to provide individual attention and constructive feedback to enhance their skills and values. Mentor teachers enhance the professional skills of prospective teachers through microteaching, link practice, discussion lessons, demonstration lessons, criticism, and mentoring during teaching practice and internship. They also guide students on course-specific outcomes, career opportunities, ethics, integrity, and morale essential for professional growth.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

**2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

One of the above



File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The institution places a strong emphasis on nurturing the intellectual abilities, creativity, and critical thinking skills of prospective teachers. To achieve this activities such as the Enhancing Professional Competency (EPC) Programmes, club activities, workshops, and community service programs. The EPC Programmes are designed to enhance professional competency throughout the course, focusing oncourse various topics such as reading and reflecting on texts, IT orientation, and understanding the self and critical ICT. In the first semester, the EPC Programme on reading and reflecting texts promotes reading comprehension, critical thinking, and reflective thinking skills. Additionally, the institution provides training on physical education, art, and drama in the secondand community living camps and field trips to nurture various skills and competencies. The four-five days excursion tour is a highlight of the institution's programs and is designed to foster empathy, life skills, cooperative living, and social responsibility among prospective teachers. During the tour, experts provide sessions on critical thinking related to education issues, and cultural events are arranged to exhibit the talents of prospective teachers. Community service-oriented activities such as Swachhatacampaigns, NSS outreach programme also promote positive attitudes towards the environment.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for	Seven/Eight of the above
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developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities with video graphic support wherever possibl	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement**

Six/Seven of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports and photographs / vidcos of the activities	<a href="#">View File</a>
Attendance sheets of the workshops / activities with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of each selected activity	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback**

Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales**

Two of the above



File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations**

Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	No File Uploaded
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded
Any other relevant information	<a href="#">View File</a>

**2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event**

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence showing the activities carried out for each of the selected response	No File Uploaded
Report of the events organized	No File Uploaded
Photographs with caption and date, wherever possible	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study**

One of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
Any other relevant information	No File Uploaded

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

The institution planned the internship programme in two phases i.e. 'Pre Internship' and internship in schools. In the pre-internship programme, the internship in-charge prepared the schedule of teachers' demonstrations of each pedagogical skill followed by a demonstration of students in simulation for further practice. Permission is taken from the DEO of Palamau District. After having practice, the pupil teachers were sent to schools according to their medium of instruction, pedagogical subjects and residential address. The internship was planned in cooperation with school principals and staff. Teacher in-charges (Mentors) were provided to the pupil teachers where the pupil teachers had to complete internship Programme of 4 weeks for B.Ed Ist year and 16 weeks for B.Ed 2nd

year. The pupil teachers were instructed to follow the rules and regulations of the school while conducting activities (scholastic and co-scholastic activities). Methodology teachers plan the internship program after consultation with the heads of practice teaching schools and the head of the parent institution. Mentor teachers provide content and assign classes for student teachers, who prepare lesson plans and instructional aids, which are verified by the methodology and mentor teachers before transacting lessons. Teacher educators, peers and teachers of practicing schools observed the teaching of pupil teachers and gave feedback to improve their teaching. In schools during exams, pupil teachers had to perform the duty of invigilators and evaluators. Principals and teacher-educators of the college gave their support to make them real teachers.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	<a href="#">View File</a>

#### 2.4.9 - Number of students attached to each school for internship during the academic year

##### 2.4.9.1 - Number of final year students during the academic year

46

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.10 - Nature of internee engagement during internship consists of Classroom teaching  
Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests  
Organizing academic and cultural events  
Maintaining documents Administrative responsibilities- experience/exposure  
Preparation of progress reports**

Seven/Eight of the above



File Description	Documents
Data as per Data Template	No File Uploaded
Sample copies for each of selected activities claimed	<a href="#">View File</a>
School-wise internship reports showing student engagement in activities claimed	<a href="#">View File</a>
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	<a href="#">View File</a>

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

The internship program is closely monitored through a collaborative effort between mentor teachers from the parent and host institutions, as well as the heads of both institutes. To assess the performance of teacher trainees, the parent institution develops rubrics for evaluation, which are then used to create an evaluation form sent to the host institutions. Trainees are evaluated based on various factors including the quality of their lesson plans, content delivery, professional skills, and overall effectiveness as a teacher.

Prior to starting the internship, methodology teachers from the parent institution evaluate the lesson plans and teaching aids of the trainees. During the internship, trainees receive constant monitoring and guidance from mentor teachers of both institutions. The mentor teacher from the host institution observes all classes of the trainees and provides constructive feedback, while the methodology teachers periodically visit the practice teaching schools to assess the trainees' performance and discuss with the head and mentor teachers of the school.

