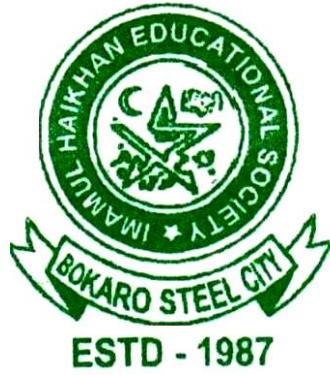


AL-HABEEB TEACHERS' TRAINING COLLEGE, BOKARO STEEL CITY



(A MINORITY INSTITUTION)
PERMANENTLY AFFILIATED TO VINOBA BHAVE UNIVERSITY,
HAZARIBAG
&
NATIONAL COUNCIL FOR TEACHER EDUCATION,
E.R.C. BHUBANESWAR
SELF STUDY REPORT (SSR)
Submitted to
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC)

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AL- HABEEB TEACHER'S TRAINING COLLEGE

(A MINORITY INSTITUTION)

PERMANENTLY AFFILIATED TO VINOBA BHAVE UNIVERSITY

RECOGNISED BY NCTE CODE NO. : APE 00796

SECTOR - VI, BOKARO STEEL CITY - 827 006 (JHARKHAND)

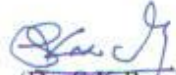
No: AHTTC/IQAC/15-293

Date: 15/11/2015

NAAC Steering Committee

A NAAC Steering Committee is constituted consisting of the following member for NAAC Accreditation.

- | | |
|--------------------------|-------------------------------------|
| 1. Dr. S.K.Pandey | Principal cum Chairman |
| 2. Dr. Sunil Kumar Yadav | Assistant Professor, Co-ordinator |
| 3. Mr. Kumar Mithilesh | Assistant Professor (Member) |
| 4. Dr. Tarannum | Assistant Professor (Member) |
| 5. Mr. Mohan Azad | Assistant Professor (Member) |
| 6. Mr. Wasi Ahmad | Assistant Professor, Co-coordinator |
| 7. Dr. R.A.Khan | Secretary (Special Invitee) |


(Dr. S.K.Pandey)
Principal

PREFACE

The essence of various aims and objectives of **Imamul Hai Khan Educational Society** is upliftment of society through service by arousing social conscience of the people. The society expresses its concern for working creatively, selflessly and with dedication. It holds the belief in high esteem that by making the people socially responsible, a responsible society can emerge and vice-versa. Imamul Hai Khan Educational Society has been founded in the memory of **Late Imamul Hai Khan, a freedom fighter and Trade Union Leader**. The society established a number of institutions including the Teacher's Training College.

To meet the necessity of competent and quality teachers to the tune of international standards with a thorough insight of culture, society and future of the country, the society decided to establish a teacher's training college with its identity as **Al-Habeeb Teacher's Training College**. It is a model institution to fulfill the demand of qualitative training of teachers who are going to lead the new generation in to the challenging 21st century. Al-Habeeb Teacher's Training College was established in the year 1987, it is recognized by National Council of Teacher Education (NCTE) and affiliated to Vinoba Bhave University, Hazaribag from the session 2008-09 and Permanently Affiliated from 2010-11. The College is running **B.Ed. Course with intake of 100 seats**.

The college is located in a pollution free zone on its own land. It has modern class rooms, well equipped laboratories, library, auditorium, conference hall etc. The college also has a standard language lab, facilities for indoor games, vast playing fields and well maintained lawns. College has a spacious rich library with high quality text books, reference books, national and international journals, magazines, newspapers and internet facilities and auditorium.

The college has well qualified staff. Presently it is a single faculty institute running B.Ed. course recognized by NCTE further prepared for D.El.Ed. course. A strenuous training is given to the students which is reflected in their behavioral change during their stay in the college as well as when they join as teachers at various institutions. Different activities in the class rooms and outside the classroom lead them towards sound professionalism and help them to grow professionally as a teacher in their life.

Self study report for NAAC accreditation has been prepared by seeking information and reports from all the faculty members and staff. A committee has been constituted to prepare this SSR with a senior faculty as its coordinator. The required information has been collected and duly filled in the Performa with all the supporting documents.



(Dr. S.K. Pandey)
Principal

Executive Summary

It is a matter of great pleasure and honour for us to present the self study report for NAAC accreditation. The vision of the institution is to transform into an institution of excellence for the development of human capital as efficient teaching community and this is reflected in all the policies, programmes and practices of the institution. Top management of the institute constitutes of highly qualified and competent educationists with vast teaching, administrative and research experiences. The leadership, governance and management of the college since its inception works for the total quality management by promoting and nurturing innovative and socially relevant education in the global context. Imamul Hai Khan Educational Society has established Al-Habeeb Teacher's Training College (AHTTC) at Sector-6, Bokaro Steel City. A Teacher Education Department for imparting quality education to meet the genuine need of the people of rural and tribal areas. The Imamul Hai Khan Educational Society is financially sound enough to sustain infrastructure and provide modern facilities to meet its stated vision with eminent financial support to Al-Habeeb Teacher's Training College. Al-Habeeb Teacher's Training College has shown an upward trend in qualitative performance.

The Environment: Al-Habeeb Teacher's Training College is located in mesmerizingly beautiful sight and pollution free environment, 4 kms far from the centre of Bokaro Distt. headquarter. Al-Habeeb Teacher's Training College is a self financed institute with campus area of 4 acres. It has 3562.59 sq. meters built up area. The campus is well developed and elegant. Its learning environment is secure enough to attract all learners increasingly.

Control of Regulatory Bodies: Vinoba Bhave University, Hazaribag (affiliating body) along with State Govt. and the NCTE (recognizing body) are the state/statutory regulating bodies. The university controls academic part, curriculum, examinations whereas, NCTE regulates the infrastructure. Al-Habeeb Teacher's Training College is fully equipped with infrastructure that exceeds of what the NCTE prescribes.

Relationship with the practice teaching schools: The relationship with the practice teaching schools is based on the principle of mutuality, complementing each other's roles and honour sensitivities and needs. It goes beyond the sphere of operation of internship.

Relationship with the community: Al-Habeeb Teacher's Training College addresses needs of the society, the students, and the school sector and nourishes values. It undertakes community and nation centric activities and educative programs such as literacy drive, awareness program on girl's discrimination and girl education, AIDS Awareness Programs, Tree plantation drive through outreach programs, street plays, cultural programs etc. and thus extends helping hand to meet the educational needs of the poor.


(Dr. Sunil Kumar Yadav)
Co-ordinator

SWOC Analysis of the Department & Future Plans

Strength

- Co-operative and sensitive management
- Qualified and committed teachers
- Ragging free campus
- Transparent and fair system of admission
- Transparent and fair system in recruitment of teachers and staff
- Adequate books, journals, magazines and reading materials
- Development of social spirit among students by organizing seminars, workshop, and school visit for internship
- Formation of IQAC
- Remedial classes for weaker sections
- Adoption of feedback system from students and parents
- Negligible rate of drops

Weakness

- Non availability of hostel facility

Opportunities

- Preparing our students for various TETs
- Preparing our students for renowned well cultured, sensitized teachers

Challenges

- Introducing research works
- To make the college more socially relevant

Future Plans

- D.El.Ed. is proposed to be introduced from the session 2017-19
- Introducing of M.Ed. course proposed in future
- Planning for autonomous status
- Planning to organize national seminar
- Planning to construct new buildings
- Planning to install the facility of lift for Physically challenged & old persons

PROFILE OF THE COLLEGE

A. Self Study Report

1. Name and address of the institution : - Al-Habeeb Teachers' Training College, Bokaro
2. Website URL : ahttcbokaro.org
3. For communication :-

Office

Name of Head/Principal	Telephone No with STD Code	Fax No.	E-Mail Address
Dr. S.K. Pandey	09234364951	06542 268708	ahttcbokaro@gmail.com

Residence

Name of Head/Principal	Telephone No with STD Code	Mobile No
Dr. S.K. Pandey	06542 266103	09451069100

4. Location of the Institution

Urban Semi-urban
 Rural Tribal
 Any other (specify and indicate)

5. Campus area in acres:

6. Is it a recognized minority institution? Yes No

7. Date of establishment of the institution ?

Month & Year

MM	YYYY
July	1987

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

Vinoba Bhave University Hazaribag (Jharkhand)

9. Details of UGC recognition under section 2(F) and 12(B) of the UGC Act.

Month & Year

2(F)	MM	YYYY
	03	2016

Month & Year

12(B)	MM	YYYY
	03	2016

10. Type of Institution:

- | | | |
|---------------|--|-------------------------------------|
| a. By funding | i. Government | <input type="checkbox"/> |
| | ii. Grant-in-aid | <input type="checkbox"/> |
| | iii. Constituent | <input type="checkbox"/> |
| | iv. Self- financed | <input checked="" type="checkbox"/> |
| | v. Any other
(specify and indicate) | <input type="checkbox"/> |
| b. By Gender | i. Only for Men | <input type="checkbox"/> |
| | ii. Only for women | <input type="checkbox"/> |
| | iii. Co-education | <input checked="" type="checkbox"/> |
| c. By Nature | i. University Dept. | <input type="checkbox"/> |
| | ii. TASE | <input type="checkbox"/> |
| | iii. Autonomous College | <input type="checkbox"/> |
| | iv. Affiliated College | <input checked="" type="checkbox"/> |
| | v. Constituent College | <input type="checkbox"/> |
| | vi. Dept. of Education of
Composite College | <input type="checkbox"/> |
| | vii. CTE. | <input type="checkbox"/> |
| | viii. Any other
(specify and indicate) | <input type="checkbox"/> |

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

Yes

No

If yes, has the institution applied for autonomy?

Yes

No

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

S.N.	Level	Programme/ Course	Entry Qualification On	Nature of Award	Duration	Medium of instruction
1	Secondary/ Sr.Secondary	--	--	Certificate	--	--
		--	--	Diploma	--	--
		B.Ed	UG Passed	Degree	2 Year	English, Hindi

13. Given details of NCTE recognition (For each programme mentioned in Q.12 above).

Level	Programme	Order No. & Date	Valid upto	Sanctioned intake
Secondary/ Sr.Secondary	B.Ed	No. ERC/7-87.6(ii)-17/12/2008/ 12369 dated Aug 29, 2008 ERC/NCTE/APE00796/B.Ed. (Revised Order)/2015/32711 dt 31/05/2015 (2 year course)	--	100

B) Criterion- wise inputs

Criterion I : Curricular Aspects

1. Does the Institution have a stated

Vision

Yes	✓	No	
-----	---	----	--

Mission

Yes	✓	No	
-----	---	----	--

Values

Yes	✓	No	
-----	---	----	--

Objectives

Yes	✓	No	
-----	---	----	--

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

Yes	✓	No	
-----	---	----	--

If Yes ,

a) How many programmes ?

b) Fee charged per programme ?

3. Are there programmes with semester system ?

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

Yes		No	✓
-----	--	----	---

If Yes, how many faculty are in the various curriculum development / vision committees/ boards of universities/ regulating authority ?

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

B.Ed

•Two Methods : School Subject –from the 1 year course

School Subjects I –Bio Science,Mathematics,History,Geography,Civics,Economics

School Subjects II – Hindi , English ,Urdu & Physical Science

• One Method : School Subjects- from the 2 years course

Elective – Vocational/Work Education,Health and Physical Education,Issues of Conservation,& Environmental Regeneration,Yoga Education,Value Education and Human Rights, Peace Education and Guidance & Counseling.

6. Are there programmes offered in modular form ?

Yes		No	✓
-----	--	----	---

Number	
--------	--

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

Yes	✓	No	
-----	---	----	--

Number	1
--------	---

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

Yes	✓	No	
-----	---	----	--

Number	
--------	--

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

- Heads of practice teaching schools
- Academic peers
- Alumni
- Students
- Employers

Yes	✓	No	
Yes	✓	No	
Yes	✓	No	
Yes	✓	No	
Yes	✓	No	

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

8 Years

11. Has the institution introduced any new courses in teacher education during the last 3 years?

Yes		No	✓
-----	--	----	---

Number	
--------	--

12. Are there courses in which major syllabus revision was done during the last 5 years ?

Yes	✓	No	
-----	---	----	--

Number	1
--------	---

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

Yes

No

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

Yes

No

Criterion II : Teaching – Learning and Evaluation

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

- a). Through an entrance test developed by the institution
- b) Common entrance test conducted by the university/ government
- c) Through an interview
- d) Entrance test and interview
- e) Academic merit
- f) Any other (specify and indicate)

50%

50%

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

2. Furnish the following information (For the previous academic year) :

- a) Date of start of the academic year
- b) Date of last admission
- c) Date of closing of academic year
- d) Total teaching days
- e) Total working days

03/07/2015

05/07/2015

30/06/2016

223

238

3. Number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed 2015-17	29	71	100	16	22	38	13	49	62
B.Ed 2014-15	23	77	100	10	46	56	13	31	44
B.Ed 2013-14	21	79	100	15	31	46	6	48	54

4. Are there any overseas students?

Yes		No	✓
-----	--	----	---

If yes, How many?

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

a) Unit cost excluding salary component

29431.53

b) Unit cost including salary component

66586.18

(Please provide the unit cost for each of the programme offered by the institution as detailed at **Question12** of profile of the institution)

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed 2014-15	80.36 %	58 %	77.45 %	59.36 %
B.Ed 2013-14	78.45 %	64.27 %	78.45 %	64.27 %
B.Ed 2012-13	79.27 %	59 %	78.09 %	60.27 %

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

Yes

No

8. Does the institution develop its academic calendar?

Yes

No

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
B.Ed	60 %	20 %	20 %

10. Pre –practice teaching at the institution
- a) Number of pre- practice teaching days
- b) Minimum number of pre- practice teaching given by each students
11. Practice teaching at school
- a) Number of schools identified for practice teaching
- b) Total number of practice-teaching days
- c) Minimum number of practice teaching lesson given by each student
12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?
- | | | | |
|-----------------------------|---------------------------------|------------------------------|---------------------------------|
| No. of Lesson in simulation | <input type="text" value="18"/> | No. of pre-practice teaching | <input type="text" value="21"/> |
|-----------------------------|---------------------------------|------------------------------|---------------------------------|
13. Is the scheme of evaluation made known to students at the beginning of the academic session?
- Yes No
14. Does the institution provide for continuous evaluation?
- Yes No
15. Weightage (in percentage) given to internal and external evaluation ?
- | Programmes | Internal | External |
|------------|----------|----------|
| B.Ed | 36.36 | 63.63 |
16. Examinations
- a) Number of sessional tests held for each paper
- b) Number of assignments for each paper

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

Particulars	Yes	No
Computers	✓	
Intranet		✓
Internet	✓	
Software/Courseware (CDs)	✓	
Audio resources	✓	
Video resources	✓	
Teaching Aids and other related materials	✓	
Any other (specify)		

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

Yes	✓	No	
-----	---	----	--

Number	7
--------	---

19. Does the institution offer computer science as a subjects ?

Yes		No	✓
-----	--	----	---

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

Compulsory Optional

Criterion III : Research , Consultancy and Extension

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

Number	3	16	18.8
--------	---	----	------

2. Does the institution have ongoing research projects ?

Yes		No	✓
-----	--	----	---

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

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

(Additional rows/columns may be inserted as per the requirement)

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

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

- Teachers are given study leave
- Teachers are provided with seed money
- Adjustment in teaching schedule
- Providing secretarial support and other facilities
- Any other (specify and indicate)

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

Yes No

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

- a) Ph .D.
- b) M. Phil.

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

Yes No

8. Details of the publications by the faculty (Last 5 years)

	Yes	No	Number
International journals		✓	
National journals – referred paper, Non referred papers	✓		04
Academic articles in reputed magazines/ news papers		✓	
Books		✓	
Any other (specify and indicate)			

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

Yes		No	✓	Number	
-----	--	----	---	--------	--

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

	Faculty	Students
National seminars	02	
International seminars		
Any other academic forum		

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

(Marks '✓' for Yes and 'X' for No.)

Self – instructional materials	✓
Print materials	✓
Non- print materials (e.g. Teaching Aids/ Audio – Visual, Multimedia, etc.)	✓
Digitalized (Computer aided instructional materials.)	✓
Question bank	X
Any other (specify and indicate)	X

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

Yes No

If Yes, indicate the nature of the post .

Full - time Part – time Additional charge

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

Yes

No

14. Are there any other out reach programmes provided by the Institution ?

Yes

No

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

01

16. Does the Institution provide consultancy services ?

Yes

No

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

17. Does the Institution provide have networking / linkage with other Institution / Organizations ?

Local level	✓
State level	✓
National level	--
International level	--

Criterion IV : Infrastructure and Learning Resources

1. Built – up Area (in sq. mts.)

3562.59

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

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

3. How many computer terminals are available with the Institution ?

15

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

2,25,000

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

35000

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

1,50,000

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

2407943

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

Yes

No

9. Total number of post sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	12	3		1
Non- Teaching	5	1	--	2

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching	--	--	--	--
Non- Teaching	--	--	--	--

11. a. Number of regular and permanent teachers (gender – wise)

	Open		Reserved	
	M	F	M	F
Lecturers	6	3	6	1
Readers	--	--	--	--
Professors	--	--	--	--

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

	Open		Reserved	
	M	F	M	F
Lecturers	--	--	--	--
Readers	--	--	--	--
Professors	--	--	--	--

c. Number of teachers form Same state

Other states

12. Teachers students ratio (programme – wise) ?

Programme	Teachers student ratio
B.Ed	1:12

13. a. Non- teaching staff

	Open		Reserved	
	M	F	M	F
Permanent	1	2	3	1
	M	F	M	F
Temporary	--	--	--	--

c. Technical Assistants

	Open		Reserved	
	M	F	M	F
Permanent	1	--	--	--
	M	F	M	F
Temporary	--	--	--	--

14. Ratio of Teaching- non teaching staff

16:8

15. Amount spent on the salaries of teaching faculty during the previous academic session ?

(% of Total expenditure)

39.72

16. Is there an advisory committee for the library ?
 Yes No

17. Working Hours of library
 On working days
 On holidays
 During examinations

18. Does the library have an open access facilities ?
 Yes No

19. Total collection of the following in the library ?

a. Books

Text books

Reference books

b. Magazine

c. Journals subscribed

Indian journals

Foreign journals

d. Peer reviewed journals

e. Back volumes of journals

f. E-information resources

On line journals/e-journals

CDs/DVDs

Databases

Video cassettes

Audio cassettes

20. Mention the

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

Seating capacity of reading room

21. Status of automation of library

Yet to intimate

Partially automated

Fully automated

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

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

23. Are student allowed to retain book for examination ?

Yes No

24. Furnish information on the following

Average number of book issued / returned per day

Maximum number of books issued / returned per day

By students

By faculty

Maximum number of books permitted for issue

By students

By faculty

Average number of users who visited / consulted per month ?

Ratio of library book (excluding text books and book bank facility) to the number of student enrolled ?

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

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

	2013-14		2014-15		2015-16	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	2253	141630=00	716	43538=00	359	75746=00
Other books	10	920=00	52	7100=00	18	9150=00
Journals/periodicals	12	3715=00	--	--	10	14400=00
Any other specify and indicate	Education al CD	6000=00	13	2975=00		
(additional rows / columns may be inserted as per requirement)						

Criterion V : Student support and progression

1. Programme wise “ Dropout rate “ for the last three batches

Programmes	1 st year	2 nd year	3 rd year
B.Ed	01	01	01

2. Does the Institution have the tuter – ward / or any similar mentoring system ?

Yes No

If Yes, how many students are care of a mentoring system ?

3. Does the institution offer Remedial instruction ?

Yes No

4. Does the institution offer Bridge courses ?

Yes No

5. Examination results during last three years (provide year wise date) ?

	UG		
	2012-13	2013-14	2014-15
Pass percentage	99 %	99 %	99%
Number of first classes	100 %	100 %	100%
Number of distinctions	99 %	34 %	83%
Exemplary performances (Gold medal and university ranks)			

6. Number of students who have passed competitive examination during the last three years (provide year wise date) ?

	I 2012-13	II 2013-14	III 2014-15
NET	--	--	--
SLET / SET	--	--	--
Any other and indicate	--	--	--

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

Financial Aid	2012-13	2013-14	2014-15
Merit Scholarship	--	--	--
Merit-cum-means scholarship	--	--	--
Fee concession	10	10	12
Loan facilities	--	--	--
Any other specify and indicate	--	--	--

(Additional rows may be inserted as per requirement)

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

Yes No

9. Does the institution provide Residential accommodation for Faculty

Yes No

non – Teaching staff Yes No

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

Yes No

If Yes, Number of students residing in Hostel

Men

Women

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

Sports fields Yes No

Indoor sports facilities Yes No

Gymnasium Yes No

12. Availability of rest room for Women? Yes No

13. Availability of rest room for men ? Yes No

14. Is there transport facility available ? Yes No

15. Does the institution obtain feedback from students on their campus experience ?

Yes No

16. Give information on the Cultural Events (Last year date) in which the institution participated / organised ?

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter – college						
Inter – university						
National						
Any other (Specify and indicate)						

(Excluding college day celebration)

17. Give details of the participation of student the last year at the University, State, Regional, National and International sport meets ?

	Participation of students (Numbers)	Outcome (Medal achievers)
University	16	Volleyball 4 th Position
State	25	
Regional	02	Women Cricket 4 th position
National	--	
International	--	

18. Does the institution have an active Alumni ? Yes No
If Yes, give year of establishment

19. Does the institution have a Students Association / Council ?
Yes No

20. Does the institution regularly publish a college magazine ?
Yes No

21. Does the institution publish its update prospectus annually ?
Yes No

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

	2012-13 (%)	2013-14 (%)	2014-15 (%)
Higher studies	10%	12%	10%
Employment (Total)	15%	14%	20%
Teaching	15%	15%	16%
Non – Teaching	5%	5%	6%

23. Is there a placement cell in the institution ?

Yes

No

If Yes, how many students were employed through placement cell during the last three years ?

1 st year	2 nd year	3 rd year
5	4	6

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

	Yes	No
• Academic guidance and counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Personal counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Career counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Criterion VI : Governance and Leadership

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

Yes

No

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

Governing Body / Management	4
Staff council	4
IQAC council	4
Internal Administrative Bodies contributing to quality improvement of the institutional processes (mention only for three most important bodies)	

3. What are the Welfare Schemes available for the Teaching and Non – Teaching staff of the institution ?

Loan facility	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Medical assistance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Insurance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Other (specify and indicate)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

4. Number of career development programme made available for Non – Teaching staff during the last three years ?

--	--	--

5. Furnish the following details for the last three years ?

- a) Number of teacher who have availed the faculty improvement program of the UGC / NCTE or any other recognized organization ?

0

- b) Number of teacher who were sponsored for professional development programmes by the Institution ?

National

05

International

--

- c) Number of faculty development programmes organized by the Institution ?

--	--	--

- d) Number of Seminars / workshop / symposia on curricular development teaching learning, Assessment, etc organized by the Institution ?

--	--	--

- e) Research development programme attended by the faculty ?

--	--	--

- f) Invited / Endowment lectures at the Institution ?

--	--	--

Any other area (Specify the programme and indicate)

--	--	--

6. How does the Institution monitor the performance of the teaching and non-teaching staffs?

- a) Self – appraisal

yes	✓	No	
-----	---	----	--

- b) Student assessment of faculty performance

yes	✓	No	
-----	---	----	--

c) Expert assessment of faculty performance

Yes	✓	No	
-----	---	----	--

d) Combinational of one or more of the above

yes	✓	No	
-----	---	----	--

e) Any other (specify and indicate)

yes		No	
-----	--	----	--

7. Are the faculty assigned additional administrative work ?

yes	✓	No	
-----	---	----	--

If Yes, give the number of hours spent by the faculty per Week ?

