



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MADHUSUDAN MAHTO TEACHER'S TRAINING COLLEGE

**AT- LAUDIA, POST- CHAKRADHARPUR, DISTRICT- WEST SINGHBHUM
833102**

www.mmtcckp.com

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Madhusudan Mahto T.T. college is Co- educational College situated in Laudia, Chakradharpur, Jharkhand. It was founded in 2015 by Madhusudan Trust. Madhusudan Mahto T.T. college is Recognized by NCTE , ERC, Bhubaneshwar and affiliated with Kolhan University, Chaibasa, Jharkhand.

Since the college was established gradually it becomes one of the most reputed Teacher education Institution in that region. The college has made significant Contributions in the field of Teacher education by providing quality education to develop competent educators.

The college campus has 1.2 Acres located in rural sector.

The College is situated in the Lab of nature with lush green campus. The College has well furnished class room, well equipped laboratories, well maintained library and canteen. The canteen with cafeteria has enough space, neat and clean and also available hygienic food for student- teachers and faculties. The campus has healthy and eco friendly educational environment. Profound efforts and one to one supervision has been taken for the presentation of summary regarding overall activities and achievement of the college since 2017. A Special focus has been provided in all the genres according to the criteria prescribed by NAAC.

The objective mission and vision focused on the strength, weakness, opportunities and challenges of the institution.

Vision

To develop quality educators for shaping the forthcoming generation to build our nation and preparing them for future challenges and make them excellent in the field of teacher education.

Mission

- To impart a sound formulation in all dimension such as intellectual, mental, physical, social, emotional, religious, cultural etc.
- To develop them with theoretical input as well as practical practicing for better outcomes.
- To support them in developing their self confidence and self imaginations.
- To build them as a ICT enabled for effective communicator.
- To impart the values of humanity, social justice, nationality and brotherhood.
- To foster innovative and responsible integration of technology in education.
- To create inclusive environment for holistic development.
- To built cultural and social values for becoming a good citizenship.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- One of the Premier Teacher education college in Jharkhand providing very high quality resources for holistic development of student -teachers.
- Highly qualified dedicated and potential faculties and administrators.
- Well furnished and maintained sufficient infrastructure.
- Very peaceful educational environment away from crowded area.
- The college is situated in the lap of nature.
- Highly demandable college to take admission. Students come in various regions from Jharkhand.
- 100% attendance in a regular classes Co- curricular and cultural activities are organized almost every weekend.
- Active and collaborative alumni association.
- Well disciplined active and dedicated student – teachers.
- Highly qualified, active, experience and dedicated faculties.
- Decentralized administrative structure such as Vice Principal, Controller of examinations, DSW and coordinator of various cell .
- Studio and smart classes for innovative and effective teaching learning process .
- College also manage their social responsibilities to adopt nearby village.
- NSS cadre also play and active role to organize many events in a regular intervals.
- College participated youth festivals which is organized by kolhan university.
- College has separate hostel for girls only.
- College has residential facility for faculties.
- College has child care facility.

Institutional Weakness

- Public transportation and communication is not very good due to college situated in rural area.
- Not getting any financial support from any organization.
- Hostel facility for boys is not available.
- Lack of foreign collaborations.
- Minimum of Ph.D. degree holder faculties.

Institutional Opportunity

- Plan to develop an Integrated teacher education program (ITEP)
- Institution has plan to start M.Ed. course in future.
- More scope for collaboration with other institution.
- Strengthen their library facilities to provide more books, e- resources and journals.
- More resources required for research and development.

Institutional Challenge

- Insufficient resources of guest faculties to conduct any additional courses or optional papers.
- Risk of losing Experienced faculties for better opportunities at other university/institution.
- Delayed governments admission counseling so that course syllabus not completed on time.

- Not getting reputed private schools for school internship.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curriculum development is one of the measure aspect of our institution which has been done, periodically throughout the year. Institutional planning is a programme for developing and improving the activities and for continuation in the development of institution, it must reviewing and revising in the curriculum on the basis of the learners need.

Our College (MMTTC) has many improvement programmes for students, so that they can enhance their personality along with their academic course. Our College offered value added courses like English-speaking for the improvement in communication and vocabulary. ICT related course so, that students can be friendly with different technological and technical learning programmes in updated life of today and in future. Personality development course enables to prepare for students life to face unexpected and different situation very confidently. Our College gives opportunity to the students to show their talents through various competitions in university level too. Institution provides to knowledge and skill among the student teacher for different level and school education through the innovative techniques and practical experience such as internship, field engagement, field trip, lab works etc. During the T-L process teachers use different strategies and techniques such as seminar, workshop, Brainstorming, GD, PPT presentation and use of different Web links and videos. Institution also provides different value added courses to enable the effective prospective teacher with the skill which is generally needed in schools.