File Description	Documents
Documentary evidence in support of the response	No File Uploaded
Any other relevant information	No File Uploaded

2.4.12 - Performance of students during

Two of the above

internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School\* Teachers Principal / School\* Principal B. Ed Students / School\* Students (\* 'Schools' to be read as "TEIs" for PG programmes)

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	No File Uploaded
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness**

Three of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.5 - Teacher Profile and Quality

### 2.5.1 - Number of fulltime teachers against sanctioned posts during the year

21

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View File</a>
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	No File Uploaded

**2.5.2 - Number of fulltime teachers with Ph. D. degree during the year**

05

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.5.3 - Number of teaching experience of full time teachers for the during the year**

21

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

01

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
Any other relevant information	No File Uploaded

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

In our institution, various kinds of activities are organized for teacher educators to keep them updated professionally. Different in-house discussions are organized in the institution in which all the



teacher educators are present actively and have deep discussions on the latest topics. The purpose of these kinds of activities is to make teachers aware and to get ready for the change in the education system. Teachers attend the refresher courses, orientation courses FDPs, and workshops to update themselves with the advancements in the field of education. Teacher educators also permitted to act as resource persons in seminars, webinars, conferences, and workshops.

File Description	Documents
Documentary evidence to support the claim	No File Uploaded
Any other relevant information	No File Uploaded

## 2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

Continuous Internal Evaluation is one of the core features of the college to maintain quality teaching and learning processes. A systematic plan is prepared by the examination incharge under the guidance of the principal throughout the academic session. Internal evaluation is conducted according to college rules and regulations. Proper records of the students are maintained for each and every activity performed by the students. Teaching skills are evaluated during the internship by the teacher educator and teachers. Students are assessed periodically through various activities like project work, and assignments work during the internship. For the formative assessment proper oral and written class tests, unit tests, house examinations, seminars, discussions, and attendance are monitored regularly and proper guidance is provided by the faculty members.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

marks before the term end examination  
Timely feedback on individual/group  
performance Provision of improvement  
opportunities Access to tutorial/remedial  
support Provision of answering bilingually

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	No File Uploaded
Annual Institutional plan of action for internal evaluation	<a href="#">View File</a>
Details of provisions for improvement and bi-lingual answering	<a href="#">View File</a>
Documentary evidence for remedial support provided	<a href="#">View File</a>
Any other relevant information	No File Uploaded

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

In our institution to resolve the grievance related to examinations, students are free to contact the examination incharge. The examination committee is established to provide the students with an easy and readily accessible mechanism for prompt disposal of their issues. The examination committee deals with all the grievances related to the internal and external examination. In internal examination queries related to internal examination are resolved by the examination committee with the concerned subject teachers.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

The institution prepares the academic calendar in the very beginning of the session on the basis of the academic calendar provided by Nilamber Pitamber University, Palamau. All the activities and events including internal examination are given in the academic calendar. A



tentative number of working days are calculated before the commencement of classes for the academic session. Internal Evaluation is managed through different modes such as projects, sessionals, unit tests, internal tests, and house examinations regularly and monitored by the head of the institution. Before this, an examination committee is formed for the planning and implementation of the internal evaluation. The examination committee decides the tentative dates of unit tests, internal viva, and internal house examinations at the college level. The record of this assessment is maintained for internal assessment of the pupil teachers. The date for the conduction of the internal examination depends upon the completion of the syllabus

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

PLOs (Programme Learning Outcomes) and CLOs (Course Learning Outcomes) determines the learning effectiveness of any institute. The basic focus is on the holistic development of the students as the learning outcomes focuses on skill development, and value inculcation along with the overall development . The syllabi of all courses with the programme learning outcomes and the course learning outcomes have been uploaded on the College website. During the Orientation Programme students are briefed about the PLOs. The College is committed to quality education which is reflected in their programme outcomes and course outcomes. The activities of the college are planned keeping in view the PLOs and CLOs . The college has a set mechanism to ensure alignment of stated PLOs and CLOs throughout the semester by course teachers through Continuous internal assessment , Internal test and final exams also help to ensure alignment of stated outcomes. Suitable pedagogical approaches are utilized for effective realization of learning outcomes.

Placement record, feedback from alumni regarding their job and excellence in various competitive exams ensures the alignment of stated PLOs and CLOs. Students are encouraged to contribute to society through NSS activities.