1 Hour

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

Grant - in – aid

Fees

6393678

Donation

Self – funded courses

Any other(specify

9. Expenditure statement (for last two years) ?

	1st year 2014-15	2nd year 2015-16
Total sanctioned budget	6088000.00	6900000.00
% spent on the salary of faculty	41.38%	43.96%
% spent on the salary of non-teaching employees	14.73%	14.01%
% spent on the book ournals	1.56%	1.88%
% spent on development activities (expansion of building)	28.34%	33.09%
% spent on telephone, electricity and water	2.08%	1.03%

% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	1.76%	2.83%
% spent on maintenance of equipment , teaching aids, contingency etc.	2.89%	2.87%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc)		
% spent on travel	1.67%	0.56%
Any other (specify and indicate)		
Advertisement	0.98%	0.80%
Audit Fee / Accounting charges	0.18%	0.55%
Bank Charge	0.03%	0.04%
Bus running & maintenance & Interest on bus loan	2.42%	1.27%
House rent	0.73%	0.89%
Processing fee for D.El.Ed.	-----	2.17%
Total expenditure incurred	6015848.00	7315421.00

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

	Surplus in Rs.	Deficit in Rs.
2015-16	<input type="text"/>	<input type="text" value="336509.64"/>
2014-15	<input type="text" value="156654.12"/>	<input type="text"/>
2013-14	<input type="text" value="318260.39"/>	<input type="text"/>

11. Is there an internal financial audit mechanism ?

yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

12. Is there an external financial audit mechanism

yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

13. ICT /Technology supported activities /unit of the institution ?

Administration

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Finance

yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Student Records

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Career counseling

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Aptitude Testing

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

Examination / Evaluation /Assessment

yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Any other (specify and indicate)

yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

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

Yes No

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

Yes No

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

Yes No

17. Does the institution have the freedom and the resources to appoint and pay temporary / ad- hoc / guest teaching staff ?

Yes No

18. Is a grievance redresses mechanism in vogue in the institution ?

a) For Teaching

b) For Student

c) For Non-Teaching

19. Are there any ongoing legal disputes pertaining to the institution ?

Yes No

20. Has the institution adopted any mechanism / process for internal academic audit / quality checks ?

Yes No

21. Is the institution sensitized to modern managerial concepts such as strategic planning teamwork, decision-making concepts such as strategic planning teamwork decision – making computerization and TQM ?

Yes

No

Criterion VII : Innovative Practices

1. Does the institution has an established Internal Quality Assurance Mechanism ?

Yes

No

2. Do students participate in the quality enhancement of the institution ?

Yes

No

3. What is the percentage of the following student categories in the institution ?

No	Category	Men	%	Women	%
A	SC	03	3	02	2
B	ST	0	0	4	4
C	OBC	13	13	16	16
D	Physically challenged	0		0	
E	General category	13	13	49	49
F	Rural	5	5	30	30
G	Urban	20	20	45	45
H	Any other (specify)				

4. What is the percentage of the staff in the following ?

Sl. No	Category	Teaching Staff	%	Non-Teaching Staff	%
A	SC	01	6.25	03	37.5
B	ST	NIL		01	12.5
C	OBC	05	31.25	01	12.5
D	Women	04	25	03	37.5
E	Physically challenged	NIL		NIL	
F	General category	10	62.5	03	37.5
G	Any other (specify)				

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

Category	At Admission		On completion of the course	
SC	3	5	Nil	
ST	7	4	Nil	
OBC	34	29	Nil	
Physically challenged	0	0	Nil	
General category	56	62		
Rural	40	38		
Urban	60	62		
Any other (specify)				

CRITERION WISE ANALYTICAL REPORT

Criterion I: Curricular Aspects

1.1 Curricular Design and Development

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

The college has set objectives to address all important aspects like Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.

Objectives

- To prepare highly competent teachers with global standard to serve the National and International community.
- To make the prospective teachers understand the basis of education so that they can perform their role effectively in the society.
- To inculcate the right skills, values and attitude among future teachers.
- To develop self esteem and self confidence among the weaker sections especially women.
- To inculcate environmental values among future teachers.
- To develop a sense of community/social service among future teachers.

- To equip future teachers with latest ICT technology and technical knowledge.
- To provide opportunity to the faculty for continuing professional development and career long professional learning.
- To promote and support professional learning and development of Teachers and Teacher Educators.

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

The curriculum for the B.Ed. courses is developed by **Vinoba Bhave University, Hazaribag** and the same is circulated to the affiliated colleges as well as the constituent unit of the university.

Although there is no direct role of the college in curriculum development process, however, the college puts forward suggestions for making improvements/changes in curriculum as and when it is desired by the University or felt necessary by the college.

Curriculum feedback is one of the key components of IQAC which can play a significant role in inviting suggestions from the students. Feedback on curriculum is also collected from the students of the college at the end of each academic session with the help of a questionnaire. Parents, old students and all the employees of the college also play active and contributory role in this regard through Parent-Teachers Meeting, Alumni and IQAC meetings.

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

As the curriculum and syllabi are framed by the university, the members of Board of Studies and other academic experts take into consideration the global trends in teacher education by modifying the curriculum to meet emerging needs and prepare the students for employment at national and global level.

- Global trends like interdisciplinary approach of promoting self learning internship approach in practice teaching in schools, community related work and work experience programme have been incorporated into the curriculum.

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

All the national issues like environment, ICT, value education have been well addressed in the Teacher Training curriculum of B.Ed. In addition to it, issues like human rights, democracy, national integration, secularism, web browsing, and power point presentations are integral part of this course.

To create and generate awareness among the learners about these national issues, the college has adopted the following measures:

- Training of the students in contemporary social responsibilities, values and community service by conducting surveys on various issues like women education, human rights, drug addiction, environmental awareness etc.
- Arranging extension lectures by renowned educationists, social workers and retired government officials from different fields.
- Providing training in ICT, students are encouraged to give Power Point presentations for final discussion lessons and presentation at weekly seminars.

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

As far as curriculum planning at college level is concerned, the contents of the curriculum are divided into comprehensive unit plans and are prepared with the help of ICT.

1.2 Academic Flexibility

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

All the activities of the college are focused to make teaching a reflective practice.

- The institution provides practical experience through varied practices of model lesson by subject teachers and microteaching, simulated teaching, observation and teaching practice schedule to develop teaching skills among the students.
- College provides multi faceted learning experiences to the students through diverse teaching methodologies, morning assemblies, assignments, projects on various social problems and current issues(women empowerment, female feticide, drug abuse, community survey, child labour, NRI marriages, dowry system), work experience programmes (gardening, computer, craft, interior decoration, home craft), seminars and extension lectures.

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

The institution offers varied learning experiences like cultural activities, sports and games for the student teachers. For ensuring varied learning experiences the college provides adequate flexibility in the following ways:

- Students are given freedom to choose subjects of their own choice.
- Students can opt any of the six available options according to their interest and aptitude and any one of the five craft / work experience programmes at B.Ed. level.
- Teaching practice schedule is also prepared according to the convenience of the students and the practicing schools.

The Institution conducts several activities for varied learning experiences to the students both in the campus and in the field: -

i) Learning experience to the students in the campus :

- Physical development – Health and sports programme.
- Social development – Social interaction, participation in community programme, organizing social survey, participation in various social functions, celebration of important days and inclusion of social values.
- Cultural development –Organization of cultural activities, celebration of festivals, visit to the places of cultural importance.

- Intellectual development - Seminars and extension lectures, debates, declamation, special theme based seminars in the afternoon of every Saturday.
- Moral development – Role model behavior by the teachers inside & outside the campus, inculcation of moral values and their reinforcement in day to day behavior is monitored by the teachers.
- Aesthetic development - Class room layout competition, beautification of campus, tree plantation and Mother earth care activities.

ii) Learning experience to the students in the field :

- Social development – Community surveys and educational tours.
- Intellectual development – Participation in Seminars, creative writing competitions, quiz competitions etc.
- Aesthetic development – Participation in competitions like Rangoli, poster making, slogan writing and cartooning etc.
- Emotional development -Organization of plays and skits.
- Skill development - Communication development techniques, skill in teaching programme, use of ICT and organization skills by giving responsibilities to organize Educational tours, functions, sports etc.

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

Communication Skills

To develop communication skills, a new subject “Language Across the Curriculum” has been introduced in the B.Ed. curriculum. A language lab is established in the college to develop communication skill in the students. Common errors and mistakes committed by the students are identified by the concerned teachers and proper guidance is provided to avoid the same in real life. To develop communication skill speech contest (Hindi and English), writing assignments, using display board for articles, through cartoon etc. are organized in the college.

ICT Skills

Critical and understanding of information and communication technology is also a compulsory component in curriculum at B.Ed. level. Unlimited internet facility is available in library and in computer lab for all the students and faculty. Students prepare power point presentation for their demonstration lessons in their respective teaching subjects. They are also involved in online learning and use ICT for the preparation of assignments. Teachers also make use of ICT for preparing lectures by consulting web sites/ educational forums.

Life Skills

In order to prepare student teachers for their future roles as professional and as contributory members of the society, the college provides training in life skill education too. For this, they are assigned tasks of responsibility Apart from this teachers incorporate innovative teaching techniques like demonstration and role play in teaching. Institution also provides healthy environment in development of problem solving abilities, emotional intelligence and sharpening skills of stress management, time management and keen observation.

Community Orientation

For community service programme, the college organizes various activities such as rallies and peace march on various issues like drug abuse, female foeticide, AIDS awareness, traffic safety orientation and special campaign for community development.

Social Responsibility

Social service Club is installed in the college to develop a sense of social responsibility among the students. For addressing burning issues of increasing drug intake among the adolescents, the club of the college (during the teaching practice) conducts a month long "Say No to Drugs" campaign covering 15 practicing schools. During the campaign lectures are delivered, drama are presented and poster making and slogan writing competitions are conducted. Thus the college has been able to address the issue at the local community level. Students conduct surveys on socially sensitive issues in slums and rural areas.

4. How does the institution ensure the inclusion of the following aspects in the curriculum?

i. Interdisciplinary/Multidisciplinary

- All the general subjects (Core Papers) and Elective subjects make the curriculum Interdisciplinary / Multidisciplinary.
- There are 12 teaching subjects in the college related to humanities, commerce, languages and science. Students can choose one teaching subjects out of these B.Ed. level under their graduation stream.
- To develop practical ability and skills, students may choose from seven options. i.e.
 - a) Vocational/ work education.
 - b) Health and physical education.

- c) Peace education.
- d) Guidance and counseling.
- e) Issues of conservation and environment regeneration.
- f) Yoga education.
- g) Value education and human rights.

All the subjects at B.Ed. level are interdisciplinary in nature and subjects dealing with major aspects of Education. Philosophical and Sociological bases of education helps in understanding and framing the aims and objectives for different teaching subjects.

Learner- Nature, Development and Educational Psychology prepares teacher trainees and teacher educators for understanding the growth and development of the learners, their individual differences, role of motivation in teaching learning process and personality development. This equips the prospective teachers and teacher educators to deal effectively with the learners for different classroom situations.

Similarly, subjects like school management, ICT and Teaching Learning Process develop management and technical skills of the students, along with scientific temperament.

ii. Multi-skill development

Besides training the student teachers in teaching skills, the college promotes multi skill development by aiming at the following:

- Communication skills.
- Technical skills.
- Leadership Skills.

- Life skills.
- Teaching Skills.
- Creative and technical writing skills.
- Vocational and Psychomotor skills through work experience.

iii. Inclusive education

For Inclusive Education special arrangements are provided. The management understands the respect for their Social, Civil and Educational Rights.

iv. Practice teaching

- Students are sent to various schools of Steel Authority of India, Bokaro Steel Plant Ltd for their practice teaching under the efficient mentorship of the faculty.
- Practice teaching comprises of observation and teaching. The students have to undergo orientation, micro teaching and pre-practice sessions in the college before going for the same.

v. School experience / internship

The trainees are acquainted with their future responsibilities and contribute as an active school personnel during their school experience/internship. They get a peep into the following:

- Conducting theme based morning assemblies.
- Preparing Time Table.
- Maintaining attendance register.
- Conducting classes.

- Maintaining discipline.
- Conducting tests.
- Assigning and checking home work.
- Maintaining teacher's diary and various records.
- Organizing cultural programmes.
- Organizing games and sports activities.
- Conducting competitions like quiz, debate, essay writing etc.

During the teaching practice, good learning outcomes are witnessed and inter personal relationship is established between the institution and practicing school.

vi. Work experience /SUPW (Socially Useful Productive Work)

Work experience is an integral part of B.Ed. course. It helps in developing psychomotor and vocational skills of the teacher trainees. Students at B.Ed level have to Participate in following activities such as:-

- Flower decoration
- Computer craft
- Gardening
- Art & craft
- Potting the plants
- Community lunch

These crafts enable them to earn and pursue as a supportive activity.

vii. Any other (specify and give details) (Also list out the programmes /courses where the above aspects have been incorporated).

The students are encouraged to make use of internet facilities provided at the college campus. Faculty members prepare PPTs for their class room teaching by using ICT.

Workshops on lesson planning, micro teaching and communication skills are conducted during the pre-teaching phase, before sending the students for practice teaching and internship. Practice sessions for writing, checking and correction of lesson plans are held. They are orientated with organization of morning assemblies, career oriented talk and co-curricular activities.

Before the commencement of the actual internship and practice teaching the trainees spend few days to attend observational phase and micro teaching skill phase. At the end of the internship and teaching practice, the head and faculty of the various practicing schools provide constructive session and feedback to the pupil teachers.

1.3 Feedback on Curriculum

1. How does the institution encourage feedback and communication from the Students, Alumni and Employers, Community, Academic Peers and other stakeholders with reference to the curriculum?

The institution encourages feedback on the curriculum from various stakeholders such as Students, Teachers, alumni & community members through a well defined and thoroughly developed mechanism.

- Feedback on curriculum is collected from the student teachers during the tutorial meeting at the end of each session through feedback Performa provided by the college.
- During alumni meet, curriculum is discussed and suggestions are invited from the old students to rectify the existing curriculum.

- The Head of the practice teaching schools are also invited to give suggestions.
- In IQAC meeting the feedback on the curriculum is invited from faculty & community members.

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

The outcome of feedback is discussed by relevant committees and the Principal and suitable measures are adopted.

Note – Where ever it is possible to improvement is done at the local level (e.g.- co-curricular programs)

3. What are the contributions of the institution to curriculum development? (members of BOS/sending timely suggestions, feedback etc.)

The institution follows the curriculum prescribed by Vinoba Bhave University but it plays a role in curriculum planning indirectly. Faculty members regularly attend workshops and seminars on revision of curriculum and feedback is given, whenever university organizes and needs the same.

Curriculum Update

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

The semester system has been introduced at B.Ed. Course. Necessary changes have been introduced both in core papers and optional papers to allocate units and content of these courses. According to time span of semester and examination as per new regulation of B.Ed. course of two years duration is a major change. New curriculum has been made by the Vinoba Bhave University.

The changes in the B.Ed curriculum have indeed contributed to quality enhancement and student satisfaction. One of the main objectives of the teachers' education programme is to equip potential teachers with necessary pedagogical content and learner knowledge in order to be effective teachers. This objective has been fulfilled with the inclusion of "Pedagogical Analysis" and "Simulated Teaching" in the revised B.Ed curriculum.

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

The University is the authority to bring about any revision. The institution does not have the power to bring about revision on its own.

However feedback from various practicing school is invited through planned interactions with teachers and Principals of these schools regularly on aspects like lesson planning, teaching aids, skills shown and methodology used. The institution also invites suggestions from student teachers to make curriculum more relevant and reliable.

Best Practices In Curricular Aspects

1. What is the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?

The institution is committed to the cause of total quality management and for this, the college has been using innovative and constructive practices with regards to infrastructure, the college has well developed Language laboratory, SST lab, Science lab, Psychology lab, ICT lab, Art & Craft lab, Multipurpose hall etc.

The course quality enhancement measures are developed by arranging guest lectures, organizing seminars on important topics related to meaning and types of reading, meaning and relation between education and society, Human rights, Constitutional provisions, National integration, International understanding etc. For professional growth and development faculty participates in seminars and workshop.

2. What innovations/ best practice in 'Curricular Aspects' have been planned, implemented by the institution?

The institution always tries new innovations and has implemented the following –

- For upgrading the teaching pedagogy, use of ICT in teaching learning process has been envisaged. To achieve this, the teachers have been teaching with the help of Power Point Presentations, slides etc.
- IQAC of the college has an important role in this regard. Classroom teaching is monitored from time to time by Principal and feedback is invited from the students. The teachers are intimated about their shortcomings at the faculty meetings and constructive guidance to overcome these is provided at IQAC meetings.
- Unit planning of content by individuals teachers according to their time table.

- Team teaching is another innovation undertaken by the college for certain topics which need more expertise from concerned faculty.
- A part from this , the organization has also been ensuring the following :-
 - a) Smart classrooms
 - b) Arranging excursions, surveys etc.
 - c) Organizing class seminars on various topics, under the guidance of senior faculty.
 - d) Sharpening communication, interpersonal and technical skills of the teacher trainees and teacher educators by providing them with a platform in the form of daily morning assemblies, seminars and presentations.
 - e) Maximum use of library
 - f) Computer assisted teaching
 - g) Organizing year mark competition among students

Criterion II : Teaching Learning And Evaluation

2.1 Admission Process and Student Profile

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

The admission to the course, entrance test is conducted for 50% seats and rest 50% seats are allotted through the merit list prepared on the basis of marks obtained in graduation, post graduation level. The minimum eligibility criteria for admission is 50% marks for general category and 45% marks for reserved categories at graduation level. In case a student has less mark in graduation he/she must have qualified Post Graduation in school subject with at least 50% marks for general and 45% marks for reserved category.

The admission process involves:-

- a) Procuring application form with prospectus from college counter during the college hour.
- b) Scrutiny of the form with respect to qualifications etc.
- c) The date of test is fixed and written test is conducted for the purpose.
- d) Tabulation of marks by the office and verified by the principal / admission incharge for both merit list & management quota seats.
- e) Announcement of the result after approval from selection committee.
- f) Verification of certificates and counseling.
- g) Admission is done against the sanctioned in-take only.
- h) After the completion of admission process a thorough students profile is maintained to analyze: Number of SC/ST students, Girl students, Minority student, OBC etc.

Admission :

The counselor facilitates the admission process properly and appropriately.

Induction :

In induction, the admitted students are introduced properly to the system and are acquainted with the environment and organizational culture and discipline issues.

Protection From Raging :

Anti raging squad is made active and all measures as per UGC guidelines and anti raging law is adopted.

2. How are the programmes advertised? what information is provided to prospective students about the programmes through the advertisement and prospectus or other similar material of the institution ?

Institution advertises the programme at its own level in local newspaper like Prabhat Khabar, Hindustan etc. However, students can get information regarding admission procedure, eligibility criteria, subject combination, rules and regulations, information about activities of the college from :

- College website: www.ahttcbokaro.org
- Notice board of the college
- College office
- The prospectus of the college

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

The admission committee ensures transparency in all its dealings to ensure that the determined admission criteria are equitably applied to all applicants as per Govt. policy.

- a) Admission forms are thoroughly scrutinized by the admission committee.
 - b) Merit lists before display are also scrutinized by the admission committee.
 - c) The institution follows the stipulated rules laid down by the State Govt / University / NCTE.
- 4. Specify the strategies if any, adopted by the institution to retain the diverse students population admitted to the institution.(e.g. individuals of diverse economic, cultural religious, gender, linguistic, backgrounds and physically challenged.)**

To retain the diverse student population admitted to the institution, a democratic and conducive environment is provided. Students hailing from other states, different socio cultural milieu and the ones belonging to deprived segments of the society are treated with exceptional care and affection.

The various measures adopted by the institution to retain the diverse student population include programmes like :

- i. Fee concessions to economically backward students
- ii. Provide varied opportunities through seminars, debates, discussions etc.
- iii. Training to develop leadership qualities
- iv. Cultural, social and intellectual programmes
- v. Needy students are provided with books for long duration by the library.

1. Is there a provision for assessing students knowledge/needs and skills before the commencement of teaching programmes? If yes give details on the same.

Yes, there is provision for assessing students' knowledge/needs and skills before the commencement of teaching programmes. A general teaching competency scale is administered on the students to test their teaching potential, identify and diagnose their specific problems in teaching skills and accordingly remedial training is provided. The institution conducts micro and macro teaching workshops to develop teaching skills among them.

Micro teaching is one of the powerful process of getting confidence in teaching. These activities are observed by the peer groups and teacher supervisor. Every candidates performance is assessed and evaluated. During this time student teachers are given direction to perform better. Students are given opportunity to show their abilities to prepare teaching aids. Teaching aids are checked whether it is appropriate or not. Accordingly student teachers are promoted to have creative demonstration in the classroom situation. Student teachers are also provided opportunities to work among themselves so that they are enabled to assist one another in the groups. In all these process check and balance are maintained in order to empower the student teachers for the better teaching services.

Some of the strategies in the syllabus like some psychological tests are taken to know their intelligence, interest, adjustment and other traits to know their level of individual differences.

2.2 Catering Of Diverse Needs

1. Describe how the institution works towards creating an overall environment conducive to learning and development of the students?

The institution works whole heartedly towards creating an overall environment conducive to learning and development of the students. The institution has enough human and non-human resources to fulfill the needs of students like a spacious well stocked library which has national and international research journals, reference books, newspapers etc. to promote intellectual excellence among them. Various programmes like Orientation programmes, Morning assembly, Educational tours, various competitions are organized from time to time to cater to the varied needs of student teachers.

Orientation Programme :- The institution starts the session with the orientation programme. This is organized for two days. The dynamics of orientation programme leads each individual to know each other, to come closer to one another more over it discloses the ethos of the institution. Orientation enables the group to be sociable and to discover the needs of their training. The teacher trainees are made aware of their objective of being teacher trainees. It is the period to make aware of collective responsibilities to know the syllabus and entire B.Ed curriculum and their teaching learning environment.

Morning Assembly :- The day begins with morning assembly every day. Morning assembly consists of various items e.g. prayer, thought of the day, news of the day, G.K questions etc to be presented by the students. It draws the minds and heart of the student teachers and teacher educators together to express their conviction in the supreme being. A group of a six student teachers leads the morning assembly by participating in various activities of assembly to make the assembly fruitful.

Educational Tour :-Every year educational tour is arranged by the institution with the help of tour operator. The educational tour widens the perspective of the teacher trainees.

Various Competitions :- Teacher students are also involved in variety of school based activities like organizing Quiz, Essay competition, Singing competition, Dance competition, Debate etc.

Library :- It is well equipped with many text books, good reference books, research journals and dictionaries. Books are available in both English and Hindi version. It is also equipped with a xerox machine. The library is spacious and more than 65 teachers trainees can be accommodated at a time. There are sufficient tables and chairs in the library. This library provides an inspiring learning environment for the teacher trainees.

Multipurpose Hall :-There is a multipurpose hall available for the teacher trainees to carry various co-curricular activities, cultural programmes and prize distribution.

All the above mentioned points are helpful in creating over all environment conducive to learning and development of the student teachers.