Institute provides opportunity for different field engagement program, under the supervision and the mentorship of teacher educators. Its provide correlated ,collaborative and professional guidance to the student in developing interconnectedness of various theory courses and practicum such as micro teaching ,practice teaching ,school observation, pre internship, orientations teachers in actual classroom setting, case study, project work, field visiting, group works etc

Teaching-learning and Evaluation

The teaching, learning and evaluation is a important aspects of this institution.

The admission process is fully transparent and follows the norms of NCTE and Govt. of Jharkhand. The reservation policy of Govt. of Jharkhand are also taken care in the admission process.

The students come from diverse background the college provides them many facilities like bilingual teaching learning approach, fee concession, no gender biasness etc. the faculty members have to identify diverse learners and provide accordingly appropriate learning environment. Mentor- Mentee groups are also created to solve the mentee's(students) problems related to whether personal or academic by the mentors(teachers).

The college provides many student centric pedagogical methods to uplifting the levels of learners. The teachers make effective teaching-learning process by using different approaches and methods like experiential learning , problem solving method, seminars, group discussion, Quiz, assignment work , workshop, field visits etc. they also use variety of ICT resources .e E-platforms like Google meet, Zoom, whatsapp app for providing different

and virtual learning environment.

The college arrange internship program systematically as prescribed by NCTE to develop the practical teaching skill. Before the arranging internship program college organize one day meet program for school principals and trainee- teachers.

The college provides the chance to teachers to develop and enrich professional knowledge by organizing and participating FDP, refresher course, seminar, workshop etc. Every faculty members are also encouraged to use the latest technology that they well aware about the latest trends in their subject field.

The evaluation system is fully transparent. The enrolled students well aware about the evaluation system and evaluation time from the first day of college through the academic calendar. The college also arrange remedial teaching and evaluation for poor performance performed students in internal exams.

Infrastructure and Learning Resources

Madhushudan mahto teachers training college campus aquares about 1.2 acres of area and their build up area is 3010.8 sq m.

The college has adequate facilities for teaching learning and other resources. The infrastructure and other resources has developed as per the guideline of NCTE regulations. The college consists physical facilities such as 08 numbers of well furnished class rooms, 04 numbers of smart class rooms 06 numbers of well equipped laboratories i.e. Curriculum lab - Science , Curriculum lab - Maths Curriculum lab - Social Science, Psychological lab, Language lab, ICT lab, well furnished library with E- library facilities, Seperate common rooms for boy and girls. Visual and Performing art are well maintained. One long multipurpose hall, Conference hall, IQAC meeting room, examination room, administrative office, Principal office, Director room, staff room, visitors room. The college has a beautiful garden with Pedestrian path. One huge multipurpose play ground for playing basket ball, badminton, kabaddi, kho-kho etc. Hostel facility is also available for girls only in the college campus. Indoor games facilities like chess, carom board, luddo, also available in the campus. Beside all the common facilities college has a canteen with hygienic foods for faculty,staff and students. One health care room also there with essential medicine and first aide box and one bed for rest. One child care room for caring baby, fire extinguisher for any emergency, CCTV for monitoring all the activities minutely. Ro Drinking Water Facilities for ensuring healthy and hygienic drinking facility, cooler also available for cold water in summer season.

Student Support and Progression

Student support is an integral part of the college academic program. Principal and the head of all cell and committee take care of student's academic and professional development, along with their personal issues. The management also involves for taking decisions in support of students. The college take responsibilities for the skill development and capacity building of their student for arranging career and personal counseling, skill development programs in a regular interval college provides all the required faculties as per the norms of NCTE for giving better educational environment towards their students. Such as canteen, transportation, common room, toilet. Hostel, parking, recreation facilities etc. the college has a transparent mechanism for students grievances managed by the grievances redressal committee. Any kinds of issues related to students problem committee take care and resolved it. College appointed Dean students welfare (DSW), placement

officer for student welfare and development.