File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Result sheet for each year received from the Affiliating University	No File Uploaded
Certified report from the Head of the Institution indicating pass percentage of students program-wise	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The college being affiliated to Nilamber Pitamber University follows the pattern of examination that is framed by them. The internal test & examination results are analysed and the desired learning outcomes of students are evaluated. Students are provided with proper counselling and guidance that helps to overcome their barriers, if any, for their enhancement in performance. In the beginning of the session, the tutorial sessions are conducted. From the entry level, the progress of student is recorded and maintained along with relevant information by their tutors. The progress of students in both academic as well as nonacademic field is recorded and maintained. The college adopts following methods to assess the progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs:

- Compulsory attendance assignments
- Compulsory internal test and final exams
- Participation in various competitions such as debates, elocutions, essay writing competitions, quiz test.
- Participation in various class room activities such as group discussions, seminars.
- Participation in various co-curricular activities such as

organizing morning assemblies, NSS camps, tree plantation campaigns, awareness camps.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 2.7.4 - Performance of outgoing students in internal assessment

##### 2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

89

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	<a href="#">View File</a>
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	<a href="#">View File</a>
Any other relevant information	No File Uploaded

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

The institution has made various provisions for assessing student's learning needs. During the time of admission, teachers and the Principal interacts with the parents and the students to assess their needs and aspirations. The institution organizes orientation program for the students at the commencement of new batch every year. New entrants are acquainted with the course, mode of internal assessment, curricular and co-curricular activities, rules and regulations as well as other facilities available in the institute. A series of talent search programmes in various fields i.e., dramatics, literary and fine arts are organized in order to discover the hidden talent and potentialities of the students. The faculty members assess the learning need of the students through regular

class tests and internal exams. Performance of students is measured in terms of their scoring in these tests. Those who score below 70% are provided extra assistance in order to improve their performance.

Peer tutoring is also provided to serve academic needs of such students. Mentor-mentee interaction keeps faculty in constant touch with the students, ironing out their academic and personal problems and stimulates overall personality development among students.

File Description	Documents
Documentary evidence in respect to claim	No File Uploaded
Any other relevant information	No File Uploaded

## 2.8 - Student Satisfaction Survey

### 2.8.1 - Online student satisfaction survey regarding teaching learning process

<http://kibc-edu.com/index.php?view=sss>

## RESEARCH AND OUTREACH ACTIVITIES

### 3.1 - Resource Mobilization for Research

#### 3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

#### 3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0



File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research**

File Description	Documents
Data as per Data Template	No File Uploaded
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	No File Uploaded

**3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports**

File Description	Documents
Documentary evidences in support of the claims	No File Uploaded
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

### 3.2 - Research Publications

#### 3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
First page of the article/journals with seal and signature of the Principal	No File Uploaded
E-copies of outer jacket/contents page of the journals in which articles are published	No File Uploaded
Any other relevant information	No File Uploaded

#### 3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
• First page of the published book/chapter with seal and signature of the Principal	No File Uploaded
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	No File Uploaded
Any other relevant information	No File Uploaded

### 3.3 - Outreach Activities

#### 3.3.1 - Number of outreach activities organized by the institution during the year

##### 3.3.1.1 - Total number of outreach activities organized by the institution during the year

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 3.3.2 - Number of students participating in outreach activities organized by the institution during the year

##### 3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year



File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View File</a>
Report of each outreach activity with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

Nil

#### 3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View File</a>
Any other relevant information	No File Uploaded

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

Our College is affiliated to Nilamber Pitamber University and our NSS activities are controlled by the NSS coordinator of the college. In this college we have NSS headed by a Program Officer to execute NSS activities throughout the year and also during the annual camp. They are instrumental in converting students into the responsible citizens of the country. Through NSS various programs are organized to spread awareness about health care, cleanliness, energy conservation, environment protection, social equality etc. The NSS adopts one village every year and involves the local community in various activities.

File Description	Documents
Relevant documentary evidence for the claim	No File Uploaded
Report of each outreach activity signed by the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

Nil

File Description	Documents
Data as per Data Template	No File Uploaded
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

### 3.4 - Collaboration and Linkages

#### 3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

Nil

#### 3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded

#### 3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

Nil

File Description	Documents
Data as per Data Template	No File Uploaded
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
Any other relevant information	No File Uploaded

**3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

#### PHYSICAL FACILITIES

The Following facilities are available in the college:

1. The college has spacious classrooms including comfortable furniture with advanced facilities. Besides this, there are one smartclassroomfor providing ICT access.



## 2. The college library comprised of:

- A separate reading room for teachers and students.
- Internet and Photostats facility.
- A resource centre to provide access to a variety of resources such as NCF (2005), NCFTE (2009), Different volumes of NEP(2020), teachers handbooks; books and

The institution's educational needs are served with the help of following:

- Physical Science, Life Science, Psychology, Computer, Language Labs.
- 7Class rooms
- A Sports Room & NSS Room
- An archive room for keeping record
- An infirmary
- Faculty Conclave
- A Seminar Hall
- A Maintained Ground
- CCTV Protected College
- Purified water facility & Generator facility

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	<a href="https://www.kibc-edu.com/">https://www.kibc-edu.com/</a>
Any other relevant information	No File Uploaded

**4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)****4306540**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

**4.2 - Library as a Learning Resource**

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

College Library is situated on 2nd floor having capacity of 50 users. A well stocked Library with more than 6019 Books. Library is also having National and International Journals, Reference Books and Educational CDs, DVDs. There is a reading Room with seating capacity of a 50 students.. The library has a property counter, librarian's room, circulation (Issue/Return) counter, two reading sections for B.Ed. and M.Ed., computer/ internet section and stacks ( Text-Books for B.Ed. & M.Ed., Periodicals, reference books, general books, Vedic philosophy and others). Managing Committee and IQAC are suggesting for the automation of library.