2. How does the institution cater to the diverse learning needs of the students?

The institution caters to the diverse learning needs of the student teachers by giving individual attention to each and every aspect of their personality. Enough opportunities are provided to the students to explore their potential, identify their strengths and limitations. Various strategies are suggested from time to time to overcome these. Requisite guidance is provided to slow learners. Various papers in the curriculum like teaching subjects & optional subjects use a variety of teaching methods and co-curricular activities are fully utilized for this purpose. Special emphasis is placed on remedial teaching which is done formally and informally by personal guidance of teachers.

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

The students belong to diverse backgrounds, hence participation in cultural activities, debates, discussions, excursion etc is ensured. To create healthy educational and holistic environment and broaden their outlook students are encouraged to participate in the different national activities like 26thJan , 15th Aug etc.

4. How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse students needs?

Knowledge and sensitivity of the teacher educators is ensured on the basis of their educational qualifications, teaching experience, feedback from the students and supervision of teacher educators by the principal. More over constant motivation and reinforcement is also given to them to update their knowledge by regularly reading the national and international journals, new books etc.

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

The various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations are as follows:-

- a) Providing knowledge and skill through theoretical teaching :- All the paper of 2 years B.Ed. syllabus are taught by the faculty members. While teaching these papers they also provide inputs to develop knowledge and skills of the teacher trainees.
- b) Developing skills through demonstrations given by the faculty members: - Just before the micro teaching starts the teacher educators give demonstration to develop the skills of teacher trainees regarding the diversity and inclusion through live demonstration, during their teaching classes.
- c) Use of gained knowledge and skills by the teacher trainees :- The knowledge gained and skills acquired by the trainee teachers are used in the classroom situations during practice teaching. In this way, the teacher trainees get an opportunity to apply the required knowledge and skills.

2.3 Teaching Learning Process

1. How does the institution engage students in “active learning”? (use of learning resources such as library, website, focus group, individual projects, simulation, peer teaching, role playing, internships, practicum, etc.)

The institution engages students in active learning by motivating them to participate in teaching learning process. To achieve this objective, following learning resources are used optimally :-

- * Library:- There is a well stocked library which is well utilized by both the student teachers and the teaching staff members. Two books are issued to each student at a time. There are enough chairs and tables where more than 65 students can study together. There are library periods for the student teachers and during library period the students go for library study. More than 10110 books are available in the college library. Different types of journals, encyclopedia & reference books are available in the library. Xerox facility is also made available in the library for students and teaching staff. Thus library helps in active learning.
- * Website:- College has internet facility. The staff members browse websites and get the additional and latest information and reference time to time. Additional reading material is obtained from the websites. The curriculum of B.Ed programme is designed in such a way that the teacher trainees shall remain engaged in active learning.
- * Micro Teaching Simulated lessons and peer teaching:- Micro teaching is given much importance in the college. It is the essence of teacher training programme, where the teacher trainees have to remain focused in acquiring mastery over various teaching skills which draws the attention of the learner and all body and mind involved in the learning situation. Therefore the teacher trainees remain active in this learning process.

- * Simulation: - The core teaching skills are developed in simulated settings. The following core teaching skills are practiced in this college by the students in simulated setting:
 - 1) Introduction skill
 - 2) Reinforcement skill
 - 3) Probing questioning skill
 - 4) Explaining skill
 - 5) Blackboard writing skill
 - 6) Stimulus variation skill

- * Practice Teaching: - Students go to different schools for practice teaching, where they have to deliver minimum 40 lessons. Before the practice, the teacher trainees have to write lesson plan and for that purpose they have to do a lot of preparation. The lesson plans are first finalized by the subject teacher and then they go for practice teaching which is real teaching in classroom situation. The teacher trainees use teaching aids and for the preparation of the teaching aids they make much efforts. For all these activities the trainee teachers become active and get involved physically and mentally.

- * Co-curricular Activities: - Many co-curricular activities are being held at college which keeps the students active throughout the year. These activities mould the personality of the students. These activities include orientation, morning assembly, daily news presentation, essay competitions, annual sports, celebration of important days, Quiz competition, Rangoli competition, Talent search, Community lunch, Gardening, Tree plantation etc. All these activities engage the teacher trainees in active learning.

2. How is 'learning' made student centered? Give a list of the participatory learning activities adopted by the institution and those, which contributed to self management of knowledge and development by the students?

Learning is made student centered by the following ways:-

- i. Learning is made student centered by organizing teaching learning according to the needs and interest of the students.
- ii. It is made student centered by lectures, practical activities and field activities.
- iii. Technological approach makes the learning student centered such as use of ICT for preparation of teaching learning materials. Students consult different websites and educational forums online as an extension of class content, which is encouraged and ensured.
- iv. Various participatory activities like debate, seminar, singing, drama etc. help the student to shed their shyness and bring out their hidden talents to the front.
- v. To make the teaching learning process more interactive, participatory and interesting, faculty keeps on changing their methodology. They are motivated to visit the library regularly.

3. What are the instructional approaches (various models of teaching used) and experience provided for ensuring effective learning? Detail any innovative approach / method developed and used.

Various instructional approaches are used by the teacher educators like self learning materials, power point presentations, models, teaching aids etc. which makes the student teachers understand teaching in a more effective way. Different subjects are taught by using different approaches and methods like inductive - deductive approach, discussion method, assignment method, lecture method, problem solving method, lecture cum demonstration method etc.

Internship approach is used for practice teaching. Before going for practice in local schools, they go through micro teaching and simulated teaching in the college. Teaching is done through smart classroom, assignments and brain storming sessions in teaching subjects.

4. Does the institution have a provision for additional training in models of teaching and no. of lessons given by each student?

Additional training in models of teaching is provided. Each students give 2 lesson while provide additional training.

5. Does the student teacher use micro teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill.

Yes, the student teachers use micro teaching technique for developing teaching skills. Micro teaching gives a good start to the fresher in the field of teaching as they have to learn each micro teaching skill to get them integrated in the practice teaching session.

List of skills practiced by student teachers are:-

- Introduction skill
- Blackboard skill
- Explaining skill
- Reinforcement skill
- Stimulus variation skill
- Probing question skill

First of all, the teacher gives the demonstration of each skill and afterwards each student teacher completes two microteaching lessons per skill, from method subject obtained by the individual students.

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

The practice teaching is conducted in fifteen schools of SAIL / Bokaro Steel Plant Project School and one school of Bharra Urdu high school of Bokaro Steel City. Available schools for practice teaching are approached by the principal. These schools include both Hindi medium & English medium. First of all, the principal approaches the Education department of Steel Authority of India, Bokaro Steel Plant for taking permission for practice teaching, then they give the list of allotted schools. The duration of practice teaching is 30 days and each day every teacher trainee has to deliver a minimum two lesson plans per day according to the class routine of the school. The feedback are taken by the school Principal a day to day 6 hours Teaching.

7. Describe the process of block teaching / internship of students in vogue?

After giving adequate knowledge and training in teaching subject students are sent to different school for teaching practice. The internship is carried out in Bokaro Steel Plant Project Schools after the permission from proper authority. The student teachers spend the full time of the day in their assigned school and take part in every activity of the school. They act as the part of the staff and school. They conduct morning assembly, present some skills based on value education and issue. They also participate in environmental awareness programme, singing and dancing programmes conducted by the schools. The internship of teaching is of 30 days and 15 schools were included in it last year. The student teacher makes two lesson plans, one from method 'A' and one from method 'B'. The lesson plan is shown to the teacher supervisor as well as the subject teacher of that school. When the student teacher teaches in the school, the subject teacher of that school as well as the teacher educator / supervisor prepares a feedback for them. The teachers in school helps the student teachers in every aspect. In school, the student teachers even maintain school register. They motivate the students to participate in co-curricular activities such as sports, Cultural programmes etc.

8. Are the practice teaching sessions / plans developed in partnership, co-operatively involving the school staff and mentor teachers? If yes give details on the same.

Yes, teaching sessions and lesson plans are developed with the co-operation and involvement of the school staff and supervisors according to the syllabus of the particular class. Syllabus prescribed by the CBSE board and Jharkhand board is strictly followed by the student teachers for preparing lesson plans and teaching. School subject teacher & supervisor monitors the student teachers during practice teaching and feedback is given by them to implement it on the next day of teaching.

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

Student teachers are prepared in such a way that they manage the diverse teaching needs of the students. They are trained to use both visual and audiovisual aids in the schools. They are given requisite knowledge and training to use various teaching methods. Techniques and strategies to tackle students with diverse needs by:-

- Student teachers are familiarized with individual differences and trained to handle these differences.
- Student teachers are trained to use different skills for introducing and developing their lessons.
- Enrichment programmes such as computer assisted instructions, power point presentation, creative writing, smart classrooms etc. are organized.
- To improve the quality and effectiveness of teaching, student teachers use educational technology. They use OHP, laptops, working models etc.

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

College has a well established educational technology lab with all the modern gadgets and devices like smart board, over head projector, laptop, DVD player, sound system, television, camera (digital) etc. Students are motivated by teachers to use technology in practice teaching. For the proper use of educational technology, practice is given to the students in the form of ICT practicals on use of MS. Office, multimedia, e-mail etc.

2.4 Teacher Quality

1. **Are the practice teaching plans developed in partnership, co-operatively involving the school staff and mentor teachers? If yes give details.**

Yes, the practice teaching plans are developed in partnership co-operatively involving the school staff. The student teachers themselves don't prepare the portion to teach but the school teacher provides them the portion and helps them to teach. The student teachers follow the instruction and improve themselves. They make 30 days plan in which they teach different subjects like Mathematics, Science, Hindi, English, Sanskrit, Social Science etc. School staff motivates our students and co-operates with the students. The practice teaching plans are developed in partnership co-operatively involving the school teachers and mentor teachers.

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

The general ratio of student teachers to identified teaching school is about 7 and the decision of allotment of practice teaching schools and number of students are determined by Education Department of Bokaro Steel Plant / SAIL (B. S. L). So the ratio may change i.e. it may increase or decrease.

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

Feedback is given by the mentor teacher/ supervisor and the subject teacher, both. The mentor teacher helps the trainee teachers in preparation of lesson plan according to course plan i.e. syllabus. When the actual teaching practice takes place both, mentor and subject teacher observe the presentation and give remarks in the lesson plan copy, if necessary. For improvement of performance, each day the supervisor arranges a formal get together with all the student teachers and gives them collective feedback on their mistakes and suggests the remedial measures to improve it.

4. How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the school?

The educators give the student teachers good guidelines and always help them to understand the different technology, the diversity and equity of learning. The staff uses different technology for the students to teach them and make them upgraded like using OHP, projector, smart board etc.

5. How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?

By the help of active learning, the students and faculty keeps pace with the recent developments in the school subjects and teaching methodologies as they both are connected with new technology. They even understand the things by doing activity and practicing skills.

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

The institution sends their teaching staff out-station for seminars and workshops for professional / career development.

The teaching staff are sponsored for workshop seminar organized by the different organization for professional development such as VinobaBhave University (Hazaribag) NAAC preparation by Alert Knowledge Service, Jharkhand HRD deptt etc. The new facts and knowledge the teacher educators learn from the seminars and workshop is delivered to the student teachers.

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

For good performance, the staff members are motivated by following ways:-

The head of the institution as well as the managing committee, appreciate the staff members in front of all the members and students.

The institution rewards them by awarding gifts and also motivate them to do hard work and give good performance further.

Gifts are given to the staff members on annual function day.

Special allowances are given to the staff members showing exceptional performance.

For career growth study leave is also sanctioned.

2.5 Evaluation Process And Reforms

1. How are the barriers to student learning identified, communicated and addresses? (Conductive environment, infrastructure, access to technology, teacher quality, etc).

IQAC (Internal Quality Assurance Cell) has been established in the college. This cell takes every care to ensure that no impediments come in the way of students learning. To identify the barriers, several ways are adopted. Some of them are following: -

- Formal & Informal talks
- Complain / Suggestion box
- Feedback performas

The problems or barriers identified are put before the auspices of IQAC. These problems are worked out with the help of higher authorities, keeping in view the commitment to provide conducive environment, better infrastructure, access to technology and ensuring teacher quality. Some important features helpful to enhance learning in the college are as follows:-

- Well equipped classrooms.
- Well maintained E. T. lab having TV overhead projector, Air Conditioner, DVD player, high definition video camera and digital camera, white board roller etc.
- In computer lab more than 15 computers are set up with internet connection.
- Library is well stocked with books, journals, encyclopedia, reference books etc.
- Well qualified teachers
- Demonstration of micro and macro lessons by the faculty is directly and indirectly supervised and monitored by the IQAC, to ensure effective teaching learning process in the interest and welfare of the students.

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

Continuous and comprehensive evaluation is adopted by the institution through internal and external assessment regularly.

Internal Assessment access through: ---

- Assignments
- Interactive morning assemblies which includes G.K. questions

- Seminars
- Project work
- Attendance
- Assessment of personality qualities or traits such as regularity, obedience, sincerity towards work, sense of responsibility, quality and level of participation is done through observation in co-curricular activities organized by the institution.
- Internal exam conducted by the institute

External Assessment occurs through: ---

- Practical examination taken by Vinoba Bhave University with the association of External Examiner appointed by the University.

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

The assessment / evaluation outcomes are communicated and used in improving the performance of the students by showing them the internal exam answer papers, assignment copies to improve their performance.

4. How is ICT used in assessment and evaluation processes?

For the purpose of assessment and evaluation ICT is used in the following ways:

- Internal assessment result is computerized.

2.6 Best Practices in Teaching- Learning and Evaluation Process

1. Detail of any significant innovations in teaching, learning and evaluation, introduced by the institution?

Significant innovations in teaching, learning and evaluation introduced by the institution are: -----

- Smart boards which is being used for the purpose of teaching and evaluation.
- All the students are trained by their subject teachers to prepare their PPT (Power point presentation).
- Number of computers in the computer lab have been increased.
- Internet facility is provided to both students and staffs to download required subject matter from the internet.
- Transparency in system.
- Well organized practice teaching programme.
- Various competitions in different groups such as quiz competition, essay competition, debate, group dance competition etc. held in the college.

2. How does the institution reflect on the best practice in the delivery of instruction, including use of technology?

The institution reflects on the best practice in the delivery of instruction by following ways: ----

- Different teaching methods are used, according to the needs of the students and requirement of curriculum.
- The instructions are given in friendly environment.
- Making relative instruction, according to the previous knowledge of the students.
- Skill development programme are organized in the language lab for communication skill.
- Provision of online learning for wider knowledge sharing and exchange.
- Orienting instruction to develop the logic of the students.
- Relating instruction to the real life situations

Criterion III: RESEARCH CONSULTANCY AND EXTENSION

3.1 Promotion of Research

1. How does the institution motivate its teacher to take up research in education?

The institution motivates to participate in seminars, workshops and symposium to its faculty members and sends to take up research in education. The institution encourages the staff member to keep themselves up to date. Some staff members have done their Ph.D and submitted their research works. Some staff members are looking for Ph.D programme. The institution has encouraged the staff members to take part in seminars, conference, workshop, symposium which is conducted by educational organization and universities. The institution has encouraged the staff members to use the library facilities at any time they need. The management of the institution sponsors faculty members by giving travelling expenses and consider them on duty leave.

2. What are the thrust areas of research prioritized by the institution?

The Thrust areas are:-

- * Teacher education
- * Professional growth of teachers
- * Teaching learning process
- * Quality sustenance
- * Use of ICT in education

Al-Habeeb Teacher's Training College runs only one programme i.e B.Ed. The D.El.Ed programme is to be started from next session. The following research themes have been identified by the institution for undertaking research study by the faculty members.

- Continuous and comprehensive evaluation:
- Quality Education
- Value Education
- Educational Technology
- Models of Teaching
- Comprehensive use of TLM in education.
- Comprehensive use of ICT in education.

3. Does the institution encourage action research? If yes give details on some of the major outcome and the impact?

No action research has been introduced so far in our college. The institution has keen interest in this area. It can do something but it is only in mind and plan. Here in our college some subjects have been taken for this purpose like Educational Administration, Environmental Studies, Educational And Mental Measurement, Improvement of Pronunciation In Language, Comprehensive use of ICT in practice teaching classroom control discipline and adjustment problem of student teachers.

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

Details of the conference/seminars/workshop attended by the faculty members in last five years are as below.

Dr. Sunil Kr.Yadav :-

International Conference/Seminars :-

- * Participated in an International seminar on non-violence and peace education organized by Shridhar University Rajasthan, India from 07th -08th Sep 2013.
- * Participated in international conference on research on yoga holistic health and sport sciences, Sadguru Education Society's College of Physical Education, Jalgaon (Maharashtra) from 26th -28th Dec 2013.

National Conference/Seminars :-

- * Participated and presented a paper on "role of ICT in pre service and in-service teacher education" organized by Uday Memorial B.Ed College, Kedal Ranchi on dated 22nd -23rd March 2014.
- * Participated and presented a paper on Revolutionary effects on electronic medium of broadcast as information and communication technology on 1st -2nd Feb 2014.

National seminars:-

- * Participated in national seminar on quality management in education sponsored by UGC & U.P. Government, organized by faculty of education Raja Harpal Singh P.G. College, Singraman, Jaunpur (U.P) on 12th -13th Feb 2011.

National Conference/Seminars/Workshop :-

- * Participated in UGC sponsored national interdisciplinary seminar on resource utilization and industrial development of regional perspective of Jharkhand, organized by Bokaro Steel City College, Bokaro on 8th -9th April 2016.
- * Participated in one day National conference on education system Global scenario (ESGS-2015) organized by Shri Jagdish Prasad Jhabarmal Tibrewala University, Jhunjhunu Rajasthan held on 19th Oct 2013.

Workshop :-

- * Participated in a workshop on role of teachers in qualitative reforms in higher education in present days.
- * Participated in a national workshop on "How to get Grade 'A' in NAAC" held at Mapple Emerald, New Delhi on 16th January 2016.
- * Participated in a one day workshop on Innovative Paradigm's for teacher education organized by faculty of education, Vinoba Bhave University, Hazaribag on 10th April 2016.
- * Participated in a national symposium on sampling and data analysis, Raja Harpal Singh P.G. College, Singramau Jaunpur (U.P) on 9th January 2011.

Article and Publication output

- * An article on “Role of ICT in pre-service and in-service teacher education” had been published in a Souvenir on the topic of two days national seminar on innovation in teacher education. “Need of the hour” on 22nd -23rd March, 2014 organised by Uday Memorial B.Ed. College Keda, Neori Vikas, Ranchi.
- * An article on “Challenges of free and essential education in globalization” has been published in Sodha Pravaha Vol-IV issue 1st January 2014.

Dr. GouharParween :-

National conference/Seminars/Workshop

- Presented a paper in the National conference on Yoga held at H.V.P.M. Amravati (Maharashtra.)
- Presented two papers in All India paper presentation held at H.V.P.M. Amravati (Maharashtra.)
- Presented a paper in the National workshop held at Bokaro Steel City College, Bokaro (Jharkhand).
- Attended a National conference organized by J.J.T. University held at Thane (Maharashtra).
- Presented a paper in national seminar held at H.V.P.M. Amravati. (Maharashtra.)
- Presented a paper in national conference held at St. Xavier's college of education. Patna (Bihar.)
- Attended a national conference organized by J.J.T. University held at Jhunjhunu. (Rajasthan.)

Presented and Published

- Presented and published a paper in the International conference ISBN 81-86639-04-7, held at SES'S college of physical education Jalgaon (Maharashtra).

Topic : Effect of selected yogic exercise on Agility & flexibility of intercollegiate players.

- Presented and published a paper in the national conference held at R. G. Bagdia Arts, S.B. Lakhotia commerce & R. Bezonji science college. Jalna (Maharashtra).

Topic : Influence of performance enhancing drugs in sports a current scenario.

- Presented and published a paper in the national conference held at Uday Memorial B.Ed college, Ranchi (Jharkhand).

Topic : Use of ICT in the teaching process of teacher's training college.

Published Article

- * Published an Article in the Indian streams Research journals ISSN NO. 2230-7850. Volume 3, Issue.2, March 2013.

Topic : An effect of different duration of warm-up on the same physical fitness of handball.

- * Published an Article in the physical education and sports research journal ISSN NO. 2277-3665, volume 2, Issue 6 June 2013.

Topic : A survey of injury occurrence to university male volleyball players.

Mr. Kumar Mithilesh

- * Participated in a one day workshop on Innovative Paradigm's for teacher education organized by faculty of education, Vinoba Bhave University, Hazaribag on 10th April 2016.

Mr. Wasi Ahmad

- * Participated in a one day workshop on Innovative Paradigm's for teacher Education organized by faculty of education, Vinoba Bhave University, Hazaribag on 10th April 2016.
- * Participated in five days orientation programme in institutional development for heads of minority managed institution of higher learning on 19th Dec - 23rd Dec 2016 organised by NUEPA, New Delhi.

3.2 Research and Publication Output

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

For enhancing the quality of teaching and learning in our institution the following efforts has been made:

- 1) Well equipped laboratories like science lab, maths lab, psychology lab, language lab, ICT lab, Art & Craft room are used by the students and teachers for practical work.
- 2) Well equipped and rich library is available for teacher students and faculty members.

- 3) Power point presentation are prepared by the teacher students while giving seminars and lessons in their respective subjects.
 - 4) The college has facilities of latest teaching learning technology. LCD and LED projectors, Educational CDs, Smart classrooms & Laptops etc.
 - 5) Lesson plans are developed with the help of computers by the teachers as well as student teachers. Student teachers are motivated to deliver their lesson plan through PPT.
 - 6) The college extends required help to students for preparing teaching aids.
 - 7) Competitions on chart making, slogan writing as well as collage making are organized the institution on issues related social problems.
 - 8) The college organizes seminars for teacher students to develop their teaching skills.
- 2. Give details on facilitates available with the institution for developing instructional materials?**

Our institution has the following advanced facilities for developing instructional materials:

- 1) College has a well equipped and rich library having a large number of reference books, international and national journals and encyclopedia on different subjects.
- 2) College has a well equipped computer lab with internet facility.
- 3) Educational technology lab is equipped with all the modern gadgets and devices like interactive board, laptop, CDs, LCD and LED projectors.
- 4) Faculty members guide the student teachers and help them in preparing projects and teaching aids.

3. Did the institution develop any ICT / Technology related instructional materials during the last five years? Give details.

Yes, the institution has developed ICT / Technology related instructional materials for effective teaching and learning. Students prepare PPTs on different teaching lessons.

- * Teachers present model lessons / demonstration lessons with the help of power point presentation.
- * The students present the various teaching subjects by preparing transparencies slide etc.

4. Give details on various training programs and / or workshops on materials development (both instructional and other materials)

There is no such training programs organized by the institution presently but it is taken as a notice to the authority concerned to initiate such programmes in near future.

3.3 Consultancy

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

Consultancy services is an essential part of the institution. College is having guidance and counseling cell. This cell oriented some programmes such as career talk, health guidance and Global opportunities for career and future guidance for students and their parents especially in the villages who are ignorant about the options available after completion of schooling. It is like a boon to the community along with society that some ray of hope has been flamed by our faculty member's guidance to the last man of our society.

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

No.

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

Consultancy services of the college are totally free of charge, so the question of revenue generation is not applicable for our college.