File Description	Documents
Bill for augmentation of library signed by the Principal	<b>No File Uploaded</b>
Web-link to library facilities, if available	<a href="https://www.kibc-edu.com/index.php?view=fclibrary">https://www.kibc-edu.com/index.php?view=fclibrary</a>
Any other relevant information	<b>No File Uploaded</b>

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

**Study material and question papers are provided through library**

email and link of google drive. Students can ask the librarian for any type of study material. Remote access of the library will be provided in the future.

File Description	Documents
Landing page of the remote access webpage	No File Uploaded
Details of users and details of visits/downloads	No File Uploaded
Any other relevant information	No File Uploaded

**4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases**

File Description	Documents
Data as per Data template	No File Uploaded
Receipts of subscription /membership to e-resources	No File Uploaded
E-copy of the letter of subscription /member ship in the name of institution	No File Uploaded
Any other relevant information	No File Uploaded

**4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)**

24410

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**4.2.5 - Per day usage of library by teachers and students during the academic year**



**4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year**

120

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	No File Uploaded
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	No File Uploaded

**4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College**

Two of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Any other relevant information	No File Uploaded

**4.3 - ICT Infrastructure**

**4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words**

The institute used JIO dongle internet service before COVID. During due to increase of use of internet for online orientation, classes, activities, Internship, Examinations, Evaluation and blended modes

of learning, institute upgraded Jio wifi. Institute has 44 Desktops for administrative and research & teaching work. Laptop is provided to every teacher educator. The college uses LCD projectors for conducting activities. The desktops are running on windows 7 & 10 . Library provides photocopies of required reading material. IT support service for repairing and updating the ICT infrastructure is invited whenever required.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	No File Uploaded
Any other relevant information	No File Uploaded

#### 4.3.2 - Student – Computer ratio during the academic year

4 : 1

File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

E. < 50 MBPS

File Description	Documents
Receipt for connection indicating bandwidth	No File Uploaded
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	No File Uploaded
Any other relevant Information	No File Uploaded

#### 4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System

**(LCS) Teleprompter Editing and graphic unit**

File Description	Documents
Data as per Data Template	No File Uploaded
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded

**4.4 - Maintenance of Campus and Infrastructure****4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)**

Nil

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	No File Uploaded

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place. Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

The College ensures regular maintenance of all the infrastructural facilities. Various committees are constituted for maintaining and utilizing physical, academic and support facilities, laboratories, and library. One helping staff member is appointed on each floor to maintain cleanliness and required work. Furniture and equipment are purchased on regular basis as per the requirements. Purchase committee (Principal, 3 senior members and 1 administrative officer) conducts regular meetings to approve necessary purchases for maintenance of college infrastructure.



**Classrooms :** College has 07classrooms including 01smart classrooms.

**Laboratories :** College has various laboratories such as language lab, Science lab, Mathematics lab, social science lab, computer lab with all the amenities required in the labs.

**Library :** A Library Committee comprising of the Principal, Librarian and two senior staff members always try to improve /update the by adding new books, magazine and journals . The Library is maintained by only one staff member headed by the Librarian. Stock verification has been done at the end of session. Restorer goes on every shelf to match the accession numbers with official records every year and torn books are sent for binding, to keep them in good form. Computers in library with internet facility.

**ICT :**All the PCs are well maintained and with good configuration and connected with LAN. PCs are installed with windows 7 & 10.

File Description	Documents
Appropriate link(s) on the institutional website	<a href="https://www.kibc-edu.com/index.php?view=Home">https://www.kibc-edu.com/index.php?view=Home</a>
Any other relevant information	No File Uploaded

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

**5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning**

One/Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	No File Uploaded
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded
Photographs with date and caption for each initiative	No File Uploaded
Any other relevant information	No File Uploaded

**5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable**

Seven/Eight of the above

File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees**

C. Any 2 of the above

File Description	Documents
Data as per Data Template for the applicable options	No File Uploaded
Institutional guidelines for students' grievance redressal	<a href="#">View File</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded

**5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)**

One of the above

File Description	Documents
Data as per Data template	<a href="#">View File</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	No File Uploaded
Any other relevant information	No File Uploaded

## 5.2 - Student Progression

**5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year**



Number of students placed as teachers/teacher educators	Total number of graduating students
0	22

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	No File Uploaded
Appointment letters of 10 percent graduates for each year	No File Uploaded
Any other relevant information	No File Uploaded

### 5.2.2 - Number of student progression to higher education during the academic year

#### 5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

22

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

### 5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

0

File Description	Documents
Data as per Data Template	No File Uploaded
Copy of certificates for qualifying in the state/national examination	No File Uploaded
Any other relevant information	No File Uploaded

### 5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

Our institution has a student council led by Dean Student Welfare along with the participation of student representatives. The list of committees including teacher and student representation is: Internal Quality Assurance Committee is formed to initiate, plan and supervise various activities to increase the quality of education. Curriculum Development Committee invites suggestions from student teachers for modification and refinement in the existing curriculum. Discipline Committee has been formed to take care of the student discipline. Cultural Committee organizes cultural events in the college, conducting morning assemblies and youth festival preparations. Library Committee formulates the norms for issuing of the relevant books, updating of library resources. Campus Cleanliness Committee supervises general cleanliness. Grievances and Redressal Committee look into the complains lodged by any students/teacher and judge its merits. Sports Committee organizes sports day every year and take the students to different colleges to participate in various events. Alumni Association plays an active role in voluntary programmes like mentorship and scholarships in their areas of expertise. NSS Committee organizes various awareness programmes.

File Description	Documents
Copy of constitution of student council signed by the Principal	<a href="#">View File</a>
List of students represented on different bodies of the Institution signed by the Principal	No File Uploaded
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View File</a>
Any other relevant information	No File Uploaded

5.3.2 - Number of sports and cultural events organized at the institution during the year

25

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View File</a>
Copy of circular / brochure indicating such kind of events	No File Uploaded
Any other relevant information	<a href="#">View File</a>

#### 5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

College has a highly competent and active Alumni Association. A remarkable addition of new alumni members is a common practice every year. It meets periodically to discuss the ways and means to improve the academic environment of the institution as well as to exchange views on the scope of higher education and employment opportunities.

Alumni of the institution contribute non-financially over the years in growth and development of the institution. The alumni members, who are working as a coordinator, TGT, PGT etc. are helping in the placement of our students in different schools and colleges. These members are invited to the institution on various occasions like orientation day, teachers' day, and preparation of youth festivals to motivate students, share their personal experiences during their professional capacities. They are also frequently invited during final discussion of skill in teaching for external supervision. During this event, they provide excellent feedback to improve interns' teaching abilities to serve better in real school environment.

File Description	Documents
Details of office bearers and members of alumni association	<a href="#">View File</a>
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

#### 5.4.2 - Alumni has an active role in the regular



institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support

File Description	Documents
Documentary evidence for the selected claim	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>
Any other relevant information.	No File Uploaded

#### 5.4.3 - Number of meetings of Alumni Association held during the year

Nil

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

The college has a active Alumni Association. Alumni association help students stay connected and it also helps in sharing some of most precious memories. Alumni act s a strong support system to the institution.Consistent Alumni meets and interactions in the same results into planning of various programmes.Every Year alumni also share information and experiences on whatsapp group about placement as well as posts regarding admission procedure for further

education.

The college assigns the alumni lead positions in different programs resourcefor the events.Talks and experiences shared by alumni act as a source of motivation for current batch students.

Alumni contributions for institutional and academic development :

- Alumni invited as resource persons and guest speakersDemonstrations of micro lessons as well as macro lessons.
- Alumni invited as judges for various programs
- Active involvement of alumni in training for cultural events
- Share information regarding placements and employment opportunities

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

**VISION-** "To bring out the best in man by providing value based, need based and career oriented education and create self reliant Global Citizen."

**MISSION-**To impart quality education to meet the needs and challenges of global environment.To impart ethics and human values and to develop professional and life skills.

During training in the college campus, trainees are made aware of various aspects of education. Education is the process of human development. Human qualities are developed only through education. Education is the resource through which humanity takes the form of stability in society and progresses from an ordinary human being to humanity . Human values and global awareness are included in education. Human beings think about the welfare of the world by

acquiring education not only for themselves but also with the desire of world welfare, even in the current situation when the world is going through the phase of Coronaepidemic. In the college campus, value based education is discussed by connecting with alumni and current trainees in online and offline mode from time to time. After receiving education properly, trainees get employment. This year also a discussion was organized on these points. In which the current trainees gave their views.

File Description	Documents
Vision and Mission statements of the institution	<a href="#">View File</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

The college believes in democratic working through team work and participatory decision making. The administration follows decentralized system of governance. With help of College Development Committee and IQAC, Principal takes decisions to achieve the set goals. The faculty shows active involvement and participation in the activities of the institution. At the beginning of the academic year, the Principal along with the IQAC prepares the academic calendar. There after the faculty members of the respective committee meet to discuss and finalise the activities to be conducted. The faculty are given the privilege to make changes as per the requirements of the activities they intend to conduct. The members of student council are also involved in the planning and organising of various programmes.