- 4. How does the institution use the revenue generated through consultancy?**

Not applicable

3.4 Extension Activities.

- 1. How the local community has benefitted from the institution? (contribution of the institution through various extension activities, outreach programmes partnering with NGO's and GO's)**

Local community has benefitted from the institution in the following ways:

- * College is associated with 'Asha Lata' a present and renowned handicapped and physically challenged person's institution situated at sector V, Bokaro Steel City, Jharkhand.
- * Students visited 'Asha Lata' and learned from physically challenged person's activities.

- * Students take part, under the guidance of our faculty staff, to learn how to be at service to the physically challenged person.
- * Students help these guests of God in many ways such as teaching, guiding and helping them to boost themselves.
- * The debates, dramas etc are organized to sensitize the community against the evil confronting the society like female feticide, drug addiction and crimes against women.
- * Various events like save girl child, international women's day, birthdays of freedom fighters are organized involving different sections of communities.

2. How has the institution benefited from the community? (Community participation in institution development institution community network, institution school networking etc.)

Institution benefited from the community in following ways:-

- 2) Students of this institution attend and complete their teaching practice in various schools. Principal and teachers of these schools guide our students for the improvement of their teaching skills. Some of our students are selected in different schools after completion of their courses.
- 3) Students of these institution visit nearest villages, community centers and Panchayat to know the functions of villages, Panchayat i.e. self government system.
- 4) Principal of Imamul Hai Khan law College and faculty members along with advocates have visited our institution several times and given valuable lectures on human rights, law against women's atrocities and domestic violence.
- 5) Alumni of the college are invited from time to time to give valuable feedback to our institution regarding our weakness and strengths.

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

To make our students useful and sensitized members of our society the college is planning to bring the adequate awareness among them the habit of helping and serving the poor and the needy. For this different community oriented activities such as service to orphanages, shelter less persons, old age home, and disable person's.

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

The following programmes were envisaged and completed by the institution in last five years:-

- * Human right awareness programme:- The institution has driven human right awareness programme for nearby villages. This programme has been completed in collaboration with student lawyers and staff members of Imamul Hai Khan lawcollege, Bokaro Steel City, Bokaro.
- * Health awareness programme:- Our institution has conducted health awareness programme. For this purpose our students and staff members visited nearby localities and spread awareness about common diseases, their symptoms, precaution and preventive measures. We also spread awareness about many government programmes and economic assistance which has been provided to common man.
- * Bank literacy:- We have made aware to the common man of our society to open a bank account in nearby branch and take part in banking activities. We also made aware to them about "Jan Dhan Yojna" of central govt. Say "No" to mahajan for loan.
- * Traffic awareness programme:- We have organized traffic awareness programme for passer by each civilians we have made aware to them the traffic rules and hazardous of rash driving. We have put slogans that "No helmet No petrol" and "Sawdhani hati durghatna ghati".

4. How does the institution develop social and citizenship values and skills among its students.

The institution develops social and citizenship values and skills among its students as follows:

- * The institution has organized extension lectures by experts in different fields from time to time. School principal, educationist and social reformers have taken part in such programmes organized by the institution.
- * Student teachers prepare lectures on different social problems during practice teaching which develops social and citizenship values among the students.
- * Through gardening beautification of campus is maintained for the development of aesthetic sense among the students.
- * Various craft such as gardening, candle making, models of different monuments, poets, great men of India and, interior home craft are prescribed in syllabus to develop skills among the students.
- * Celebrating of national days spreads social and citizenship values among students.
- * Morning assembly is organized every day. During assembly students perform news, thoughts and G.K questions. Some necessary remarks are also delivered by the teacher as well as the principal.

3.5 Collaborations

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

College is a life member of NCTE (National Council For Teacher's Education). This is a national body for teacher's education which regularly organizes seminars and conferences for the teachers and teacher educators.

The college is willing to associate with AIAER (All India Association For Educational Research). This is a national research body for teachers and teacher trainer, college's principal and faculty members along with scholars are member of this prestigious institution. This association is responsible for solving any problems regarding educational research. This will helpful in professional development of teacher education.

- 2. Name the international organizations with which the institution has established any linkage in the last five years. Detail the benefit resulted out of such linkages?**

The institution has no linkage with any such organization but it is hopeful to create such linkage in near future.

- 3. How did the linkages if any contribute to the following?**

- **Curriculum Development**
- **Teaching**
- **Training**
- **Practice Teaching**
- **Research**
- **Consultancy**
- **Extension**
- **Publication**
- **Student Placement**

No

4. What are the linkages of the institution with the school sector? (Institute – school – community network)?

Institute has established linkage with many schools for practice teaching.

- 1) School teachers are invited to act as an expert during skill development in teaching examination.
- 2) School Principals are invited in college function.
- 3) School head and teachers have attended in different cultural programmes.
- 4) College teachers are invited as a judge in various activities.
- 5) School teachers attend annual programs of the college.
- 6) The placement cell sends the qualified trained teachers to the required schools head.

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

Yes, the faculty members are actively engaged in schools with teachers and other school personal to design, evaluate and deliver practice teaching.

- * Teaching practice is designed according to the concerned needs of the school. The requirement of schools are discussed before the start of practice teaching. We also look and discuss with concerning schools about the expectation from the student teachers.
- * School principal also interacts with the student teachers and give support, guidance and feedback in meetings during practice teaching.
- * College Principal / Vice Principal / Asst. Professors often visit practice teaching schools during practice teaching sessions.

- * Each and every effort has been made by the college to develop as professional learning community to the concerned practice teaching schools.
- * Trainee Teachers of Al-Habeeb Teachers' Training assigned the 10 primary school / middle school of Jharkhand govt school to improve the teaching "Shaksham Hai Hum" programme introduced by the state govt education department.

6. How does the faculty collaborate with school and other college or university faculty?

The faculty collaborates with school and other college or university faculty. Teaching faculty of the college also attends conference / seminars / workshop / symposium organized by the other institution.

- * Faculty of the college often visits the schools of the city as subject experts for selection of teachers, to act as judge in various competitions of schools and to participate in school functions.
- * Faculty of the college is collaborating with physically challenged student's school.

3.6

1. What are major measures adopted by the institution to enhance the quality of research, consultancy and extension activities during the last five years?

No

- 2. What are significant innovations / good practices in research, consultancy and extension activities of the institution?**

Additional information to be provided by institutions opting for re-accreditation / re- assessment.

Not applicable

- 3. What are the main evaluative observations / suggestions made in the first assessment report with reference to research consultancy and extension and how have they been acted upon?**

Not applicable

- 4. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment an accreditation?**

Not applicable

Criterion- IV Infrastructure and Learning Resources

a. Physical Facilities

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

Physical Facilities:-

The institution is established and located in pollution free zone in its own land. The campus is spread over 4 acres which is maintained efficiently. College is situated on the main road of sector VI, bus stand and railway station are easily accessible. College has spacious and airy classrooms, facility of smart boards, well equipped laboratories with modern equipments, well stocked and enriched library with reference books section along with reading section, language lab with modern facilities for the development of communication skills and pronunciation drills. A seminar hall and a multipurpose hall with seating capacity of more than 200 students. ICT lab with fifteen computers, LCD, TV and Projector. Psychology lab with useful books and necessary equipments. Science lab with modern facilities, Arts and Craft room along with musical instruments. Health resource center with modern fitness machines and equipments. There are three Store rooms available in the building. Fire extinguishers, separate common rooms for boys and girls. Staff room, Principal's room along with administrative block. Separate wash room for boys and girls on every floor. Spacious lawns, appropriate space for indoor games with fully maintained outdoor games, basket ball court are available., badminton court, volley ball, table tennis, football / hockey ground .Garden with plantation of beautiful flowers spread around different sides of campus. It is well maintained by the authority. An auditorium with air-conditioning is under progress process.

No. of rooms in the existing building according:---

Particulars	Number
Classrooms	10
Office	01
Principal's Office	01
Staff room	01
Admission cum counseling office	01
Library	01
ICT lab	01
Seminar hall	01
Multipurpose hall (With changing room)	01
IQAC room	01
Sports room	02
Science lab /SST lab	01
Psychology lab	01
Language lab	01
Stores	03
Toilets	14

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

The institution always plans to develop the infrastructure to keep pace with the academic growth.

- * The infrastructure of the college is well maintained. It is strengthened year by year by the management.
- * There is a system of upgrading library by purchasing reference books as well as national and international journals and other materials.

- * All the laboratories such as Computer/ICT lab, psychology lab, science lab, language lab are upgraded time to time or as required by NCTE or UGC.
- * To organize co-curricular/ extra co- curricular activities multipurpose hall with seating capacity of more than 200 is installed. Multipurpose hall has a concrete stage, it has the facilities of public address system, sound system, projector, computer etc.
- * Smart board has been installed in ICT lab so that students can utilize all the features as demanded by society as well as own self.
- * Wi-fi campus is enabled.

3. List the infrastructure facilities available for co- curricular activities and extracurricular activities including games and sports?

Institution has the following infrastructure facilities for required co- curricular and extracurricular activities.

- * Spacious, well furnished& well equipped multipurpose hall to organize conference, special ceremony, talent hunt etc.
- * Playground for outdoor games like volleyball, badminton, basketball, football, athletics and cricket pitch with net are available.
- * Room for indoor activities like carom board, ludo, chess, table tennis etc.
- * Gymnasium and Yoga room is available.

4. Give detail on the Physical infrastructure, shared with other programmes of the institution or other institution of the present society or university?

- Playground is used for annual sports celebration and National Day celebrations.
- Multipurpose hall is used for other different cultural programmes and functions.

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

- Separate neat & clean wash room facilities for male and female
- Canteen facility
- Maintenance of first aid kits
- Water cooler with Aqua Guard facility is maintained
- Separate Common room for Boys and Girls are provided
- Gymnasium and Yoga room is available for the students and teachers

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

There is no hostel facility provided by the institution as of now, but hostel facility is arranged from outside if required by the students.

4.2 Maintenance of Infrastructure

1. What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any?

- **Building**
- **Laboratories**
- **Furniture**
- **Equipments**
- **Computers**
- **Transport / Vehicles**

Budgetary allocation and utilization under the following heads has been made adequately during the sessions:

- Construction of new required building
- Repairing and installing new furniture
- Up-gradation of labs and purchasing of equipments
- Electricity expenses, installation of new electric items
- Maintenance of computers and other items
- Up gradation and enriching of library
- Purchasing of International and National Journals
- Regular white wash and cleanliness of the campus
- Sports equipments

Utilization for the last three years.

Income & Expenditure A/C For The Year Ended 31/03/2014

Particulars	Amount	Particulars	Amount
To Advertisement Expense	114145.00	By Exam Fees	524570.00
To Bank Charges	1375.00	By Annual Fees	4311368.00
To Bus Insurance	44309.00	By Bus Income	142281.00
To Bus Running & Maintenance	168933.00	By CLC,CC & Other Fees	141395.00
To Electricity Bills	23666.00	By Interest on Fixed Deposit	168959.09
To Exam & Reg. Fee	264000.00	By Interest on Savings A/c	8128.00
To Exam Remuneration for Practical	29138.00		
To Honorarium	104631.00		
To House Rent	36739.00		
To Interest on Bus Loan A/c	145689.00		
To Legal Expenses	11070.00		
To Misc. Expenses	76620.00		
To Newspaper Expenses	3013.00		
To Printing & Stationery	10334.00		
To Repair & Maintenance	44656.00		
To Salary & Allowances	2838046.00		
To Security Guard	50400.00		
To Sports Expenses	6320.00		
To Telephone & Internet Charges	17302.00		
To Travelling & Conveyance	125988.00		
To Water Charges	39879.00		
To Other Expenses	62194.70		
To Audit Fees	11236.00		
To Depreciation	748757.00		
To Excess of Income Over Expenditure	318260.39		
	5296701.09		5296701.09

Income & Expenditure A/C For The Year Ended 31/03/2015

Particulars	Amount	Particulars	Amount
To Advertisement Expense	59888.00	By Annual Fees	5049888.00
To Audit Fees	11450.00	By Admission Form	25498.00
To Bank Charges	2125.00	By CLC,CC & Other Fees	62335.00
To Bus Running & Maintenance	27921.00	By Exam Fees & Form Received	117050.00
To Electricity Bills	106612.00	By Internet on Fixed Deposit	158351.21
To Honorarium	64785.00	By Interest on Savings A/c	3762.00
To House Rent	44512.00		
To Interest on Bus Loan A/c	120278.00		
To Newspaper Expenses	2625.00		
To Employer Provident Fund	84510.00		
To Repair & Maintenance	62698.00		
To Salary & Allowances	3654262.00		
To Security Guard	45752.00		
To Telephone & Internet Charges	20126.00		
To Travelling & Conveyance	101911.00		
To Depreciation	850775.00		
To Excess of Income Over Expenditure	156654.21		
	5416884.21		5416884.21

Income & Expenditure A/C For The Year Ended 31/03/2016

Particulars	Amount	Particulars	Amount
To Advertisement Expense	55560.00	By Admission Form	41600.00
To Accounting Charges	27000.00	By Annual Fees	4759512.00
To Bank Charges	2720.17	By Bus Income	4741.00
To Electricity Bills	42162.00	By CLC,CC	44090.00
To Honorarium	42347.00	By Exam Fees & Form Received	133698.98

To House Rent	62062.00	By Interest on Savings A/c	7538.00
To Interest on Bus Loan A/c	88002.00	By Other Income	40438.00
To Legal Expenses	2700.00	By Interest on Fixed Deposit	182811.55
To Newspaper Expenses	3847.00	By Excess of Expenditure over Income	336509.64
To Processing Fee For D.El.Ed	150000.00		
To Employer Provident Fund	90539.00		
To Repair & Maintenance	124083.00		
To Salary & Allowances	4067913.00		
To Security Guard	55000.00		
To Sports Expenses	6558.00		
To Telephone Charges	29204.00		
To Travelling & Conveyance	38935.00		
To Audit Fees	11500.00		
To Depreciation	650804.00		
	5550936.17		5550936.17

2. How does the institution plan and ensure that the available infrastructure is optimally utilized?

The facilities available in our college is planned as per the norms of NCTE, VBU, Hazaribag and guidelines given by UGC time to time.

For optimum utilization of infrastructure these following activities are done by the institution:

- * Classrooms for teaching
- * Lectures

- * Conference / Craft

- * Sports and games (Indoor & Outdoor)

- * Library period thrice a week

- * Examinations

- * Meetings (Parent-Teachers Meetings, Alumni Meets, IQAC meetings etc.)

- * Annual Celebrations

3. How does the institution consider the environmental issues associated with the infrastructure?

- A special event is organized time to time for plantation in and around the campus.

- Our institution has been developed a garden in the campus.

- We have planted a number of trees in and around the campus.

- For maintaining solidarity to “Swachha Bharat Abhiyan” we have organized awareness programmes among students to keep our campus clean and green.

- Once a week we cleanliness programme are organized on weekly basis to keep the surroundings clean and dirt free.

Environment Society is established in our college to create such awareness programme among our students and surrounding areas.

Society is working on the following issues:--

- a) By making people aware about the importance of cleanliness.
- b) Conducting awareness drive in practice teaching schools.
- c) Plantation in and around the college campus.
- d) Various events about environment protection such as poster making , slogan writing etc. has been organized by the college to enrich the environment.

a. Library as a learning resource

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

Yes, the college has a qualified librarian with a Masters degree in Library Science to function the day to day work of the library.

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

Sl. No	Books / Category	Number
1	Books	10189
2	International Journals	10
3	National Journals	85
4	Magazines	132

5	Daily newspaper (Subscribed)	05
6	Reference Books	527
7	Encyclopedia	160
8	Dictionaries	14

List of Journals :--

International Journals

Sl. No	Name
1	Excellence in Education
2	Education and Society
3	International journals of education, Technology and Education for all
4	Education for all
5	Education Today
6	Education Plus
7	International journals of education and management
8	Education at the crossroads
9	Thoughts or Education
10	Education Times

National Journals

Sl. No	Name
1	Teacher Support
2	Teacher Education
3	Indian Journals of Teachers Education Anweshika
4	Journals of Indian Education
5	Competency based and commitment oriented teacher education for quality school education
6	Restructuring and revitalizing teacher education
7	Evaluation in elementary teacher education
8	Four year of national council for teacher education
9	Empowering teacher educations

10	Centrally sponsored scheme of teacher education
11	Report on ECCE teacher education curriculum framework and syllabus outlines early childhood teacher education
12	Indian educational abstracts education
13	Teachers education in Tripura
14	Perspective Plan 2003 – 2007
15	Report on evaluation for quality secondary teacher education
16	Environmental education level-2
17	Environmental education level-3
18	Indian psychological review
19	The Asian journal of psychology & education
20	Indian journal of psychometric & education
21	Education
22	Behavioral scientist
23	The primary teacher
24	Environmental education
25	Teacher support
26	Discrimination based on sex, caste, religious and disability
27	Contextual reorientation of elementary teacher education
28	Elementary teacher education
29	Human rights and Indian values
30	Organizing teacher learning resources in teacher
31	Envisioning teacher education
32	Demand and supply estimates of school teachers and teacher educations
33	National curriculum framework for teacher educations
34	शिक्षकप्रशिक्षणमें एच आई वी । एडस शिक्षापाठ्यक्रम एवंपाठ्योजनाएँ
35	प्राथमिकशिक्षण
36	भारतीय आधुनिकशिक्षा
37	प्राइमरीशिक्षक

The News Papers

Sl.No	Name of The News paper
1	The PrabhatKhabar
2	The Hindustan
3	The DainikJagran
4	The Times of India
5	The Telegraph

Encyclopedia

Sl. No	Name	Author's name
1	Encyclopedia of modern education	Chitrasen
2	Encyclopedia of teacher education	Harish Bansal
3	Encyclopedia of language, linguistics and phonetics	S. E. Keener
4	Encyclopedia of education in 21 st century	S. K. Panneer Seleveen
5	Encyclopedia of personality development	Dr. N.V.S. Suryavarayav
6	Encyclopedia of world great sociologists	Dr. Suman Arya
7	Encyclopedia of education in 21 st century	B. M. Starmel
8	Biographical encyclopedia of western philosophers	M. K. Singh
9	Encyclopedia of peace education	Lokanath Mishra
10	Encyclopedia of psychology	R. B. Verma
11	Encyclopedia of education psychology	R. C. Mishra
12	Encyclopedia of world great educational philosopher	M. K. Singh
13	Encyclopedia of educational research	R. C. Mishra

14	Encyclopedia of educational technology	Mujibul Hasan Siddique
15	Encyclopedia of education technology	Mujibul Hasan Siddique
16	Encyclopedia of world greatest laureates	John Stephen
17	Encyclopedia of education	Mujibul Hasan Siddique
18	Encyclopedia of modern education	Chitrasen
19	International encyclopedia of education HIV / AIDS education	R. C. Mishra
20	Encyclopedia of computer science	Rohit Khurana
21	Encyclopedia of world greatest Ambassadors of peace	R. David
22	Biographical encyclopedia of Indian philosophers	M. K. Singh
23	Encyclopedia of mathematics	P. P. Zubari
24	Encyclopedia of higher education	S. K. Bawa
25	Encyclopedia of curriculum Development	Promila Sharma
26	Illustrated family encyclopedia	Jayven Parsovs
27	Encyclopedia of Islam	Salahuddin Ahmed
28	Women in Islam	Naseem Ahmad
29	History of Islam	Prof. Masudul Hassan
30	Encyclopedia of Indian culture	R.N. Saletore
31	Encyclopedia of Muslim biography	N. K. Singh

Dictionary

Sl. No	Name
1.	Webster's new world dictionary
2.	Standard twentieth Century Dictionary
3.	Dictionary of synonyms and antonyms
4.	Dictionary of education
5	Dictionary of biology
6	Dictionary of computer and information technology
7	Dictionary of idioms and phrases

8	Dictionary of mathematics
9	Dictionary of commerce
10	Dictionary of botany
11	Dictionary of education
12	Dictionary of psychology
13	Dictionary of proverbs
14	Bhargav dictionary (Hindi-English)
15	Rajpal English Hindi dictionary
16	Bhargav dictionary (English-Hindi)
17	Dictionary of quotations
18	Diamond English heart dictionary

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

Yes, the institution has a mechanism to systematically review the various library resources for adequate access, relevance.

Library committee has been formed to review the library resources and to make adequate decision regarding access, upgradation etc.

4. Is your library computerized? If yes, give details.

Yes, our library is being computerized. The library has the provision of software to maintain the actual data as available in the library.

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

Yes, the institution library has computer with internet facility and Students also access library during their vacant period and two compulsory library periods are taken in a week.

Faculty and student both have the facility to request for issuing a book and study reference materials like encyclopedia, dictionaries, etc and reference books on different issues.

6. Does the institution make use of inflibnet / delnet / IUC facilities? If yes, give details.

No, our institution is not making in use delnet / inflibnet. But we are hoping to use it in near future.

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

Library is open on all days in a week i.e. Monday to Saturday. The working days for the library in an academic year is 220 days. Everyday the working hours for the library is 9:30 AM to 5:00 PM (i.e. 7:30 hours).

8. How do the staff and students come to know the new arrivals?

New arrivals (Books, Journals, Reference) are located on the bulletin board for next 15 days so that every student and teachers are notified of these. It is also noted that the librarian also informs the library in-charge about new arrivals.

9. Does the institution library have a book bank? If yes, how is the book bank facility utilized by the students?

Yes, library has book bank facility, for the needy students. These available books are donated by the faculty and pass out students. Books for the whole academic year is issued to the needy students as per their requirement.

10. What are the special facilities offered by the library to the visually and physically challenged persons?

For the physically challenged students the library books are provided in their classrooms and issued by the Library in-charge as per their request.

4.3ICT as Learning Resources

1. Give details of ICT facilities available in the institution (computer lab, hardware, software, internet connectivity, access, audio visual, other media and materials) and how does the institution ensure the optimum use of the facility?

Our institution has well equipped computer lab with internet facility. Faculty members and student teachers use ICT facilities for teaching learning process.

Details of ICT lab equipments

Sl. No	ICT Lab Equipment	Quantity
1	Computer Set	15 No
2	Printer	1 No
3	Air-condition	1 No
4	Television	2 No
5	VCD Player	1 No
6	CD Player	1 No
7	Education CD Bag set	1 No
8	Speaker set	1 No
9	Head Phone	1 No
10	Camera Still & Video	2 No
11	Projector	1 No
12	White Board Roller	1 No
13	Almira	2 No
14	Over Head Projector	1 No
15	Scanner	1 No
16	Chair	15 No
17	Table	2 No

Optimum utilization of ICT facilities to the faculty and student teachers the institution ensures the maximum extent as possible.

- * For data processing work regarding admission record of students, their performance in internal examination, question paper preparation has also been engaged by ICT, maintenance of websites and other works is also maintained by the help of ICT.

For teaching learning process ICT has facilitates by the following means as mentioned below.

- * Teachers use ICT facility for taking classes by the use of PPT.
- * Course contents also delivered to the teachers as well as students using internet.

- * Co-curricular activities such as seminar, participation by students presentation has been preserved as PPT form. Students can search their required study materials with the help of internet facility in the ICT lab.

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

There is No provision in the curriculum for imparting computer skills however, college has provision for computer skill to all students. Computer skills classes are taken.

3. How and to what extent does the institution incorporate and make use of the new technologies / ICT in curriculum transactional process?

In curriculum transaction process ICT or new technology has been used as the following by the institution:

- * For classroom teaching ICT has been used by the teacher in form of PPT.
- * Power point presentation by the students for conducting seminar as an activity.
- * Smart board has been used for above mentioned activities.