File Description	Documents
Relevant documents to indicate decentralization and participative management	<a href="#">View File</a>
Any other relevant information	No File Uploaded



6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

The institution maintains transparency in financial, academic and other functions by adopting the following procedure: The college has an internal and external audit mechanism in which the internal audit is done by a chartered accountant, appointed by the College management committee guides for further improvement. The external audit is done by Nilamber Pitamber University, Medininagar, periodically. The purchase committee of the college maintains transparency and completes the process of purchase of equipment, furniture, and other accessories by receiving requirements, inviting quotations, comparing the quotations, and giving orders to the minimum one. The academic audit is done by the Principal (Director of IQAC). Notices related to admission, examination, timetable, internship, Admission , scholarship, subject change, different cultural programs, webinars, workshops, etc. are informed through WhatsApp groups to maintain transparency in the teaching-learning process.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	No File Uploaded
Any other relevant information	<a href="#">View File</a>

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

The college strives to foster holistic student development. Most recently, the global epidemic has taught us the value of being adaptable and flexible, in the face of consistently shifting unprecedented circumstances. With these consideration in mind, the collegestrategy concentrates mainly on three areas:

### A) Academic Excellence and Research:

1. By encouraging student-centric teaching and implementing digital pedagogies in the classroom.
2. By arranging training programs, webinars, and FDPs, will be conducted to cater to the recent changes and challenges faced by the

staff and the students.

3. By creating awareness to develop research skills and encourage initiatives to hone research methodologies.

#### B) Infrastructure Development :

The college will continue to invest in the infrastructure (including library and ICT) to ensure the best possible teaching learning experience. . The college will promote environment friendly measures and values.

#### C) Extension Activities:

The college will create an inclusive environment on campus and expand the extension activities via teacher-student synergy in social outreach programs will be professed. In order to do so, NSS will encourage students and staff to participate in collaborative endeavors to aid the marginalized section of the society.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="https://www.kibcedu.com/file/organogram22.pdf">https://www.kibcedu.com/file/organogram22.pdf</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

#### I. Administrative Set-up

1. The first tier is represented by the Governing Body.
2. The teaching staff is divided into departments with a Teacher In-Charge heading each department.
3. The college functions through Staff Council Committees.
4. Administrative and Accounts staff members are recruited according to Recruitment Rules of NPU & NCTE..

5. Students are part of the decision making at various levels through committees and also through volunteering and nomination.

6. The policy and decision making process at the institution is participative which involves various levels of stakeholders supported by the administrative set up.

## II. Appointment and Service Rules

Recruitment is done by the college as per NPU & NCTE guidelines. The college follows the service rules of NPU and grants study leave, increments and other financial and welfare benefits.

File Description	Documents
Link to organogram on the institutional website	<a href="https://www.kibcedu.com/file/organogram22.pdf">https://www.kibcedu.com/file/organogram22.pdf</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students**

File Description	Documents
Data as per Data Template	No File Uploaded
Screen shots of user interfaces of each module	No File Uploaded
Annual e-governance report	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.



Our college is affiliated by Nilamber Pitamber University, Palamau. The administration of Kumares International B.Ed. College, Palamau is the responsibility of the principal.

The organisational structure of the college consists of the College Managing Committee, the principal teaching staff, non-teaching staff and the students.

The governing body College Managing Committee which meets at least four times in a year to discuss issues related to finance infrastructure, faculty recruitment and the matter related to the overall development of the college.

**Academic Committee :** Regular meetings are held for the effective planning and implementation of the program like teaching learning academic administration curricular and co-curricular activities.

The college also has Internal Quality Assurance Cell IQAC the IQAC plays an important role for monitoring the internal quality of the Institution.

**The library Committee:** -include librarian, students, Alumni and Faculties.

**Various college committee:** - Various committees are formed for the planning preparation and execution of academic administrative and extracurricular activities each committee consists of the Convenor and its members.

**Anti-Ragging Cell, Grievance Redressal Committee:** -The objectives of this committee are to ensure that no violation of rules takes place within the college.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	No File Uploaded
Action taken report with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

The thrust of the college administration and the management is well being of the teaching and non-teaching staff.

1) The institution deputed faculty for refresher courses, short term courses, and participates in seminars and workshops.

2) Adjustments are made in the timetable for the staff to attend. Duty leave is granted to attend refresher courses and short term courses.

3) Temporary advancements against salary are made available to the teaching as well as non-teaching staff.

4) Female staff availed 180 days fully paid maternity leave.