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

Student teachers are encouraged and motivated to adopt modern technologies available in the college. During practice teaching they are encouraged to prepare lesson plans in their respective teaching methodology as PPT form. ICT facilities are made available to the students to prepare Power Point Presentation. They are encouraged to use laptop, projector, and computers.

4.5 Other Facilities

- 1. How is the instructional infrastructure optimally used? Does the institution share its facilities with others for e.g. serve as information technology resource in education to the institution and to the community.**

All the instructional infrastructure are properly and fully utilized by the staff members and student teachers.

Library : Two periods are compulsory in a week for student of B.Ed for reading, searching information and gaining fresh knowledge from books, internet and other available materials.

ICT lab : Student teachers utilize the lab for practical work, searching materials etc. Staff members search to up boost the instructional materials.

Psychology lab : Student teachers take part in practical and experiments.

Mathlab : Student teachers utilize the lab for preparing teaching aid.

Science lab : Student teachers perform experiments and utilize the materials for teaching practice.

Art & Craft room : Two days in a week student teachers visit art & craft room for performing art and craft work.

Language lab : Once a week every student visits the language lab for gaining knowledge of pronunciation and communication.

Conference room: It is utilized for conference as well as meeting of staff members.

Multipurpose hall : All the functions of the college are organized in the multipurpose hall.

Visitor lobby: Visitors gather information and can wait here, if required.

Administration office: All administrative / office work is executed here under the guidance of the Principal.

Medical room: In need the students rest here, till the visiting doctors arrives. It has basic medical aid provision.

Common room : Common rooms are provided separately for the girl and boys, at different floor. Students have their lunch and indoor games here.

Guidance and counseling room: The students can have their counseling sessions with their counselors / mentors here.

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

Audio / visual facilities / materials available in the college is as follows :-

Sl.No	Name of items
1	T.V
2	VCR
3	Radio cum tape recorder
4	C.D Player
5	CD's
6	DVD Player
7	Over Head Projector
8	Slide Projector
9	Camera
10	Blank audio cassettes
11	Video camera

12	Video cassettes
13	Computer, Monitor, CPU, Keyboard
14	Amplifier
15	Loudspeaker
16	Micro phone
17	Electronic flash pointer
18	Chalk board
19	Map of India
20	Map of world
21	Models
22	Charts
23	Head phones

2. What are the various general and methods laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?

General and method labs available with college are following as mentioned.

- ICT lab
- Psychology lab
- Science lab
- Math lab
- Art & craft room
- Language lab

Psychology Lab

Sl.No	Name of books & writer name
1	Diagnostic spelling test (English version)- Dr. Raj K. Gupta
2	Divergent production abilities (DPA) English- Dr. K. N. Sharma
3	The essay paragraph / analysis scale (EPAS) hindi version- Dr. S. P. Malhotra & Dr. S. Kumari
4	Reading test (RRT) word reading test & reading comprehension test- Dr. Raj K. Gupta
5	Rapid automatic naming (RAN)- Dr. Raj K. Gupta
6	Reading writing skills for pre primary school children (RWSPPSC)- Narendra Singh
7	Language creativity test- Dr. S. P. Malhotra & Ms. S. Kumari

List of Calendars In English

Sl.No	Name of English Calendars	Topic Name
1	Synthesis of Sentences	1. By using participle
2	Synthesis of Sentences	2. By using a noun or phrase in apposition
3	Synthesis of Sentences	3. By using the nominative absolute construction. 4. By using an infinitive.
4	Synthesis of Sentences	5. By using an adverb or an adverbial phrase
5	Synthesis of Sentences	6.(a). By using a cumulative conjunction.
6	Synthesis of Sentences	
7	Synthesis of Sentences	7.(c) By using an alternative conjunction. 7.(d) By using an illative conjunction.

8	Synthesis of Sentences	Combination of two or more sentences into a single complex sentences subordinate clause. A noun clause.
9	Synthesis of Sentences	Combination of two or more sentences into single complex sentences.
10	Synthesis of Sentences	Combination of two or more sentences into single complex sentences. Subordinate clause an adverb clause
11	Change of Active to Passive	
12	Present Indefinite Tense.	
13	Past Indefinite Tense	
14	Future Indefinite Tense	
15	Present Continuous & Past Continuous	
16	Present Perfect Tense	
17	Past Perfect Tense	
18	Future Perfect Tense	
19	Typical Sentence	
20	Typical Sentence	

List of Books

Sl. No	Name of Books & Writer Name	Qty	Remarks
1	कॉनिकलभारत 2009 –कॉनिकलबुक्स	2	
2	अक्षय परिचय –कौशल सिंह किशोर		
3	Let's Enrich our English- S. K. Ram	14	
4	Longman New Junior English Dictionary- Orient Londman	1	
5	Encyclopedia of language, linguistics and Phonetics- S. K. Keener.	1	
6	Bhargava standard illustrated dictionary anglo- Hindi- Prof. R. C. Pathak	2	
7	Rajpal English – Hindi Dictionary- Dr. Abdul Has.	1	

8	Standard Twentieth Century Dictionary- Dr. HardevBahari	1	
9	Webster's New World Dictionary- David B. Gurlink, Editor in Chief	1	
10	My first book of Alphabet- Kausal Singh Kishore	1	
11	Picture Book- Payal Publication	1	
12	All in One- Perfect	1	
13	A Road Guide to Jharkhand – Healthcare Limited	1	
14	हिन्दीअंग्रजीकाव्यतिरेकी-हीमाउपरेती		
15	विश्वहिन्दी-चक्रधर		
16	भाषाशिक्षण एवंशिक्षण- डॉ० लताअग्रवाल		
17	हिन्दीव्याकरण एवंनिबन्ध –रीनाभट्टाचार्य		
18	Language Structure & Vocal Behaviour- Pratibha Saxena	1	
19	Enhancing Communicative Competence- A. Jahitha Begum	1	
20	Communicative English- Anu Sharma	1	
21	व्यतिरेकीभाषाविज्ञान-हेमाउपरेती		
22	खेल-खेलमेंभाषा- डॉ० लताअग्रवाल		
23	आओजानेभाषा-लताअग्रवाल		
24	An Introduction to Linguistic and Phonetics	2	

Chemistry Lab

List of Equipment / Apparatus available In The Laboratory

Sl.No	Equipment's Name
1	Conical Flask
2	Round Pedi Flask
3	Chipta Pencil Flask
4	Beaker
5	Funnel
6	Pipette
7	Cork Chhedak
8	Test Tube Stand
9	Test Tube Holder (wooden handle)
10	Test Tube
11	Reti
12	Blow Pipe
13	Sprite Lamp

14	Tripod Stand
15	CrokDahak
16	Red Litmus Paper
17	Blue Litmus Paper
18	Starch Iodide
19	Sodium Carbonate
20	Ammonium Chloride
21	Oxalic Acid
22	Calcium Chloride Fused
23	Ferrous Sulphate
24	Barium Carbonate
25	Sodium Hydroxide
26	Lead Nitrate
27	Sodium Chlorate
28	Potassium Permanganate
29	Filter Paper
30	Potassium Nitrate
31	Manganese Dioxide
32	Burnate
33	Watch Glass
34	Teaching Aids and Charts

Biology Lab

List of Equipment / Apparatus Available in the Laboratory

Sl.No	Equipment's Name
1.	Ganag'sPotomete
2.	FarmePotometer
3	Cover Slip
4	T / A App
5	Permanent Slide Of all Div
6	Propnal
7	Formal Dehyde
8	Iodine Solution (Indicator)
9	Safranine
10	Bell Jar
11	Fast Cream
12	Methelore Blue

13	Benedicts Solution
14	Cotton Blue
15	Starch Solution
16	Watch Glass
17	Watch Glass
18	Dissecting Microscope
19	Compound Microscope
20	Simple Microscope
21	Teaching Aids

3. Give details on the facilities like multipurpose hall, workshop, music and sports, transport etc. available with the institution?

Multipurpose hall having a seating capacity of more than 200 students, a well concrete furnished stage, public addressal system and all college functions are organized in the multipurpose hall.

College has the following musical instruments

Sl.No	Particulars	Quantity
1	Harmonium	1 No.
2	Tabla	2 No
3	Dholak	1 No
4	Jhal	2 No
5	Basuri	2 No
6	Mazeera	1 No
7	Drum	3 No

These musical instruments are utilized by the student teachers for participation in various cultural activities throughout the session.

Different indoor games like chess, carom, table-tennis and play grounds for volleyball, football, badminton, hockey, basket ball and athletics are available. A bus is available for student teachers for transport facility for needy students.

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

The classrooms are equipped with the latest technologies for teaching. For the above cause our classes have smart-boards and the campus is fully wi-fi connected/enabled. These are the examples for using latest technologies. The institution has two LCD projectors which are used in the lecture halls as and when required by the teachers.

4.6 Best Practices in Infrastructure and Learning Resources.

- 1. How does the faculty seek to model and reflect on the best practices in the diversity of instruction, including the use of technologies?**

Keeping in view that act as a model for students, the teachers are delivering their lecture using smart boards and teaching aids.

- 2. List innovative practices related to the use of ICT, which contribute to quality enhancement.**

Innovative practices related to the use of ICT are implemented regularly. ICT has been used in day to day classroom teaching for planning and execution of lesson plans in their respective teaching methodologies. New technologies are used beyond the academic aspects in administrative works.

- 3. What innovations / best practices in “Infrastructure and learning resources” are in vogue or adopted / adapted by the institution?**

Best practices adopted by the institution to lead the continuous improvement of infrastructure and learning resources are as follows:--

- 1) The auditorium is under construction to provide more access for environments to teaching and learning and cater to the needs of the spreading student population in the campus.
- 2) Library cum reading room to be extended on the roof of auditorium to fit the large number of growing students in near future.
- 3) Continuous upgradation and adjoining of books, reference materials in every year.
- 4) Access to computers and internet has been made effective.
- 5) Wi-fi facility has been provided in and around the campus.

Criterion –V Students Support & Progression

S.1. Students Progression :-

- 1. How does the institution assess the students preparedness for the programme and ensure that they receive appropriate academic and professional advise through the commencement of their professional education programme (Students pre – requisite knowledge and skill to advance) to completion?**

The institution assesses the students preparedness for the programme and provides appropriate academic and professional advice through :

- Orientation programme.
- Interactive lectures for first week to assess the interest of the students and to motivate them for teaching profession.
- Organizing curricular and co-curricular activities in which faculty assesses the abilities and skills of teacher trainees.

- 2. How does the institution ensure that the campus environment promotes motivation, satisfaction and performance improvement of the teacher trainees?**

The institution ensures that the campus environment promotes motivation satisfaction, development and performance improvement of the students by:

Conducting morning assembly

- Writing thought for the day on board of assembly hall
- G.K. Questions asked & News Delivered per day by the students
- Attendance of students
- Maintaining discipline
- Campus cleanliness and beautification

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

Gender wise "Drop-out" rate in the last five years.

Year ⇒	2015		2014		2013		2012		2011	
Course ↓	M	F	M	F	M	F	M	F	M	F
B.Ed.	---	1%	---	1%	---	1%	---	1%	---	1%

The following are the reasons for drop-out:

- Some got married
- Some personal reasons
- Some got employment offer from other companies

The mechanism adopted by the college for controlling the drop-out are:

- The institution calls for Parents meeting to give guidelines for proper guidance for proper direction.
- The staff members personally meet the student teachers and ask their problems and always try to give a solution for their problem.

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

The college provides to the students for enabling them to compete for the jobs and progress to higher education such as the college organizes computer class, carrier & guidance class, Computer Lab facility and sufficient time to read the Journals in the Library.

6. What percentage of students on an average goes for further studies/choose teaching as a career? Give details for the last three years?

- We have no exact data regarding this information.

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

Yes, the college provides Library and other facilities for the students even after passing, if they requested for that. The college Library has different of books &

News Papers, as well as subject books, Encyclopedia, reference books, Dictionary, Magazine and Journals. The college provides sufficient time to read in Library and continue their studies. The college provides OHP, LCD Projector, T.V, Laptop, Smart Board etc.

7. Does the institution provide placement Services? If yes, give details on the Services provided for the Last two years and the number of students who have benefited.

The placement cell has been recently formed. The college displays on the notice board the seat availability and vacancy advertisements from different states and different school/colleges. By this process we help our students to acquire jobs at different institutions. Many student teachers get benefitted. Now our students are working as teaching faculty in different schools such as D.P.S. Bokaro, Chinmaya, St. Xavier's Higher Secondary School Bokaro, Holy Cross School, Bokaro Public School etc.

8. What are the difficulties (if any) faced by placement cell? How does the institution overcome the difficulties?

The placement cell in the college has senior teachers as mentors for the students who guide them from time to time for vacancies of teachers appearing in the newspapers and requests from other schools.

9. Does the institution have arrangements with practice teaching school for placement of the student teachers?

For the practice teaching, the Principal of the college contacts the education Deptt. of B.S.L., Bokaro for seeking arrangement of schools. We motivate the student teachers and instruct them. We help them to make lesson plan and time to time we send the teachers for supervising the student teachers.

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

As per the college, the resources we provide by guiding them according to their ability and interest, we judge their yearly performance and suggest them the service opportunity. We search the advertisement from different News Papers & Magazines and also through website to notify the students.

S.2. Student Support :-

- 1. How are the curricular (Teaching – Learning processes) co- curricular and extra-curricular programmes planned, (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?**

The college ensures participation of every student in various curricular, co- curricular and extra–curricular programmes. The beginning of every academic session the academic calendar is planned.

- 2. How is the curricular planning done differently for physically challenged students?**

The college pays special attention & provides special arrangements for physically challenged students by helping them in following ways:

- Classes are arranged for them on the ground floor.
- Faculty pays special attention and guides them in all activities.
- Provision of curricular and co-curricular activities on the ground floor.
- In near future the administration has decided to install an Elevator Lift in the college building.

- 3. Does the institution have mentoring arrangements? If yes, how is it organized?**

Yes, our institution has mentoring arrangements. We divide the students in ten groups and a mentor for each group. The mentors discuss their problems and clarify their doubts and even share their experiences with the student teachers.

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

The college provides various provisions for the faculty in teaching and mentoring the students. The college provides separate working hours in the computer lab to make their presentation. The college even provides the faculty with transparent sheets, OHP, LCD Projector with smart board & Laptops for the faculty to make them prepare their PPTs.

5. Does the institution have its website? If yes, what is the information pasted on the site and how often is it updated?

The college has its website "www.ahttcbokaro.com" which is frequently updated and provides the information on:

- About the college
- Mandatory Disclosure
- Syllabus and prospectus
- Staff members
- Activities & Functions of the college

6. Does the institution have a remedial programme for academically low Achievers? If yes, give details.

Yes, the college has various remedial programmes for needy as well as weak students as they require.

- Remedial classes are conducted in the evening

- Individualized attention by the Principal and Subject Teachers
- Progress report is discussed with parents and feedback is given to them.

7. What specific teaching strategies are adopted for teaching (a) Advanced Learners and (b) Slow Learners?

Specific teaching strategies are :

- a) Advanced Learners attend and participate in the seminars, conferences and workshops.
- (b) (i) Slow learners are the viewers in seminars as they gain knowledge and special guidance from concerned teachers and extra time is also given by the authority.
(ii) Slow learners are grouped with the advance learners and made to participate and perform in the seminars, conferences and workshops.

8. What are the various guidance and Counseling Services available to the students? Give details.

The college has guidance and Counseling cell. It provides academic, vocational, leisure time, personal guidance and counseling to the students formally and informally, as and when required by them.

9. What is the grievance redressed mechanism adopted by the institution for students? What are the major grievances redressed in last two years?

The grievance redressed mechanism adopted by the college, are Disciplinary Committee, Anti Ragging Committee. We protect our Student Teachers from various problems and keep them safe.

10. How is the progress of the candidates at different stages of Programs Monitored and advised?

The college adopts continuous comprehensive system of evaluation and the faculty keeps the record of each and every student. Students are evaluated through assignments, tests, projects, competitions, seminars and other such activities organized by the college. We even call visitors to motivate the students and to acknowledge them by their good effective words.

11. How does the institution ensure the students competency to begin practice teaching (Pre – Practice preparation details) and what is the follow-up-support in the field (practice teaching) provided to the students during practice teaching in school ?

The institution ensures the students competency to begin practice teaching by following these steps:

Micro Teaching :-

- Orientation programme on Micro teaching skills.
- Demonstration Lessons are delivered by the teachers.
- Teaching subject teachers ensures the mastery of five basic micro teaching skills by conducting 5 days continuous programme. The schedule is prepared according to the programme of micro teaching that runs in the college.
- Micro Lessons are prepared and delivered by student teachers.
- Feed back is provided on the ability of the skill.

Macro Teaching :-

After development of Macro – Skills, Subject Teachers give presentation of Macro Lessons to the student teachers. Key steps of a lesson plan are discussed by subject teachers, after this the students write lesson plans which are thoroughly checked and corrected by the concerned teacher educators. They deliver two macro lessons of every teaching subject in peace and calm environment. Feedback is given by the student teachers & teacher educators on the basis of their performance.

Teaching Practice :-

Student teachers have to deliver 40 lessons in real classroom situation. Lesson Plans are checked by the supervisor and the same are observed by supervisor. Comments are written in their lesson plan copy regarding teaching skills, discipline in the class, use of teaching aids, students participation, Black Board writing etc.

Student activities :-

1. **Does the institution have an Alumni Association? If yes,**
 - i) **List the current office bearers.**
 - ii) **Give the year of the last election.**
 - iii) **List Alumni Association activities of last two years.**
 - iv) **Give details of the top ten alumni occupying prominent position.**
 - v) **Give details on the contribution of alumni to the growth and Development of the institution.**

Yes, the college has an Alumni Association.

i.)

Sl.No	Name	Post
1	Dr. Tarannum	President
2	SulekhaKumari	Vice President
3	MeenaKumari	General Secretary
4	Naaz Praveen	Jt. Secretary cum treasurer
5	Md. BahboodHussain	Jt. Secretary
6	Asha Binu	Public Relation officer

- (ii) Alumni Association is newly formed.

The last Alumni meet was on 20th August, 2016.

- (3) Association has decided that Alumni meet would take place twice a year. An awareness camp shall be organized at village Bhatua where the Alumni highlighted the importance of education amongst villages.
- (4) Details of top ten alumni occupying prominent positions.

Sl.No	Name	Post	Address
1	Indrani Roy	TGT. D.A.V. Sector-4	B.S.City, Jharkhand
2	Binod Mandal	PGT. D.A.V. Sector-4	B.S.City, Jharkhand
3	Rumpa Mahtha	TGT. Holly Cross	Balidih, B.S.City
4	Pankaj Kumar	PGT. Bokaro Public School	B.S.City, Jharkhand
5	Amit Kumar Sinha	PGT. G.G.P.S School	B.S.City, Jharkhand
6	Sweety Kala	PRT. D.A.V. Sector-4	B.S.City, Jharkhand
7	Munmun Banarji	PRT. D.A.V. Sector-4	B.S.City, Jharkhand
8	Bibhas Kumar	St. Xavier's School	B.S.City, Jharkhand
9	RekhaYadav	TGT.Chinmaya School	B.S.City, Jharkhand
10	Anita Singh	PRT.Chinmaya School	B.S.City, Jharkhand
11	Radhika R Vijay	PRT.Chinmaya School	B.S.City, Jharkhand
12	Swati Sinha	PRT. D.P.S	B.S.City, Jharkhand
13	Asha Binu	PRT. Ayyappa School	B.S.City, Jharkhand
14	Meena Mandal	PRT. Jharkhand Government	Jharkhand Govern
15	Loknath Kumar	PRT. Jharkhand Government	Jharkhand Govern
16	Shanaj Begam	PRT. Jharkhand Government	Jharkhand Govern
17	Vijay Ku. Gupta	PRT. Jharkhand Government	Jharkhand Govern
18	Hemlata Kumari	PRT. Bihar Government	Bihar Government
19	Khushbu Kumari	PRT. Bihar Government	Bihar Government
20	Dezi Gandhi	PRT. Bihar Government	Bihar Government
21	Naaz Parveen	Counsellor	
22	Dr. Tarrannum	Asst. Professor. Al- Habeeb Teacher's Training College	B.S.City, Jharkhand
23	Radhika Noor	Asst. Professor. Al- Habeeb Teacher's Training College	B.S.City, Jharkhand

(5) The very important contribution of Alumni in the development of institution is their valuable time in spite of their schedule. They visit the institution from time to time & actively participate in college functions and in all important activities of the college. Alumni share their experience & motivational lectures.

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

Institution provides sufficient opportunities to the students for their all round development. The points which encourages students to participate in extra-curricular activities including sports & games are :-

- I. Body Fitness
- II. Skill development
- III. Interest regarding different types of games and their details
- IV. Students when involved in different curricular activities they get interested and try to know more about it .
- V. Teachers have to develop the managerial work and can regard over sports and games.

3. How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine and other materials. List the major publications materials brought out by the students during the previous academic session.

There are different points which encourage the students to publish material like:

- I. Organizing creative writing competitions to select articles for College Bulletin.
- II. Students can give their ideas & views in the issue of bulletin.
- III. Intra-class Bulletin Board decoration competition.
- IV. Talent in the student can be judged.

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

No, the institution does not have any students Council or any similar body.

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

We are planning for various bodies and their academic and administrative activities which have to be represented by the students in near future.

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

Yes, the institution does take feedback from its graduates and employers to improve the preparation of the programme which has helped in the growth of the institution. All the students are advised to give feedback which is considered by the institution for future implementation in the programme.

a. Best practices in student support and progression .

5.4.1 Give detail of institutional best practices in student support and progression?

Some best practices of the institute for student support and progression that inculcate quality are:

- The institution arranges remedial classes, extension lectures, group discussions, seminars, daily assembly and workshops that empower the student teachers with the current norms and situations of the working culture.
- The institution provides some electronic medium for student teachers progress:

- Smart boards
- Computer lab with internet facility
- LCD& OH projectors
- ICT lab
- Educational CD's
- To inculcate moral values the students are made to take part in different activities like:
 - Morning assembly
 - Thought of the day
 - News and G.K. questions
 - Recitation of National Anthem and Prayers
 - Seminars on moral values
- To keep the student teachers healthy daily one lecture is assigned for:
 - Yoga and meditation
 - Outdoor and Indoor Sports
 - Lectures on Art of Living
- Remedial guidance is provided to weak student teachers and slow learners

Criterion VI: Governance and Leadership

5.2 Institutional Vision and Leadership

1. What are the institutions stated purpose, vision, mission and values? How are they made known to the various stakeholders?

Objectives of the Institution

- 1) To deliver knowledge and skills envisaged in various programmes through innovative teaching, participatory learning and reliable evaluations.
- 2) To make education an interesting, joyous, relevant and meaningful and learner centered activity.
- 3) To create socio-cultural moral and environmental awareness among students.
- 4) To develop human values of concern, compassion to learn and togetherness among students.
- 5) To instill among students a sense of discipline, honesty, confidence and self respect.
- 6) To facilitate holistic and integrated personality development of students.
- 7) To help students to adopt and excel by developing in them sensitivity to the changing times.
- 8) To enable the student teachers to fulfill their role as nation builders.
- 9) To enrich research skills to find passive solution to classroom problems.
- 10) To preserve our high moral and ethical values.

Vision

To bring out the best in every man by providing value based, need based and career oriented education and create self reliant citizen as well as world class teacher.

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. To mould the young pupil to help transform education nation as well as world through moral and ethical education, based on value system.

Values of the institution

Vision, mission and objectives are made known to the various stakeholders through website, prospectus and display at college campus.