5) In every academic session 14 casual leaves are provided to the staff members.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

**6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year**

0

File Description	Documents
Data as per Data Template	No File Uploaded
Institutional Policy document on providing financial support to teachers	<a href="#">View File</a>
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Brochures / Reports along with Photographs with date and caption	No File Uploaded
List of participants of each programme	No File Uploaded
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Copy of Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded



6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff  
Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

There is an inbuilt mechanism for performance assessment. Teaching performance of faculty members is assessed through self appraisal form. The areas covered are Academic and Professional Growth, Teaching Methods used, Research papers published in journals, Guidance rendered to Research Scholars, Participation in Seminars, Workshops and Conferences, Participation in orientation programmes, refresher courses and Participation in Extra-mural Activities, Attendance, student teacher relationship, Help rendered in college administration by membership of various committees such as Discipline Committee, Admission Committee, Students' Welfare Committee are also taken into consideration. These forms are analysed by the Principal. Annual result analysis also enables the Principals to monitor the teaching learning activity. At the end of academic year feedback is collected from the students covering various aspects regarding the curriculum and the teaching-learning process are covered. The Principal of the institution on the basis of his observation and feedback given by the student-teacher evaluates the faculty and provides necessary suggestions.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

The accounts are audited regularly by Chartered Accountant. The Auditors conduct Audit by checking basis of all Payment Vouchers, Receipt Vouchers, Bills, Bank Reconciliations and Bank Statements. The institution has a system of Pre - Audit on concurrent basis by the Auditors, which results in a full proof system of checking and control for all payments and receipts.. This system of Audit

identifies the discrepancies which are rectified at the preliminary stage itself. Financial statements are presented in the managing committee meeting and the points with special reference to optimum utilization of the financial resources are discussed and deliberated and subsequently the Audited financial statements are adopted and approved in the meeting.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

Since the college is self - financed, so the financial resources are only the students' fee. With the respect of tuition fees the college follows the regulations regarding the affiliating University. The college does not mobilize any resources through donation, since it does not accept any donation. The institution has the ideology of Seva Bhav. Members of management take care of financial resources/ requirements in case of excess of expenses over income the resources are provided by management.



File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

### 6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

**IQAC has been established for quality assurance and quality sustenance. The college implements most of its quality assurance mechanism through detailed planning, collective decision making and team work. The progress of college is viewed from the success of its activities. All the activities of the college are monitored and reviewed through the IQAC cell. The IQAC audits the committee reports and activities of the college and gives the audit report to the Principal for further action. Suggestions are given to respective committee members for enhancement of the performance of the committee.**

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

**To continuously review the teaching-learning process, regular departmental meetings are held. Reports of the outcomes in such meetings are communicated to the Principal for appraisal.**

**1. At the beginning of the year, the subject head teacher holds a meeting with his/her fellow teachers and discusses the problems faced by the students and the solutions.**

**2. The Principal convenes a meeting with teachers and IQAC coordinators to discuss issues related to the department and suggest**



solutions.

3. The Principal calls a staff meeting and discusses the problems encountered by the department and the problems faced by the students and suggest the solutions.

4. Regarding the outcome from such reviews, considerable improvements can be seen in the Teaching-Learning aspect.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

14

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of the work done by IQAC or other quality mechanisms	<a href="#">View File</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	No File Uploaded
Link to the minutes of the meeting of IQAC	Nil
Link to Annual Quality Assurance Reports (AQAR) of IQAC	Nil
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View File</a>
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	<a href="#">View File</a>
Any other relevant information	No File Uploaded

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

All staff members including teaching staff, non-teaching staff and librarian are equipped with PC with net connectivity.

Procurement of Library Resources: Substantial resources, including digital subscriptions, books, and journals

Classrooms are equipped with smart board for better ICT support for teaching learning and evaluation. Now classroom are enabled with interactiveboards.

Account section of the institute office is fully computerized.

Institute has also organised conference based on NEP and its implementation.

File Description	Documents
Relevant documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

#### Institution Energy Policy:

Energy conservation refers to the methods of reduction in energy consumption by way of elimination of wastage and promotion of efficiency. The institution adopts various ways and means for eliminating wastage of energy as given below :

#### WAYS OF ENERGY CONSERVATION :

##### Electricity conservation:

- The college building has large airy classrooms, with maximum utilization of natural light and cross ventilation. This reduces the need for fans and lights during most of the year which in turn reduces electricity consumption.
- Teachers, students and non-teaching staff regularly ensure that lights and fans are switched off when not needed.
- The college is replacing the tubelights and bulbs with LED lights.
- The teachers and support system as well as students are informed to shut down the computer down when not in use.
- Regular maintenance of electrical equipments is done to minimize unnecessary usage of electricity.
- A non teaching staff has been assigned the duty of maintaining the electric equipments .
- Repairs are carried out and replacements are made whenever required.
- College is planning to install rooftop solar panel.



File Description	Documents
Institution's energy policy document	<a href="#">View File</a>
Any other relevant information	No File Uploaded

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

Institute encourages environment friendly waste management practices as follows:

Solid waste management:

- Students and staff are made aware of proper waste management practices through lectures, displaying slogan boards in the campus to reduce waste at the institute.
- Segregation of dry and wet waste on a daily basis from various sources.
- Separate dustbins are used for different types of wastes.