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

The mission includes the institution goals and objectives of the college as the college has been striving hard to emulate the best practices of other college for internal total quality improvement and sustenance. The institute has also been ensuring to achieve the goals to strive, succeed & serve by engaging students in philanthropic endeavors through community service and other activities.

3. Enumerate the top management commitment leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG etc.)

The management of the college constitutes committees for the smooth functioning of the college. Ensuring and encouraging democratic environment and practices, the college is working on sharing of responsibilities model and has formed many committees & cells.

- 1) Library committee
- 2) I.Q.A.C
- 3) Anti-ragging cell
- 4) Disciplinary committee
- 5) Co-Curricular and cultural activity committee.
- 6) Sports committee
- 7) Guidance counseling and placement cell
- 8) Women's cell
- 9) Fine arts society
- 10) Environment society

I) Library committee:

Five members constitute the library committee. This committee selects, recommends and purchases books, journals and magazines for the library.

The library committee helps in arranging library facility and procuring feedback on the functioning of the library and bringing necessary changes as and when required.

1.	Dr. S. K. Pandey Principal cum Chairman
2.	Miss. Sarita Kumari Librarian
3.	Dr. Tarannum Asstt. Pro. (Member)
4.	Mr. Tauheed Alam IT instructor
5.	Dr. R. A. Khan Secretary (Special Invite)

II) Internal Quality Assessment Cell (I.Q.A.C)

IQAC is constituted consisting of the following members:

1	Dr. S. K. Pandey Principal cum Chairman
2	Dr. Sunil Kr. Yadav Asstt. Pro. (Member)
3	Mr. Kumar Mithilesh Asstt. Pro. (Co-ordinator)
4	Dr. Tarannum Asstt. Pro. (Member)
5	Mr. Mohan Azad Asstt. Pro. (Member)
6	Mr. Wasi Ahmad Asstt. Pro. (Co-ordinator)
7	Dr. R. A. Khan (Secretary)

III) Anti Ragging Cell

Anti ragging cell is constituted consisting of the following members.

1.	Dr. S. K. Pandey Principal cum Chairman
2	Mrs. Kiran Srivastav Asstt. Prof. (Member)
3	Dr. Sunil Kr. Yadav Asstt. Prof. (Co-ordinator)
4	Mr. Kumar Mithilesh Asstt. Prof. (Member)
5	Mr. Wasi Ahmad Asstt. Prof. (Member)

IV) Disciplinary Committee

To ensure smooth functioning of the college and to conduct all its curricular and co-curricular activities and to set code of conduct for students, a five member disciplinary committee has been constituted in the college. The following are its members:

1.	Dr. S. K. Pandey Principal cum Chairman
2.	Mr. Wasi Ahmad Asstt. Prof. (Convener)
3.	Mrs. Radhika Noor Asstt. Prof. (Member)
4.	Mr. Kaushal Kr. Singh Asst. Prof. (Member)
5.	Dr. R. A. Khan Secretary (Special Invite)

V) Co-Curricular and cultural activity committee

This committee consists of the following five members:

1.	Dr. S. K. Pandey Principal cum Chairman
2.	Dr. Sunil Kr. Yadav Asstt. Prof. (Convener)
3.	Dr. Tarannum Khanam Asstt. Prof. (Member)
4.	Mrs. Radhika Noor Asstt. Prof.
5.	Mr. Mohan Azad Asstt. Prof.

VI) Sports Committee :

Sports committee is consist by five members namely as follows:-

1.	Dr. S. K. Pandey Principal cum Chairman
2.	Dr. Gauhar Parveen Asstt. Prof. (Convener)
3.	Mrs. Radhika Noor Asstt. Prof. (Member)
4.	Mr. Kumar Mithilesh Asstt. Prof. (Member)
5.	Dr. R. A. Khan Secretary (Special Invite)

All the members of the committee conducts a meeting twice or thrice in a year. In the meetings all members and office bearers discuss for enhancing the sports facility.

VII) Counseling Guidance and Placement Cell:-

This cell is headed by the senior faculty Dr. Sunil Kr. Yadav & Mr. Kumar Mithilesh. This cell organizes various guidance and counseling services like orientation programmes at the commencement of each academic session, pre-teaching practice guidance and counseling, career talks and day to day personal, educational & vocational guidance etc. The pass out of this college are in great demand & well placed in some of the most reputed schools of the city like Delhi Public School, Chimaya Vidyalaya, St. Xavier's School, Bokaro Public School, DAV Public School etc. and other states as well.

VIII) Women Cell :-

The four membered women cell headed by Dr. Tarranum, Mrs. Kiran Srivastav, Dr. Gauhar Parveen & Mrs. Radhika Noor has been constituted in the college. It arranges lectures on problems related to women and educates them about their rights and privileges.

IX) Fine Arts Society

This committee consists of the following five members:

1.	Dr. S. K. Pandey Principal cum Chairman
2.	Mr. Mohan Azad Asstt. Prof. (Convener)
3.	Mr. Amit Kr. Srivastava Asstt. Prof. (Member)
4.	Dr. Tarannum Khanam Asstt. Prof. (Member)
5.	MdTauheedAlam Member

X) Environment Society

The society constitutes five members and the Principal. This committee works to create and generate awareness among the community members. Tree plantation drive and cleanliness drive are the regular features of the institution and these are mostly carried out by the environment society in the slum and rural areas to sensitize the community on these issues.

1.	Dr. S. K. Pandey Principal cum Chairman
2.	Mr. Mohan Azad Asstt. Prof. (Convener)
3.	Mr. Amit Kr. Srivastava Asstt. Prof. (Member)
4.	Dr. Tarannum Khanam Asstt. Prof. (Member)
5.	Mr. Ajay Kr. Mishra Asstt. Prof. (Member)
6.	Md. Tauheed Alam (Member)
7.	Dr. R. A. Khan Secretary (Special Invite)

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

Each and every member of the faculty and non-academic staff is assigned a specific role to play to achieve the goal. The management and the Principal of the college are vigilant to co-ordinate meetings and evaluate their achievement. The terms and conditions are delivered by the Principal of the college to the faculty and non-academic members. Job classification are specified for the employees.

5. How does the management head of the institution ensure that valid information (from feedback and personal contact etc.) is available for the management to review the activities of the institution?

The management and Principal of the college make use of feedback of the students:

→ Through Parents & Teachers meetings

→ Through alumni meetings

→ Meeting with the faculty members

→ Direct supervision of class work

→ Suggestion box has also been put up to invite feedback and suggestions.

6. How does the institution identify and address the barriers (if any) in achieving the vision / mission and goal?

The management identifies and addresses the barriers

→ through personal contacts

→ Through evaluation sessions

→ Through Heads of various practice teaching schools

→ Through stake holders

→ Through student- teachers

→ Through Old student teachers

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

The management encourages and supports the involvement of the staff for the improvement of the effectiveness and efficiency of the institutional processes:-

- * By offering incentives to the staff, e.g T.A for educational excursion.
- * By providing teaching aids: computers, transparency sheets, projectors etc.
- * By providing good library & well equipped laboratories.
- * By providing them with ample opportunities for their professional growth and development by allowing and encouraging them to pursue higher education programmes, attend and participate in various international and national workshops, symposium, conferences and seminars.

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

The leadership role of the head of the institution i.e. the Principal, in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of the students works as following:

- Role as a link between management faculty and students
- Plans and implements concrete curriculum programmes.
- Leads to prepare calendars for the whole year.
- Involves the faculty members and even students to carry out activities
- Checks various records and registers.

6.2 Organizational Arrangements:

- 1. List the different committees constituted by the institution for management of different activities? Give details if the meetings held and the decision made regarding academic management finance, infrastructure, faculty, research, extension and linkage and examinations during the last year.**

These are following committees constituted by the institution governing body:

- I.Q.A.C
- Library Committee
- Anti Ragging Committee
- Disciplinary Committee

- Co-curricular & Cultural Activity Committee
- Sports Committee
- Guidance Counseling and Placement Cell
- Women Cell
- Fine Arts Society
- Environment Society

2. Give the organizational structure and the details of the academic and administrative bodies of the institution.

The institution has triangular arrangement for internal coordination and monitoring, involving the management, the Principal and the Senior Faculty. The Principal plays an important role in academic and administrative discussions of the institution.

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

The management of the college has decentralized the powers to the Principal. And further the Principal has decentralized the powers among the faculty members in the form of different committees. All the committees work under the guidance of the principal and decisions are taken accordingly.

4. How does the institution collaborate with the others sections / departments and school personnel to improve and plan the quality of educational provisions?

On different occasions the human resources are shared with other to foster good relationship they believe in sharing of one's life, e.g. Faculty members share their resources with each other.

5. Does the institution use various data and information from the feedback in decision-making & performance improvement? If yes, give details.

Yes, the institution uses various data and information from the feedback in decision-making & performance improvement.

6. What are the institutions initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across department's creating/ providing conducive environment.)

To promote co-orporation, sharing of knowledge, innovations and empowerment of the faculty, there are different committees constituted by the college. Institution organizes Seminars and symposium to create stimulating and conducive environment.

Strategy Development and Deployment:-

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

Management Information System has not been yet initiated in the institution, but it is planned for the future.

2. How does the institution allocate resources (human & financial) for accomplishment and sustaining the changes resulting from the action plans?

The institution allocates alternative resource for accomplishment and sustaining the changes resulting from the action plans. Area of most needy is focused to accomplish and sustain the changes resulting from the action plans.

3. How are the resources needed (human & financial) to support the implementation of the mission & goals, planned and obtained?

The human resources including teaching, non-teaching and support staff are employed according to the National Council for Teachers Education (NCTE) norms following a set of standard procedure framed by Vinoba Bhave University / State Government. The posts are advertised in National / Local Newspapers and selected by a Selection Committee, duly constituted by the Governing Body of the college, including a University Representative appointed by the G.B according to the norms of NCTE / State Govt / University.

4. Describe the procedure of developing academic plan. How are the practice teaching school teachers, faculty and administrators involved in the planning process?

An academic plan is prepared for the academic session by the academic council under the patronage of the Principal to meet the requirements of norms and syllabus. The following main factors are kept in consideration for planning:

- Required number of teaching days
- Essential number of teaching practice days
- Number of teaching practice schools
- Home examination and project work
- Excursion tours
- Celebration of important days

- Sports and Cultural activities

- Annual function

- Vacation schedule

- Adjustment of holidays to increase working days, if required.

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

The objectives are communicated and deployed at levels to ensure individual employee's contribution for institutional development:

- Prospectus of the college makes aware of the objectives

- Letters are sent.

- Individuals are reminded to get acquainted

- Display on College website

- Display boards in the college

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

At the starting of the session the vision, mission and implementation plans are monitored, evaluated and received. During formative evaluation and summative evaluation the vision and mission are evaluated and revised.

7. How does the institution plan and deploy the new technology?

The administration plans according to the finances available and deploys the new technology. The teacher educators are trained to make the use of new teaching aids and they are equipped with new technology.

6.4 Human Resource Management:-

1. How do you identify the faculty development needs and career progression of the staff?

Performance assessment of faculty is done regularly by the following methods:

- 1) Self Assessment by faculty members : the proformas are analysed by the Principal and the management for their respective feedback.
- 2) Student's Feedback
- 3) Annual Progress Reports (APR)

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

The performance assessment of teaching is done through the results obtained by the students of individual faculty members. The assessment of Teaching staff is done through the number of issues resolved and the amount of work done/ work pending with them.

3. What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well being, satisfaction and motivation).

Welfare of the staff and faculty is taken care by following means:

- 1) Leave as per norms.
- 2) Financial help on special occasion :
- 3) To provide finance for training.
- 4) ESI facilities.

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

Time to Time discussions are helpful to develop the staff skill and if required for training.

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

College follows recruitment policy of affiliating university i.e. Vinoba Bhave University Hazaribag, Jharkhand, and NCTE. The college follows the salary standard and service conditions.

6. What are the criteria for employing part time / adhoc faculty? How are the part time / adhoc faculty different from the regular faculty? (e.g. salary structure, workload, specializations)

Criteria of employing part- time / adhoc faculty when any faculty member goes for further study or leaves for longer time. The management constitutes a panel recommended by the governing body. The qualification of the candidate and other needs are kept in mind to maintain the quality of education.

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

The college follows the recruitment policy of Vinoba Bhave University Hazaribag / NCTE / UGC / State Government (Jharkhand) and follows the salary standards and service conditions.

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

Following facilities are provided for the faculty:

- Well furnished staff room is provided.
- Well maintained and functional labs.
- Facilities like internet, photocopier, scanner, printers, computers, laptops, LED projectors etc. are provided.
- Residential facilities for the staff have been provided

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

The important mechanisms in place for faculty and other stakeholders to seek information and / or make complaints are:-

- 1) Students and faculty can meet the Principal to give their suggestions.
- 2) Suggestion box is kept for suggestion.
- 3) The suggestions are discussed in the staff meetings for improvement.

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

- 1) Management of the institution sees the needs of the faculty.
- 2) Post referred by NCTE is fulfilled, namely two & take (100) of two years B.Ed. course needs 16 faculty members.
- 3) Subject-wise faculty members are appointed.
- 4) Each & every member is encouraged to carry out accessory jobs in the institution.

11. Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

Mechanism to appreciate and motivate staff members through

- 1) Appreciation in the daily morning assemblies of staff and students
- 2) Encourage them to do better in their professional life

- 3) Regular and timely increments
- 4) Incentive awards

6.5 Financial Management and Resource Mobilization.

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

The institution is self financed non-commercial organization. Tuition fee is only source of financial support. The society also provide financial support if required.

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

No, donation are taken by the institution.

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

The operational budget is adequate to cover the day to day expenses.

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

As the college is run on no profit basis and the management believes in providing quality education so the budgeting provisions are made for the fulfillment of college goals and missions and it has been reflected in the income and expenditure statements and its continuity in future planning.

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

The account of the college are regularly audited by the Chartered Accountant appointed by the college managing committee. The audit report is attached for 2 years i.e 2014-15 & 2015-16.

- 6. Has the institution computerized its finance management system? If yes, give details.**

Partially –it is under process.

6.6 Best Practices in Governance and Leadership.

- 1. What are the significant best practices in governance and leadership carried out by the institution?**

Institution has the following best practices:-

- 1) Decentralization
- 2) Delegation
- 3) Participatory Approach
- 4) Consultancy

Above said system are based on democratic principles report among employees built strongly. Division of work makes members efficient.

Criterion VII: Innovative Practices

7. 1 Internal Quality Assurance System

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

To ensure, effective pedagogical practices, experience enriched curriculum implementation and especially total academic quality management, the college has constituted an eight membered IQAC on Sep. 7th2015, with principal as its chairman. All the members of the committee meet frequently and the record of the proceedings of the meetings is maintained. Major activities undertaken by IQAC: -

- I. To strength the library books.
- II. Maintainance of sports ground.
- III. Activity appraisal.
- IV. To improve the quality of practice teaching.

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

IQAC has been using a well defined and well developed mechanism to evaluate the extent and degree to which the goals are achieved. The detail of the same is given below:

- Feedback from the community
- Feedback from different stake holders with regard to teaching learning process, methodology and infrastructure.

- Faculty appraisal by the principal.
- Self –Appraisal by the teachers.
- Students achievement record.
- Participation and performance of students in inter-college / University activities and competitions.

3. How does the institution ensure the quality of its academic programmes?

The institution imparts quality education and IQAC assesses the quality of the programmes approved by it. The college makes all the efforts to see:

- Proper planning and running of academic session according to the scheduled calendar.
- Record of the performance of the students in the house examinations is maintained and feedback is given to the students to ensure high performance during final examination.
- Proper records are maintained, verified and revised from time to time.
- Proper maintenance & up gradation of the library facilities.
- Attendance record of the students is monitored on monthly basis.
- Professional growth of the faculty is ensured by motivating them to participate in seminars and workshops.
- Academic Auditing through IQAC.

4. How does the institution ensure the quality of its administration and financial management processes?

The principal of the institution is the chief coordinator of all the committees and departments. He checks & monitors the functioning of various committees, teaching and non-teaching staff. He ensures that there is sufficient provision for

financial support. The following practices ensure the quality of administrative and financial management:

- Transparency in records.
- Internal audit system and time to time audit by the principal.
- Annual auditing of the records through chartered accountant (C.A.)
- Feedback from the management regarding administration and finance management.
- Proper balance sheet is prepared. Records are maintained.

5. How does the institution identify and share good practices with various constituents of the institution.

The institution is a single faculty institution at present.

7.2 Inclusive Practices

1. How does the institution sensitize teachers on issues of inclusion and the focus given to these in the national policies and the school curriculum.

The institution sensitizes teachers on the issues of inclusion and the focus given to these in the policies and the school curriculum by inculcating in them, the spirit of sacrifice and arousing their sympathies for the disadvantaged students, minorities and the vulnerable sections of the society through discussions, lectures and seminars.

In 4th semester of B.Ed. a paper “ Creating an Inclusive School ” also go a long way to serve the aforesaid purpose. Special attention is paid to the persons with minor disabilities. The institution also arranges the visits of the students to special schools for differently-abled children. These help in bringing behavioural changes in student teachers.

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

Daily morning assembly and special lectures are utilized to instill a sense of inclusion and acceptance of those facing deprivation. There is Special paper in B.Ed. level on children with special needs. Through these papers, students are made aware about the issues of inclusion and exceptionalities and the facilities. The teaching method also focuses on first hand exposure and on real life situations so that they can handle crisis & situations more effectively. By giving practical experience through visits to the centers, catering to the needs of the deprived segments (Asha Lata Viklang Vikash Kendra, Bokaro) students are sensitized towards the needs of special children.

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

B.Ed. curriculum provides enough scope to create learning environment that foster positive social interaction, active engagement in learning and self motivation among the pupil teachers. Some of the activities that contribute to help in this direction are mentioned below:

- During internship period, the pupil-teachers get ample opportunity to interact with school community comprising teachers and students from different strata of society.
- The curriculum provide sufficient opportunities to the pupil-teachers for social interaction, learning experiences and self motivation by practicing simulation, role play and many other practices like class seminars, tutorial groups etc.
- Participation in inter-group competitions and sports activities etc makes them aware of the fact that competition and cooperation go hand in hand thereby awakening a sense of sportsmanship in students.
- The curriculum involves narration of success stories of the people with disabilities like Helen Keller. This provides plethora of self motivation among the teachers and student teachers.

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

Some of the ways adopted for develop proficiency for working with children from diverse backgrounds and exceptionalities are mentioned below:

- Student teachers are encouraged to participate in talks, discussions, debates, dramatization on value system appreciating equality, brotherhood, spirit of sacrifice for the down trodden and social justice.
- Emphasis is laid on thematic co- curricular activities promoting social values like patience, firmness and steadfastness to prepare students for the real-life challenges.
- The challenges arising from diversities i.e., socio-economic status, caste, creed, colour, gender are addressed by making the students from diverse backgrounds participate in cultural activities, debates and discussions creating healthy educational and harmonious environment.
- Parts of the curriculum like paper 12th “ Creating an Inclusive School ” is fully explored to cultivate among the student teachers the proficiency to deal rationally, psychologically and effectively with such children. Effort is made to give them the real life exposure.

5. How does the institution address to the special needs of the physically challenge and differently-abled students enrolled in the institution?

Every effort is made by the institution to fulfill the needs of physically challenged and differently-abled children enrolled in the institution. Care is taken by the institution to the physically challenged students.

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

College has guidance and counseling cell and the counselor handles all the issues related to Gender sensitivity skillfully and also seek the guidance of IQAC in the case of special issues. A women-cell headed by a senior female member of the faculty has been constituted in the college. It arranges extension lectures on problems related to women, educates them about their rights, privileges and redress the problems.

7. 3 Stakeholder Relationships

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

The institution ensures access to the information on organizational performance (Academic and Administrative) to the stakeholders through college website and by presenting Annual Report . The academic results are displayed on the notice board. Annual report of the college is being read out on annual function and convocation. Co-curricular achievements are rewarded at annual function where as the academic achievements are highlighted at annual prize distribution function. Website is uploaded from time to time and stake holders can get information from it. They can also get information regarding accounts and administration from the college office. The access to administrative and organizational performance to the stakeholders is also passed on through conduct of periodical meetings of the stakeholder.

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

For bringing qualitative improvement in the institution, feedback from parents during parent teacher meeting is sought. Feedback from the Alumni also helps to bring qualitative improvement in the institution. Inputs from the suggestion box are also given due consideration in bringing qualitative improvement.

Staff meetings are conducted frequently. In staff meetings, constructive suggestions are discussed with the faculty.

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

Feedback is collected through Alumni meet and Parent Teacher meetings. From Students, feedback is collected. Through feedback the institution seeks to the matter related to qualitative improvement of the institution.



AL- HABEEB TEACHER'S TRAINING COLLEGE

(A MINORITY INSTITUTION)

PERMANENTLY AFFILIATED TO VINOBA BHAVE UNIVERSITY

RECOGNISED BY NCTE CODE NO. : APE 00796

SECTOR - VI, BOKARO STEEL CITY - 827 006 (JHARKHAND)

Ph: 06542-246384 (R)
Mob : 8877164867, 9234106479

Declaration by the Head of the Institution

I certify that the data included in this Self-Study Report (SSR) are true to the bet of my knowledge.

This SSRs prepared by the Institution after internal discussion, and no part there of has been outsourced.

I am aware that the peer team will validate the information provided in this SSR during the Peer team visit.

Place: Bokaro

Date:

(S.K.Pandey)

Name & Signature of the Principal
With Seal

A copy of recognition order issued by the NCTE

TO BE PUBLISHED IN GAZETTE OF INDIA PART – III, SECTION 4
National Council for Teacher Education
Eastern Regional Committee
(A Statutory Body of the Govt. of India)
15, Neelakantha Nagar, Nayapalli, Bhubaneswar – 751012
Phone-(0674) 2562793, 2563252, 2563156, Fax: (0674) 2564873

F. ERC/NCTE/APE00796/B.Ed.(Revised Order)/2015/ 32711

Date: 31/05/2015

ORDER

WHEREAS, in exercise of the powers conferred by sub-section (2) of Section 32 of the National Council for Teacher Education Act, 1993 (73 of 1993), and in supersession of the National Council for Teacher Education [Recognition Norms and Procedure] Regulations, 2009, the National Council for teacher Education has notified the Regulations, 2014 on 01.12.2014.

2. **AND WHEREAS** the institution viz. **Al-Habeeb Teachers Training College, Sector – VI, Bokaro Steel City, Dist – Bokaro, Jharkhand – 827006** was granted recognition for conduct of **B.Ed.** course of **one** year duration with an annual intake of **100** from the **academic session 2008-2009** vide ERC order no. **ERC/7-87.6(II).17/2008/12689 dt. 20.08.2008**.

3. **AND WHEREAS**, the institution viz. Al-Habeeb Teachers Training College, Sector – VI, Bokaro Steel City, Dist – Bokaro, Jharkhand – 827006 has by affidavit dated **19.01.2015** consented to come under New Regulations 2014 and sought for **Two Basic Units in B.Ed. course** which require additional facilities.

4. **AND WHEREAS**, it has been decided to permit the institution to have Two Basic Units of 50 students each subject to fulfilling following conditions namely,

- (i) The institution shall create additional facilities that include (a) additional built-up area, (b) additional infrastructure, (c) additional fund, (d) adhere to staff norms as per Regulations, 2014 and inform Regional Committee with required documents by October 31, 2015.
- (ii) The applicant-institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC) and the Building Plan (BP) in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting Team at the time of inspection.

Contd...2

Al-Habeeb

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- (iii) The Regional Committee shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 20 Feb, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.

5. **Now therefore**, in the light of the above and in terms of Section 14(3) (a) of NCTE Act and in accordance with the Regulations, 2014, the Eastern Regional Committee, NCTE hereby grants recognition to **Al-Habeeb Teachers Training College, Sector – VI, Bokaro Steel City, Dist – Bokaro, Jharkhand – 827006** for conducting **B.Ed.** Programme of **two** years duration with an annual intake of **100** for **Two Basic Units** of 50 students each from the academic session **2015-2016** subject to fulfilment of the conditions mentioned herein before 31.10.2015.

6. Further, the recognition is subject to fulfilment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/ Body, the State Government etc. as applicable.

7. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a Chartered Accountant.

8. The institutions shall maintain & update its web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:-

- a) Sanctioned programmes along with annual intake in the institution;
- b) Name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
- c) Name of faculty members who left or joined during the last, quarter;
- d) Names of Students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.;
- e) Fee charged from students;
- f) Available infrastructural facilities;
- g) Facilities added during the last quarter;
- h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter;
- i) The affidavit with enclosure submitted along with application.
- j) The institution shall be free to post additional relevant information. If it so desires.
- k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

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If the institution Contravenes any of the above conditions of the provision of the NCTE Act, Rules, Regulations and Orders made and issued there under, the institution will render itself liable to adverse action including withdrawal of recognition by the Regional Committee under the provisions of Section 17 (1) of the NCTE Act.

By Order,

Regional Director

The Manager
Government of India Press
Department of Publications (Gazette Section)
Civil Lines, New Delhi – 110054

To

✓ **The Principal**

Al-Habeeb Teachers Training College,
Sector – VI, Bokaro Steel City, Dist – Bokaro,
Jharkhand – 827006

Copy to:

1. The Commissioner & Secretary, Primary, Secondary and Higher Education, HRD Department, Govt. of Jharkhand, MDI Building, Dhurwa, Dist-Ranchi, Jharkhand-834004
2. The Registrar, Vinoba Bhave University, P B No.-31, Hazaribagh, Jharkhand-825301
3. The Director of Higher Education, HRD Department, Govt. of Jharkhand, M.D.I. Bhawan, Dhurwa, Ranchi, Jharkhand-834004
4. The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi – 110001.
5. The Under Secretary (CS) National Council for Teacher Education, Hans Bhawan, Wing-II, 1, Bahadurshah Zafar, New Delhi – 110002.
6. Office Order file/ Institution file.


Regional Director

Affiliation certificate issued by Vinoba Bhave University

विनोबा भावे विश्वविद्यालय, हजारीबागअधिसूचना

- (क) झारखण्ड सरकार मानव संसाधन विकास विभाग पत्रांक 5/स 1-09/2008 उच्च शिक्षा 415 दिनांक 18.04.2011 द्वारा दिये स्थायी संबंधन शर्त के साथ एवं प्राचार्य द्वारा दिये गये शपथ पत्र के आलोक में अल हबीब शिक्षक प्रशिक्षण महाविद्यालय को सत्र 2010-11 से स्थायी संबंधन की अनुमति प्रदान की जाती है।
- (ख) झारखण्ड सरकार मानव संसाधन विकास विभाग पत्रांक 5/स 1- 4/2009 उच्च शिक्षा 396 दिनांक 13.04.2011 द्वारा सत्र 2010-11 का जो संबंधन दीर्घीकरण शर्त के साथ प्राप्त हुई है उसके आलोक में प्राचार्य द्वारा दिये गये शपथ पत्र के आलोक में ग्रिजली कॉलेज ऑफ एजुकेशन, तिलैया डैम को सत्र 2010-11 के लिए संबंधन दीर्घीकरण की अनुमति प्रदान की जाती है।

कुलपति के आदेशानुसार

ह0/-
(इनाम नबी सिद्दिकी)
कुलसचिव

ज्ञापक विभावि/स्था0./...1087 /2011दिनांक 13.06.2011

प्रतिलिपि-

- 1/ ✓ संबंधित महाविद्यालय के प्राचार्य के सूचनार्थ।
- 2/ सरकार के अवर सचिव, मानव संसाधन विकास विभाग झारखण्ड सरकार राँची।
- 3/ परीक्षा नियंत्रक, विभावि, हजारीबाग।
- 4/ उपकुलसचिव/सहायक कुलसचिव, विभावि हजारीबाग।
- 5/ स्थापना प्रभारी, विभावि, हजारीबाग।
- 6/ निजी सहायक कुलपति/प्रतिकुलपति/वित्तीय सलाहकार/कुलसचिव विभावि के सूचनार्थ एवं रिकार्ड हेतु।

Ensidigui
(इनाम नबी सिद्दिकी) 13/06/11
कुलसचिव

13/6/11

Approval of the Affiliation by the Govt of Jharkhand for B.Ed. course.

(35)

पत्रांक : 5/स 1-09/2008 30 शि०.....
झरखण्ड सरकार
मानव संसाधन विकास विभाग
उच्च शिक्षा निदेशालय

प्रेषक,

सुखदेव मुण्डा,
सरकार के अवर सचिव।

सेवा में,

कुलसचिव,
विनोबाभावे विश्वविद्यालय, हजारीबाग।

रॉची, दिनांक :

विषय:- अल हबीब शिक्षक प्रशिक्षण महाविद्यालय, बोकरो को सत्र 2010-11 से स्थायी
संबंधन के संबंध में।

महाशय,

उपर्युक्त विषयक आपके पत्रांक-VBU/Esstt./397/11 दिनांक-3.03.11,
विनोबाभावे विश्वविद्यालय के संबंधन एवं नव शिक्षण समिति के निर्णय एवं राष्ट्रीय
शिक्षक शिक्षा परिषद्, भुवनेश्वर के पत्रांक-ERC/7-87.6(II).17/2008/12689
दिनांक-20.08.2008 के क्रम में शासन के आदेशानुसार कहना है कि राज्य सरकार ने
विनोबाभावे विश्वविद्यालय, हजारीबाग के अनुशंसा के आलोक में अल हबीब शिक्षक
प्रशिक्षण महाविद्यालय, बोकरो को सत्र 2010-11 से वित्त रहित स्थायी संबंधन की
स्वीकृति निम्न शर्तों के साथ प्रदान करने की कृपा की है :-

- (क) जिस भवन में यह प्रशिक्षण कार्य होगा, वह सिर्फ प्रशिक्षण कार्य हेतु ही
उपयोग में लाया जायेगा, किसी दूसरे कार्य के लिए उपयोग नहीं होगा।
- (ख) यदि यह पाया गया कि भवन में बी०एड० प्रशिक्षण के अलावे कोई अन्य
कार्यक्रम होता है तो संबंधन आदेश रद्द कर दिया जायेगा।
- (ग) विश्वविद्यालय स्थायी संबंधन की अधिसूचना निर्गत करने के पूर्व पुनः
सुनिश्चित हो लेगा कि महाविद्यालय द्वारा एन०सी०टी०ई० द्वारा निर्धारित सभी
मानकों को पूरा कर लिया गया है। यह विश्वविद्यालय की जबाबदेही होगी कि
महाविद्यालय द्वारा कोई भी अनियमितता पाये जाने पर आवश्यक कार्रवाई की
जायेगी। यह संबंधन NCTE द्वारा प्रदान मान्यता के शर्तों तक ही सीमित
रहेगा।

19

- (घ) महाविद्यालय द्वारा एन०सी०टी०ई० के मानक के अनुसार एवं राज्य सरकार के दिशा निर्देश के अनुसार विधिवत् नामांकन में आरक्षण नियमों का पालन किया गया है एवं मानक के अनुरूप 200 दिनों का प्रशिक्षण एवं शिक्षण अभ्यास कार्य वास्तविक रूप में पूरा करने में सक्षम होगा।
- (ङ.) शिक्षकों की नियुक्ति विहित प्रक्रिया एवं सभी निर्धारित मापदण्ड के अनुरूप हुआ हो।

विश्वासभाजन,

ह०/-

(सुखदेव मुण्डा)

सरकार के अवर सचिव।

हाफांक : 5/स 1-09/2008

415

रॉची, दिनांक :

18/04/2011


प्रतिलिपि :- निदेशक, उच्च शिक्षा/ प्र.चार्य, अल हबीब शिक्षक प्रशिक्षण महाविद्यालय, बोकरो को सूचनार्थ प्रेषित ।

उच्च शिक्षा/ प्र.चार्य, अल हबीब शिक्षक प्रशिक्षण महाविद्यालय,

(सुखदेव मुण्डा)

सरकार के अवर सचिव।

Minority declaration certificate


 भारत सरकार
 राष्ट्रीय अल्पसंख्यक शैक्षणिक संस्था आयोग
 GOVERNMENT OF INDIA
 NATIONAL COMMISSION FOR MINORITY EDUCATIONAL INSTITUTIONS


प्रधान कक्ष, जीवन तारा भवन, ५, संसद मार्ग
 पटेल चौक, नई दिल्ली - ११०००५
 1st Floor, Jeevan Tara Building, 5, Sansad Marg
 Patel Chowk, New Delhi - 110001

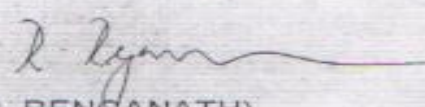
F. No. 394 OF 2009-*38091*

Dated.....

ON CONSIDERATION OF THE DOCUMENTARY EVIDENCE PRODUCED BEFORE THE COMMISSION, THE COMMISSION IS SATISFIED THAT AL-HABEEB TEACHER'S TRAINING COLLEGE, SECTOR-VI, BOKARO STEEL CITY, DISTT. BOKARO (JHARKHAND) - 827006 RUN BY THE IMAMUL HAI KHAN EDUCATIONAL SOCIETY, BOKARO, JHARKHAND EXCLUSIVELY IS A MINORITY EDUCATIONAL INSTITUTION WITHIN THE MEANING OF SECTION 2(g) OF THE NATIONAL COMMISSION FOR MINORITY EDUCATIONAL INSTITUTIONS ACT 2004. CONSEQUENTLY, IT IS HEREBY DECLARED THAT THE AFORESAID COLLEGE IS A MINORITY EDUCATIONAL INSTITUTION COVERED UNDER ARTICLE 30 OF THE CONSTITUTION OF INDIA.

GIVEN UNDER MY HAND AND THE SEAL OF THE COMMISSION ON THIS 25TH DAY OF SEPTEMBER, 2009.




 (R. RENGANATH)
 SECRETARY

 Office Secretary
 5th Floor, Jeevan Tara Building, 5th Floor, Sansad Marg
 NATIONAL COMMISSION FOR
 MINORITY EDUCATIONAL INSTITUTIONS
 Patel Chowk, New Delhi
 Govt. of India, New Delhi

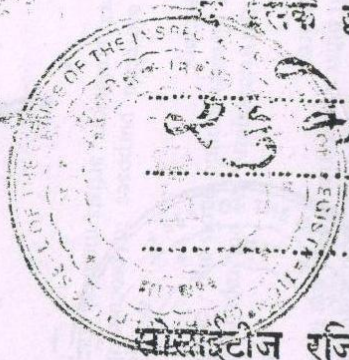
Certificate of the registration of the society

संस्थाओं के निबन्धन का प्रमाण-पत्र

(ऐक्ट 21. 1860)

संख्या 374

वर्ष 2010 - 2011



इसको द्वारा प्रमाणित करता हूँ कि इमादुल हई खान
 इमामुल हई खान लोहाईटी

सोसाइटीज रजिस्ट्रेशन ऐक्ट 21, 1860 के अधीन आज यथावत् निबन्धित हुआ/हुई ।
 आज तारीख 31/12/14 मास जुन वर्ष दो हजार 14 को राँची में मेरे हस्ताक्षर के
 साथ दिया गया ।

इस निबन्धन पत्र का नाम - इमादुल हई खान इमामुल हई खान लोहाईटी
 का निबन्धन संख्या - 127/83-84.

गोवर्नमेंट प्रेस, राँची ।

वास्ते, महानिरीक्षक, निबन्धन, झारखण्ड, राँची ।

Approval of 2F and 12B under University Grant Commission

No. 23236351, 23232701, 23237721
23234116, 23235733, 23232317
23236735, 23239437, 23239627

Extension No. 414 (CPP-I Colleges)
UGC Website: www.ugc.ac.in

F. No. 8-603/2014 (CPP-I/C)

The Registrar,
Vinoba Bhave University
P.B No 31, Hazaribag – 825 301
Jharkhand



SPEED POST

विश्वविद्यालय अनुदान आयोग
बहादुरशाह जफर मार्ग
नई दिल्ली-110 002
UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI-110 002

March, 2016

15 MAR 2016

Sub: - Recognition of College under Section 2 (f) & 12 (B) of the UGC Act, 1956.

Sir,

I am directed to refer to the letter no. AHTTC/UGC/15-187 dated 07.11.2015 received from the Principal, Al-Habeeb Teacher's Training College, Sector – VI, Bokaro Steel City – 827 006, Jharkhand on the above subject and to say that it is noted that the following college is **un-aided/self financed** and **permanently** affiliated to **Vinoba Bhave University, Hazaribag**. I am further to say that the name of the following college has been included in the list of colleges prepared under Section 2 (f) & 12 (B) of the UGC Act, 1956 under the head '**Non-Government, self financed** Colleges teaching upto **Bachelor's Degree**':-

Name of the College	Year of Establishment	Remarks
Al-Habeeb Teacher's Training College, Sector – VI, Bokaro Steel City – 827 006, Jharkhand.	1987	The College is now declared fit to receive Central assistance in terms of Rules framed under Section 12 (B) of the UGC Act, 1956. However, the College, being a self financing & unaided, would be eligible to receive UGC's support only in respect of teachers & students related schemes as per the decision of the Commission dated 8 th July 2011

The Indemnity Bond and the other supporting documents submitted in respect of the above College have been accepted by the University Grants Commission.

Yours faithfully,

(Charan Dass)
Under Secretary

Copy to:-

- The Principal, Al-Habeeb Teacher's Training College, Sector – VI, Bokaro Steel City – 827 006, Jharkhand.
- The Secretary, Government of India, Ministry of Human Resource Development, Department of Higher Education, Shastri Bhawan, New Delhi - 110 001.
- The Secretary (Education), Human Resource Development Deptt. Government of Jharkhand, MDI Building, H.E.C. Dhurwa, Ranchi – 834 004, (Jharkhand).
- The Joint Secretary, UGC, Eastern Regional Office (ERO), LB - 8, Sector - III, Salt Lake, Kolkata - 700 098, (West Bengal).
- Publication Officer (UGC-Website), New Delhi.
- Section Officer (FD-III Section), UGC, New Delhi.
- Guard file.

(M.P. Singh)
Section Officer

Permanent Affiliation Certificate by University

Vinoba Bhave University, Hazaribag- 825301

Ref. No. VBU/Esstt./350../2017

date 27/01/2017

TO WHOM IT MAY CONCERN

This is to certify Al-Habeeb Teachers' Training College, Bokaro Steel city is permanently affiliated to Vinoba Bhave University, Hazaribag (Jharkhand).

It is recognized by University Grants Commission, New Delhi under section 12 B & 2 F and the following course/subject are offered in the said college as approved and recognised by National Council for Teacher Education, ERC, Bhubaneswar.

Course	Duration of the Course	Affiliation	Validity Period
B.Ed.	2Year	Permanent	Permanent

S. Anand
27/01/17
Registrar
Vinoba Bhave University
Hazaribag

P.N. Ram
25/01/17

Appendices

Teacher Education Scenario in the state

Present Scenario of Teacher Education in Jharkhand

Introduction

Jharkhand is one the newest state established on 15th Nov 2000. It is educationally backward state. There are 27539 primary schools, 1235 secondary schools and 9550 middle schools 849 Minority Schools situated in the state. There are 09 universities and 117 B.Ed colleges are functioning at present.

Present status

There are 117 colleges offering B.Ed programmes. Four institution are government institution. There are 23 constituent colleges under self finance scheme. Our institution is also a minority self finance institution under Vinoba Bhave University, Hazaribag. At present there are 09 university, 03 medical colleges, 10 engineering colleges, 01 agricultural university functioning. According to National University Education Planning and Administration (NUEPA) a central govt body Jharkhand ranked 34 out of 35. A large no of children in the state go to school. As per the date of the Jharkhand Education Project (JEPC) 2012 six lakhs children in the age group of 6 – 14 years do not go to school. According to Annual Status Education Report (ASER) 2011 only 59% attend schools in the state where as national average is 71% (5th rank in nation).The literacy rate of male is 78.45% while female's rate is 56.21%. The literacy rate of Bokaro is 72.48%.

Qualitative Status

The quality of learning is very poor as well as the quality of teaching is also very poor due to shortage of trained teachers. As per ASER 2011 there is shortage of 43000 teachers in 40000 schools here in the state. The right to education says the ratio of teacher pupil in the school should be 35% at the primary level. The teacher pupil ratio in schools here at the primary level and upper primary level is 43 : 1. As per ASER 2011, 61% children face the language barrier in the state.

A Ray of Hope

In this worst situation our institution is reflecting a hope for the state. We are producing Hundred trained teachers in one academic session. Our trained student teachers are very capable, energetic and educationally & technically sound. Our institution has started the journey of education on and from 1987. We are maintaining our best rank from its inception.

Audit report of the last three years

Audit report of the year 2015-16



Amol & Associates Chartered Accountants

HO: Purulia Road, Chas, Pin : 827 013

Bokaro Steel City (Jharkhand)

Ph : 06542-265223 | 9431128368

lachhiramka.amol.kumar@icai.org

Branches: Ghaziabad | Gurgaon | Kolkata | B. S. City

AUDITORS' REPORT

We have examined the Income & Expenditure Account of **Al-Habeeb Teacher's Training College (Run & Managed by Imamul Hai Khan Educational Society) Sector-6, Bokaro Steel City-827006** as on **31st March 2016** for the year ended on that date and report:-

- We have obtained all the information and explanations which to the best of our knowledge and belief were necessary for the purpose of the audit.
- In our opinion, proper books of account have been kept by the College as required by law so far as appears from our examination of these books.
- The Income & Expenditure Account referred to in this report are in agreement with the Books of Account.
- In our opinion and to the best of our information and according to the explanation given to us, the said accounts give a true & fair view :-

- In the case of Income & Expenditure Account of the Excess of Expenditure over Income of the College for the year ended on that date.

CA Amol Kumar Lachhiramka
(Partner)

Membership No.077661

For Amol & Associates

Chartered Accountants

Purulia Road, Chas

Bokaro(Jharkhand) - 827013



Place : Bokaro
Date : 20/09/16

**AL-HABEEB TEACHER'S TRAINING COLLEGE
SECTOR - 6, BOKARO STEEL CITY**

INCOME & EXPENDITURE A/C FOR THE YEAR ENDED 31/03/2016

Particulars	Amount	Particulars	Amount
To Advertisement Expenses	55560.00	By Admission Form	41600.00
To Accounting Charges	27000.00	By Annual Fees	4759512.00
To Bank Charges	2720.17	By Bus Income	4741.00
To Electricity Bills	42162.00	By CLC , CC	44090.00
To Honorarium	42347.00	By Exam Fees & Form Received	133698.98
To House Rent	62062.00	By Interest on Savings A/c	7538.00
To Interest on Bus Loan A/c	88002.00	By Other Income	40435.00
To Legal Expenses	2700.00	By Interest on Fixed Deposit	182811.55
To Newspaper Expenses	3847.00	By Excess of Expenditure	
To Processing Fee For D.EI.Ed	150000.00	Over Income	336509.64
To Employer Provident Fund	90539.00		
To Repair & Maintenance	124083.00		
To Salary & Allowances	4067913.00		
To Security Guard	55000.00		
To Sports Expenses	6558.00		
To Telephone Charges	29204.00		
To Travelling & Conveyance	38935.00		
To Audit Fees	11500.00		
To Depreciation	650804.00		
	5550936.17		5550936.17

In terms of our separate report of even date
for **AMOL & ASSOCIATES**
CHARTERED ACCOUNTANTS



[CA Amol Kumar Lachhiramka]
Partner
Membership No. 077661

Place: Purulia Road, Chas, Bokaro -13
Date : 20/09/2016

Audit report of the year 2014-15
Amol & Associates
Chartered Accountants

HO: Purulia Road, Chas, Pin : 827 013
 Bokaro Steel City (Jharkhand)
 Ph : 06542-265223 | 9431128368
 lachhiramka.amol.kumar@icai.org

Branches: Ghaziabad | Gurgaon | Kolkata | B. S. City

AUDITORS' REPORT

We have examined the Income & Expenditure Account of **Al-Habeeb Teacher's Training College (Run & Managed by Imamul Hai Khan Educational Society) Sector-6, Bokaro Steel City-827006** as on **31st March 2015** for the year ended on that date and report:-

- a) We have obtained all the information and explanations which to the best of our knowledge and belief were necessary for the purpose of the audit.
- b) In our opinion, proper books of account have been kept by the College as required by law so far as appears from our examination of these books.
- c) The Income & Expenditure Account referred to in this report are in agreement with the Books of Account.
- d) In our opinion and to the best of our information and according to the explanation given to us, the said accounts give a true & fair view :-
 - (i) In the case of Income & Expenditure Account of the Excess of Income over Expenditure of the College for the year ended on that date.

CA Amol Kumar Lachhiramka
 (Partner)

Membership No.077661
 For Amol & Associates

Chartered Accountants

Purulia Road, Chas

Bokaro(Jharkhand) - 827013



Place : Bokaro
 Date : 15/09/15

AL-HABEEB TEACHER'S TRAINING COLLEGE
SECTOR - 6, BOKARO STEEL CITY

INCOME & EXPENDITURE A/C FOR THE YEAR ENDED 31/03/2015

Particulars	Amount	Particulars	Amount
To Advertisement Expenses	59888.00	By Annual Fees	5049888.00
To Audit Fees	11450.00	By Admission Form	25498.00
To Bank Charges	2125.00	By CLC , CC and Other Fees	62335.00
To Bus Running & Maintenance	27921.00	By Exam Fees & Form Received	117050.00
To Electricity Bills	106612.00	By Interest on Fixed Deposit	158351.21
To Honorarium	64785.00	By Interest on Savings A/c	3762.00
To House Rent	44512.00		
To Interest on Bus Loan A/c	120278.00		
To Newspaper Expenses	2625.00		
To Employer Provident Fund	84510.00		
To Repair & Maintenance	62698.00		
To Salary & Allowances	3654262.00		
To Security Guard	45752.00		
To Telephone & Internet Charges	20126.00		
To Travelling & Conveyance	101911.00		
To Depreciation	850775.00		
To Excess of Income Over Expenditure	156654.21		
	5416884.21		5416884.21

In terms of our separate report of even date
for **AMOL & ASSOCIATES**

CHARTERED ACCOUNTANTS



[CA Amol Kumar Lachhiramka]

Partner

Membership No. 077661

Address: Purulia Road, Chas, Bokaro -13

Date: 15/09/2015

Audit report of the year 2013-14
Amol & Associates
Chartered Accountants

HO: Purulia Road, Chas, Pin : 827 013
 Bokaro Steel City (Jharkhand)
 Ph : 06542-265223 | 9431128368
 lachhiramka.amol.kumar@icai.org

Branches: Ghaziabad | Gurgaon | Kolkata | B. S. City

AUDITORS' REPORT

We have examined the Income & Expenditure Account of **Al-Habeeb Teacher's Training College (Run & Managed by Imamul Hai Khan Educational Society) Sector-6, Bokaro Steel City-827006** as on **31st March 2014** for the year ended on that date and report:-

- a) We have obtained all the information and explanations which to the best of our knowledge and belief were necessary for the purpose of the audit.
- b) In our opinion, proper books of account have been kept by the College as required by law so far as appears from our examination of these books.
- c) The Income & Expenditure Account referred to in this report are in agreement with the Books of Account.
- d) In our opinion and to the best of our information and according to the explanation given to us, the said accounts give a true & fair view :-
 - (i) In the case of Income & Expenditure Account of the Excess of Income over Expenditure of the College for the year ended on that date.