Decrease in the use of paper:

- To attempt paperless evaluation, E-submission of practice assignment and answers has been adopted.
- Many teachers encourage the use of Google docs. This encourages independent learning.
- The examination committee has started and successfully implemented Paper less question paper submission.
- There has been increase of e-notices and e-reporting of all activities across the board, by faculty, office and students.
- The use of WhatsApp, sms and email for communication with all stake holders has witnessed decreased use of paper.

E-waste management:

- Non functional computers and peripherals are repaired and reused
- Old versions of computers are given to who so ever has a good use of them
- The E-waste collected is stored in the store room and disposed of every year accordingly.
- Old monitors and CPUs are repaired by our technician and reused.

**Liquid Waste management:**

Liquid waste from the points of generation like the water tanks and toilet etc is let out as effluent into a proper drainage facility and to avoid stagnation. All the liquid waste from washroom, bathroom is collected into soakage pits through systematic drainage. Zero percent leakage of waste water is ensured.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant**

Two of the above

File Description	Documents
Documentary evidence in support of each selected response	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage**

One of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

Cleanliness and sanitation are the priority of the institution. On a regular basis the college keeps the campus clean and maintains greenery by planting different plants. Tree plantation enables to beautify and enhance the green cover of the college. Weeding of unwanted grass is done on regular basis in the college campus. The college conducts various activities like swachata abhiyan, tree plantation, awareness campaigns, talks, poster competitions on a regular basis.

File Description	Documents
Documents and/or photographs in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants**

One of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View File</a>
Circulars and relevant policy papers for the claims made	<a href="#">View File</a>
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	<a href="#">View File</a>

**7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)**



14550

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statement on green initiatives, energy and waste management	No File Uploaded
Any other relevant information	No File Uploaded

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

The instituion caters to the need of different practice teaching schools in different forms like providing counselling to the school students , problem solving session for school students related to Maths,science and English subject. During internship teacher trainees arranges various activities in schools like exhibitions, competitions ,tree plantation ,helping school staff in organising various events. The college carries out different activities to address locational advantages and disadvantages groups i.e. Community work etc.

**Cultural Diversity:** Various committees orchestrate a variety of creative activities, embracing art, drama, debate, writing, music, dance, photography, and fashion, fostering cultural awareness.

**Linguistic Diversity:** Departments offer courses in languages like English, Hindi, and Sanskrit to locals.

**National Service Scheme (NSS):** Supported by the Ministry of Sports and Youth Affairs, NSS instills values of community service.

**Financial Support:** Scholarship, Fee Concession &financial aid to students.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized**

**A. All of the above**

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View File</a>
Web-Link to the Code of Conduct displayed on the institution's website	No File Uploaded
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	No File Uploaded
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	No File Uploaded

## **7.2 - Best Practices**

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website)  
Describe any two best practices successfully implemented by the institution as per NAAC format

**01. Plastic Free Campus** The context that the required initiation of the practice. Areal education for the students is to make them a good citizen so who lives, love and care for the environment, as it is basis for the life. Now a days, plastics have become major pollutants that affect the entire ecosystem. In our campus, there was a large-scale littering of plastic articles in the past because of the huge student population. These include plastic bags, cups, chocolate wrappers and plastic sheets. Also, there was no proper waste management system for these kinds of bio-non-degradable material. Hence, the college took the initiative to solve this problem in a phased manner.

**02.Writing Journals (Daily Reflection)** Context in which writing journal operates: Despite Act of protection of child right 2005 and Right to free and compulsory education 2008 dignity of children are not respected by the teachers today. Children are deprived of their basic needs: food, clothing and house Quite a few them are abused in the classroom and outside the class. Dealing with children is far and wide not very encouraging. Why? Because some of them have become insensitive to the needs of the children. What is expected of teachers is become reflective teachers.

File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

Vision of college is "To bring out the best in man by providing value based, need based and career oriented education and create self-reliant Global Citizen". "Vision, the college adapts definite strategies and plans out all the activities in such a manner that every activity, every event helps the college to go in the direction of fulfilling the mission and vision of the college. The activities are so planned to develop the all-round personality of the students spiritual, skill based and curricular and co-curricular activities. The holistic aspect is kept in view while conducting the value-based programmes. The college consistently conducts activities to promote good values like national harmony, social justice, and social awareness, to make the students responsible citizens. Few of the activities mentioned are to have everyday assembly with good thought reading, celebrating birth anniversaries of national leaders, highlighting the lives of great heroes and patriots, celebrating international women day, teachers' day, worlds environment day etc. to develop various life skills few programmes are arranged like stress management etc. Personality development is an integral part of the B.Ed. syllabus.



File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View File</a>
Any other relevant information	No File Uploaded