Place : Bokaro
 Date : 15/09/14



CA Amol Kumar Lachhiramka
 (Partner)

Membership No.077661
 For Amol & Associates

Chartered Accountants
 Purulia Road, Chas
 Bokaro(Jharkhand) - 827013

AL-HABEEB TEACHER'S TRAINING COLLEGE
SECTOR - 6, BOKARO STEEL CITY

INCOME & EXPENDITURE A/C FOR THE YEAR ENDED 31/03/2014

Particulars	Amount	Particulars	Amount
To Advertisement Expenses	114145.00	By Exam Fees	524570.00
To Bank Charges	1375.00	By Annual Fees	4311368.00
To Bus Insurance	44309.00	By Bus Income	142281.00
To Bus Running & Maintenance	168933.00	By CLC, CC & Others Fees	141395.00
To Electricity Bills	23666.00	By Interest on Fixed Deposit	168959.09
To Exam. & Reg. Fee	264000.00	By Interest on Savings A/c	8128.00
To Exam Remuneration for Practical	29138.00		
To Honorarium	104631.00		
To House Rent	36739.00		
To Interest on Bus Loan A/c	145689.00		
To Legal Expenses	11070.00		
To Misc. Expenses	76620.00		
To Newspaper Expenses	3013.00		
To Printing & Stationery	10334.00		
To Repair & Maintenance	44656.00		
To Salary & Allowences	2838046.00		
To Security Guard	50400.00		
To Sports Expenses	6320.00		
To Telephone & Internet Charges	17302.00		
To Travelling & Conveyance	125988.00		
To Water Charges	39879.00		
To Other Expenses	62194.70		
To Audit Fees	11236.00		
To Depreciation	748757.00		
To Excess of Income			
Over Expenditure	318260.39		
	5296701.09		5296701.09

In terms of our separate report of even date
for **AMOL & ASSOCIATES**
Chartered Accountants



[CA Amol Kumar Lachhramka]
Partner
Membership No. 077661

Place: Purulia Road, Chas, Bokaro -13
Date : 15/09/2014

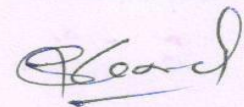
Institutional Academic Calendar**ACTIVITIES OF SESSION 2015-17 FOR THE YEAR 2015-16**

Sl. No.	Activities	Date
1	Orientation Programme	03-07-15 & 04-07-15
2	Seminar	18-07-15
3	Situational Conversation	25-07-15
4	Independence Day Celebration	15-08-15
5	Plantation	27-08-15
6	Parent's Meeting with Teachers	03-09-15
7	Describe Reflection from the given picture	12-09-15
8	Report Writing	23-09-15
9	Article Writing	06-10-15
10	Seminar	10-10-15
11	First Aid Camp	26-10-15
12	Notice Writing	07-11-15
13	Dialogue Writing	20-11-15
14	Debate	05-12-15
15	Role Play	14-12-15
16	X'Mas Day Celebration	23-12-15
17	Seminar	09-01-16
18	Tournament	18-01-16
19	Annual Sports	20-01-16 to 21-01-16
20	College Picnic	23-01-16
21	Republic Day Celebration	26-01-2016
22	Act of advertisement	10-02-16
23	Story Telling	25-02-16
24	Art Exhibition	09-03-16
25	Slogan Writing	21-03-16
26	Model Preparation	11-04-16
27	Internal Exam 1 st Semester	13-05-16 to 17-05-16


Principal

ACTIVITIES OF SESSION 2015-17 FOR THE YEAR 2016-17

Sl. No.	Activities	Date
1	Debate on Reservation	11-07-16
2	Speech Competition	12-07-16
3	Quit India Movement Day	09-08-16
4	Patriotic Songs	10-08-16
5	Essay Competition	11-08-16
6	Quiz Competition	12-08-16
7	Candle Light March	14-08-16
8	Independence Day Celebration	15-08-16
9	History of Icons of Freedom Struggle	16-08-16
10	JaliawalaBagh Massacre (Drama)	17-08-16
11	Debate	18-08-16
12	Seminar on Freedom Fighters	19-08-16
13	March to Remembre Our Great Freedom FighterImamulHai Khan's Residence	21-08-16
14	Parents Meeting with Teachers	03-09-16
15	Internal Exam 2 nd Semester	19-09-2016 to 22-09-2016
16	Flower Decoration, Cutting &Pesting	27-09-2016
17	Speech Contest	01-10-2016
18	One Day Tour	05-10-16
19	Micro Teaching	16-10-16 to 21-10-16
20	Rangoli	22-10-2016
21	Visit to Asha LataViklangVikashKendra,Bokaro	28-10-16
22	Practice Teaching	10-11-16 to 10-12-16
23	Community Lunch	17-12-2016
24	X'mas Day Celebration	23-12-2016
25	College Picnic	10-01-2017
26	Annual Sports	23-01-2017 to 24-01-2017
27	Republic Day Celebration	26-01-2017
28	Internal Exam 3 rd Semester	03-02-2017
29	Practice Teaching	10-02-2017 to 10-05-2017
30	Survey	13-05-2017
31	Plantation	24-06-2017
32	Internal Exam 4 th Semester	27-06-2017 to 30-06-2017



Principal

Master Plan of the Institution

Introduction

Imamul Hai khan educational society is one of the front educational society of Jharkhand state. It is actively performing in the field of education mainly in Bokaro district. As the basic need of society is to be develop and create on the higher education front. The society had decided to establish a B.Ed. college namely “Al- Habeeb Teacher's Training College” in Bokaro thus Al – Habeeb Teachers' Training College came into existence in the year 1987.

It is a self financing an aided muslim minority institution. The college has been granted recognition by national council for teacher education vide letter no ERC / 7 – 87, 6 (11) 17 / 2008 / 12684 dated August 20, 2008. The government of Jharkhand as well as Vinoba Bhave University has granted affiliation from the session 2008 – 09.

Land and Building / Campus Planning.

The college has created a fantastic infrastructure facilities with four acres of land which has been allotted the authority of Bokaro Steel Plant Management under at sector VI by “ SAIL ” (Steel Authority of India Limited). A govt of India undertaking. The college has three storied building divided into two blocks i.e. Block – A and Block – B. It has all the modern facilities for smooth functioning of the institution such as smart classes, well equipped library well furnished and maintained different labs maintained principal's staff rooms and offices. Well maintained multipurpose hall, seminar hall, separate common rooms for boys and girls. Separate and sufficient toilet is available in the building. A large and fully air conditioned auditorium is under construction. It will witness all the major activities such as seminar, cultured programmes, other function etc by the college in near future. The college has the facility of indoor and outdoor games and sports. It has maintained playground. It has also beautiful garden in and around the campus.

Future Plan upto 2025

The college has offered only one programmes i.e. B.Ed. programmes. The D.El.Ed. programmes is proposed to start from the next session i.e. 2017-18 for which permission is granted by the NCTE. It has sufficient number of classrooms and other required facilities for smooth functioning for upcoming D.El.Ed.

programmes. We also intend to introduce M.Ed. programmes from next session. We also aware to go a head and establish a university in and around the campus. It is our dream project and future's master plan. We want to establish and create a self financed unaided minority university with autonomous status by the year 2025.

The college is a front organization in Bokaro district under Vinoba Bhave University, Hazaribag. It has maintained the best performance from the beginning of the institution.

Sample of student feedback

AL-HABEEB TEACHERS' TRAINING COLLEGE BOKARO

STUDENTS FEEDBACK FORM

Academic year..... Semester..... Date of Feedback.....

Branch Section

Sl.No.	Description	Subject Name and Code					
(A)	Course Contents						
1	Has the Teacher covered entire Syllabus as prescribed by University? (Yes/No)						
2	Has the Teacher covered relevant topics beyond Syllabus (Yes/ No)						
3	Effectiveness of Teacher in terms of						
i	Technical content						
ii	Communication skills						
iii	Use of Non print teaching aids						
iv	Availability beyond normal classes and co-operation to solve individual problems						
v	Pace on which contents were covered						
vi	Overall effectiveness						
4	How do you rate the contents of the curricular ?						
5	How do you rate lab facilities, if applicable?						

(Rating : 5-Excellent, 4-Very Good, 3- Good, 2- Average, 1- Below Average)

1	Any suggestion regarding library facility	
2	Any suggestion regarding Internet Facility	
3	Any suggestion regarding Co-Curricular activity	
4	Any suggestion regarding Extra Co-Curricular activity	
5	Any other suggestions	

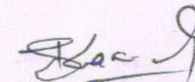
Name and Signature of the student (Optional)

Attendace %.....

CGPA %.....

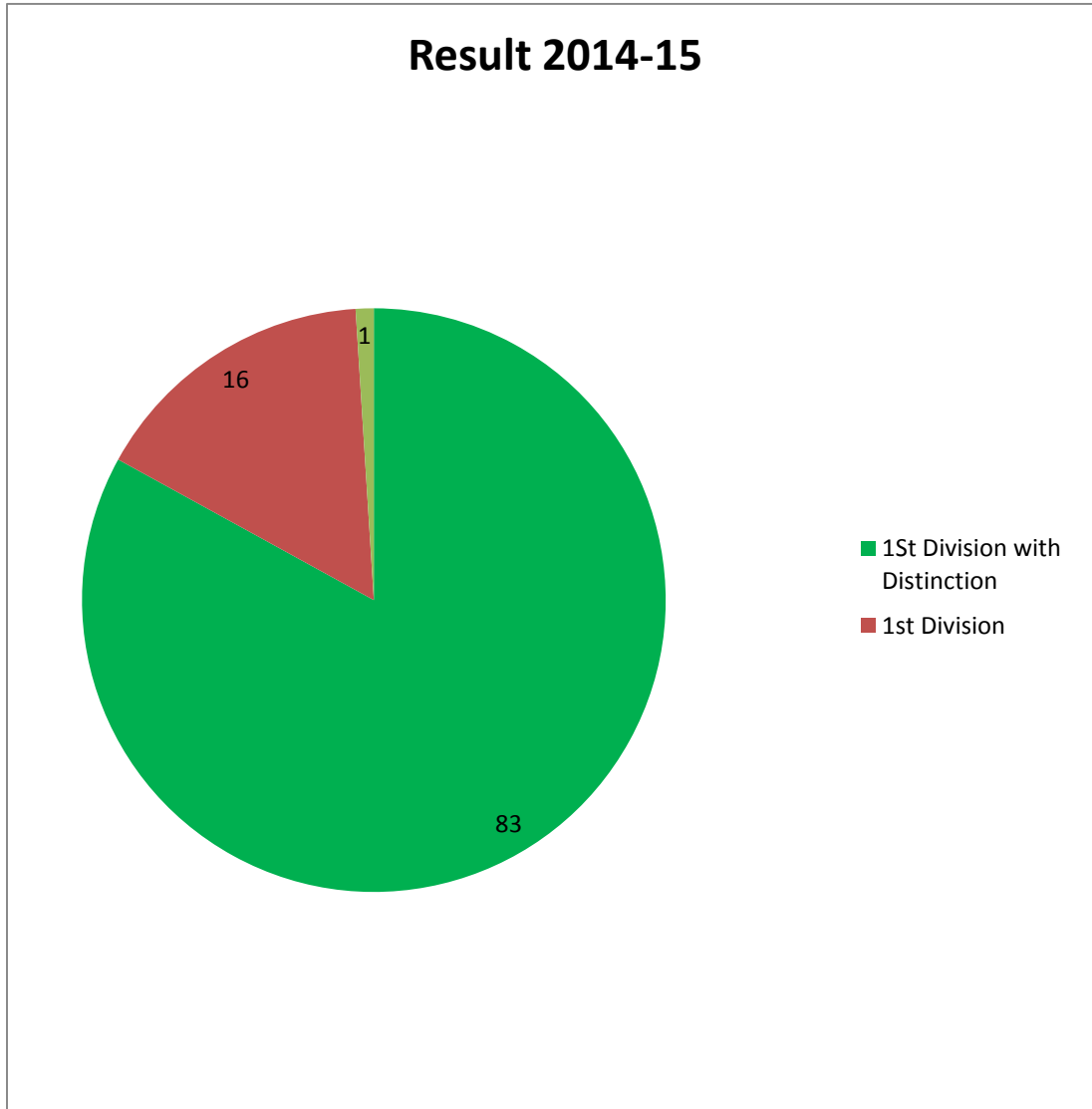
Bokaro Steel Plant Provided Project School for Practice Teaching

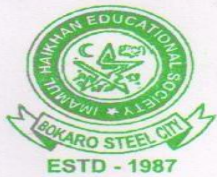
Sl.No.	Name of School	Distance from College
1	BIV High School, Sector-I/B, Bokaro Steel City, Bokaro	4 km
2	High School, Sector-I/C, Bokaro Steel City, Bokaro	3 ½ km
3	High School, Sector-II/A, Bokaro Steel City, Bokaro	4 km
4	High School, Sector-II/C, Bokaro Steel City, Bokaro	4 km
5	+2 High School, Sector-II/D, Bokaro Steel City, Bokaro	4 ½ km
6	High School, Sector-III/A, Bokaro Steel City, Bokaro	3 ½ km
7	BIV High School, Sector-III/E, Bokaro Steel City, Bokaro	3 ½ km
8	BSKV 3, Sector-III, Bokaro Steel City, Bokaro	3 km
9	High School, Sector-IV/A, Bokaro Steel City, Bokaro	4 km
10	BIV High School, Sector-VI/A, Bokaro Steel City, Bokaro	1 km
11	+2 High School, Sector-VIII/A, Bokaro Steel City, Bokaro	2 ½ km
12	BIV High School, Sector-VIII/B, Bokaro Steel City, Bokaro	1 km
13	+2 High School, Sector-IX/A, Bokaro Steel City, Bokaro	4 km
14	High School, Sector-IX/B, Bokaro Steel City, Bokaro	3 ½ km
15	Bharra Urdu High School Bharra, Bokaro	4 km



Principal

University result for the previous academic year





PHONE : 06542 266103
09234 364951

AL- HABEEB TEACHERS' TRAINING COLLEGE

(A MINORITY INSTITUTION)

PERMANENTLY AFFILIATED TO VINOBA BHAVE UNIVERSITY

RECOGNISED BY NCTE CODE NO. : APE 00796

SECTOR - VI, BOKARO STEEL CITY - 827 006 (JHARKHAND)

E-mail : ahttcbokaro@gmail.com

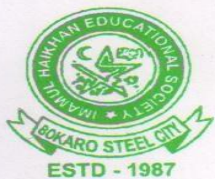
Website : www.ahttcbokaro.org

Teaching and Non-Teaching staffs profile

The following are the Teaching Staff of the College:

Sl. No.	Name (Shri / Smt. /Ms.)	Designation	Qualification
1	Dr. Sushil Kumar Pandey	Principal	M.A. M.Ed Ph.D (Edu.)
2	Kiran Srivastava	Asstt. Professor	M.A, M.Ed
3	Dr. Sunil Kumar Yadav	Asstt. Professor	M.A., M.Ed, Ph.D (Edu.)
4	Kaushal Kumar Singh	Asstt. Professor	M.A. M.Ed, NET
5	Kumar Mithilesh	Asstt. Professor	M.Sc. M.Ed
6	Dr. Tarannum	Asstt. Professor	M.A, M.Ed, Ph.D (Soc.Sc)
7	Ajai Kumar Mishra	Asstt. Professor	M.A , M.Ed
8	Ashok Kumar	Asstt. Professor	<u>M.Sc</u> , M.Ed
9	Ramesh Kumar Prajapati	Asstt. Professor	M.Sc, M.Ed
10	Sudarshan Mishra	Asstt. Professor	<u>M.Sc</u> , M.Ed
11	Radhika Noor	Asstt. Professor	M.A, M.Ed
12	Amit Kumar Srivastava	Asstt. Professor	M.A, M.Ed
13	Wasi Ahmad	Asstt. Professor	M.A, M.A(Edu.)
14	Dr.Gouhar Parveen	Asstt. Professor	M.P.Ed, Ph.D (Phy.Edu)
15	Mohan Azad	Asstt. Professor	<u>M.F.A</u>
16	Prashant Kumar Sharma	Asstt. Professor	M. Music


Principal



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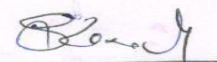
SECTOR - VI, BOKARO STEEL CITY - 827 006 (JHARKHAND)

E-mail : ahttcbokaro@gmail.com

Website : www.ahttcbokaro.org

The following are the Non-teaching Staff of the College

Sl. No.	Name	Qualification	Designation
1	Mrs. Sarita	M.Lib	Librarian
2	Md. Tauheed Alam	BCA	Instructor Computer Cum Lab Asstt.
3	Mrs. Neetu Sinha	B.A.	Accountant Cum Computer Operator Asstt.
4	Mr. Faiyaz Ansari	B.A.	Computer Operator Asstt.
5	Mr. Sujit Kumar Parira	I.Com.	Store Keeper
6	Mr. Kiran Rajak	Non Matric	Supporting Staff
7	Mr. Mohan Hari	Non Matric	Attendant
8	Mrs. Selestina Jojo	Matric	Attendant


Principal

IQAC Formation Letter



AL- HABEEB TEACHER'S TRAINING COLLEGE

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AFFILIATED TO VINOBA BHAVE UNIVERSITY

RECOGNISED BY NCTE CODE NO - APE 00796

PHONE 06542-246384 (R)
09234364951 (O)

SECTOR - VI, BOKARO STEEL CITY - 827 006 (JHARKHAND)

Ref. No. AHTTC/IQAC/15-159

Date: 07/09/2015

IQAC (Internal Quality Assurance Cell) ^{is} constituted on 07/09/2015 by the college and following are the members of cell:

Internal Members

- | | |
|----------------------------|----------------------------------|
| 1. Dr. R. A. Khan | Secretary — Invitee |
| 2. Dr. S. K. Pandey | Principal cum Chairman |
| 3. Ms. Kiran Srivastav | Assistant Professor- Member |
| 4. Dr. Sunil Kumar Yadav | Assistant Professor - Member |
| 5. Mr. Kumar Mithilesh | Assistant Professor, Coordinator |
| 6. Dr. Tarannum | Assistant Professor - Member |
| 7. Md. Tauheed Alam | Instructor ICT - Member |
| 8. Mr. Sujeet Kumar Parira | Store Keeper – Member |
| 9. Md. Faiyaz Ansari | Assistant / Administration |
| 10. Mr. S. R. Khan | Administration (Invitee) |
| 11. Ms. Naaz Parveen | Alumni Quota - Member |

External Members

- | | |
|------------------------|---|
| 1. Dr. Ali Imam Khan | Principal, Gridih College, V. B. U. Hazaribag |
| 2. Mr. E. N. Shiddique | H. O. D. Deptt. of Botany, V. B. U. Hazaribag |

This is for information of all concerned.


(Dr. S. K. Pandey)
Principal

Distribution (1) All concern
(2) IQAC file

IQAC Decisions**AL- HABEEB TEACHER'S TRAINING COLLEGE**

(A MINORITY INSTITUTION)

AFFILIATED TO VINOBA BHAVE UNIVERSITY

RECOGNISED BY NCTE CODE NO APE 00796

PHONE : 06542-246384 (R)
: 09234364951 (O)**SECTOR - VI, BOKARO STEEL CITY - 827 006 (JHARKHAND)**

Ref. No. : AHTTC/IQAC/15

Date : 18/10/2015

A meeting of the IQAC (Internal Quality Assurance Cell) was held on 17th Oct 2015 at 2:30 pm in the office of the cell and following decision were taken

- (1) This has been decided procure 5 Almira/ Rack for stocking of books in the library.
- (2) This has been decided to procure the books for Ist & IInd semester of B.Ed course according the new syllabus
- (3) This has been decided to construct of Auditorium. The process be started.
- (4) This has been decided to white wash the B.Ed college Building.
- (5) This has been decided to provide Toilet for disabled in the B Block of college building

Chairman
Cum
Principal



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PHONE : 06542-246384 (R)
: 09234364951 (O)

SECTOR - VI, BOKARO STEEL CITY - 827 006 (JHARKHAND)

No: AHTTC/IQAC/16

Date: 17/01/2016

A meeting of the IQAC (Internal Quality Assurance Cell) was held on 16th January 2016 at 11:30am in the office of the cell, the following decision were taken

- (1) It has been decided to provided more chair & tables in the library
- (2) The Journals for the year 2016 be purchased from M/S APH Publisher House Delhi
- (3) This has been decided to install Aqua Guard, for the drinking water of student and staff
- (4) This has been decided to make some modification in the Multipurpose Hall as sappqerted by the engineer
- (5) It has been decided to provide 6 more fans to the multipurpose hall

Chairman
Cum
Principal



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E-mail : ahttcbokaro@gmail.com

Website : www.ahttcbokaro.org

No: AHTTC/IQAC/16

Date: 24/04/2016

A meeting of the IQAC (Internal Quality Assurance Cell) was held on 23rd April 2016 at 11:30 am in the office of the Principal and the following decisions were taken.

- (1) A water Cooler be installed in the college.
- (2) ICT room be provided with Air-conditioner.
- (3) It has been decided that placement cell be run under a senior professor to help the students for employment.
- (4) It has been decided that store room be given a good look.
- (5) It has been decided that old assignments and answer book be scrutinised to destroy the same.

Chairman
Cum
Principal



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Website : www.ahttcbokaro.org

No: AHTTC/IQAC/16

Date: 03/07/2016

A meeting of the IQAC (Internal Quality Assurance Cell) was held on 2nd July 2016 at 2:30 pm in the office of the cell and the following decision were taken.

- (1) This has been decided that a class room be provided Smart Board with Projector to do the classes.
- (2) This has been decided that weak students be given special coaching in the respective subject to improve their standard.
- (3) This has been decided that more books in the library be procured in the financial year 2016-17 .
- (4) This has been decided to procure more Journals
- (5) Toilet of Gents & Ladies be cleaned regularly.


Chairman
Cum
Principal

PHONE : 06542 266103
09234 364951

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E-mail : ahttcbokaro@gmail.com

Website : www.ahttcbokaro.org

No: AHTTC/IQAC/16

Date: 02/10/2016

A meeting of the IQAC (Internal Quality Assurance Cell) held on 1st October 2016 at 2:30 pm in the office of the cell and the following decisions were taken.

- (1) This has been decided to procure a new printer for Principal office.
- (2) 4 Almirah be procured for different section of the college.
- (3) Arts & Craft materials be procured as per the requirement of Asstt. Professor/ Arts & Craft
- (4) This has been decided that the construction work of Auditorium be speeded up and Sri Wasi Ahmad, Asstt. Professor is assigned to report progress in next meeting
- (5) This has been decided that the Instrument of Language lab installed be used by the students more frequently and the routine be modified accordingly

Chairman
Cum
Principal