College provides all the required facilities to their current students as well as alumines. The college has an active alumni association since 2017. alumni meet organized in a regular basis. Separate group has been formed to every session and college invited them in all the major events. Many of our alumines and current students cleared CTET/JTET/NET in last five years. our many students has joined as assistant teacher, assistant professor in government school/college in CKP/ Jharkhand or outside of Jharkhand. Many students also updated their qualification to P.G/Ph.D. Apart from academic excellence equally we focused on organized events and activities in regular basis throughout the year. Our students actively participated in cultural events as well as sports events and also participated in social activities under NSS. We participated national youth festival and university/state level events in every year and won many times

Governance, Leadership and Management

The management of the intuition itself is an engineer and very intellectual, active, energetic, positive and wide visioned administrator. The management has a wide vision to develop a quality teacher educators. They are very much commutated and doing hard to execute their mission is to excel the production of quality teachers to overcome the droughts of quality teacher in our society. The governance of the management is quit democratic . They involved senior faculties administrative staffs in their decision making bodies for the welfare and development of the intuitions some cases related to students, some responsible students is also involves in the governing body. Some how management are involved all the decision directly or indirectly for the development of the intuitions. Because of the democratic nature of governance the administration is decentralized so that along with the management and principal, vice principal, DSW, controller of examination, supervisor of cells & committee has its own power to take decision of its own bounded area. The college management committed to do transprant audit in every academic year. The management has clear strategic plan to strengthen our academic part to appoint experienced and higher qualified faculties, administrative staff and principal as per the requirement. Their next plan to take M.Ed, integrated B.Ed (B.A. B.Ed, B.Sc. B.Ed) courses in future. The governance of management is partially follows e-governance. The management very serious about their welfare measures of teaching and administrative staff. They provides attractive salary with other allowance as per the norms. Many teaching and non- teaching staffs are continuing last few years. The service rules and regulations is quit transparent and supportive. The performance and dedication of teaching and non- teaching staffs, management analyze appraisal reports and take decisions in favour of them in every year. The management very much keen about the enrichment & development of college resources so that funds raised in every year for the infrastructure development well as other resources.

Institutional Values and Best Practices

The institutional values and best practices of the institution are in harmony with its vision and mission with the idea of holistic development of students to give a new direction to the society.

- The Institution is highly conscious and firmly determined in addressing the environmental issues judiciously. Green practices and Energy conservation practices are given highest priority to create eco-friendly rules in the campus.
- Green Audits are conducted to assess the performance of the institution in green initiatives and to promote environmental consciousness among students. Minimum use of plastic bags, tree plantation drives, workshops on best out of waste, carpooling, use of ceramic and steel utensils and promotion of

print little are some initiatives taken.

- All wastes are disposed of through proper waste segregation mechanism. Vermicompost is done to use Biodegradable Waste. E-waste and hazardous waste are also tackled effectively. Theme based Assemblies, seminars, extension lectures, cleanliness drive, skits are organized to make students Environment Savvy.
- The Institution believes in the fundamentals of prosperity with cleanliness and hygiene for overall purity of 'Body, Mind and Soul'. The tutorials are named at different moral values in order to build their character and form their firm moral beliefs. Significant days, awareness programs and camps on AIDS, Blood Donation, Social Evils, etc. are organized.
- There is Code of Conduct for faculty and students and they work as per the codes prescribed.
- ICT enabled teaching is one of the best practices of the institution. Various initiatives have been taken to improve the digital skills of the students.
- It follows the practice of improving the mental health and overall well-being of its students. Believing the spirit of true religion the institution celebrates different religious days with the message of secularism and brotherhood

Research and Outreach Activities

Madhusudan mahato teacher's training college of Education promotes continual outreach activities. These are considered as an essential tool in the overall development of the student. The College is attached with NSS and conducts activities that help the student integrate with the community as well as the nation. Research in the Teachers Training is currently limited. However, as a good initiative, several seminars and workshops are held and teachers are encouraged to go for further research. Within this limitation, staff has published papers. Students have been involved in Action Research.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MADHUSUDAN MAHTO TEACHER'S TRAINING COLLEGE
Address	At- Laudia, Post- Chakradharpur, District- West Singhbhum
City	Chakradharpur
State	Jharkhand
Pin	833102
Website	www.mmttckp.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sangram Maharana	06587-7739817765	7739817765	-	madhusudantrust@gmail.com
IQAC / CIQA coordinator	Khushbu Kumari	-	7903429318	-	khusbookumari251184@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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State	University name	Document
Jharkhand	Kolhan University	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	20-05-2015	24	Two years B Ed Program

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	At- Laudia, Post- Chakradharpur, District- West Singhbhum	Rural	1.22	3010.8

2.2 ACADEMIC INFORMATION

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

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				1				15			
Recruited	0	0	0	0	1	0	0	1	11	4	0	15
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	6	2	0	8
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	2	3	0	5
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				3
Recruited	2	1	0	3
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	2	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	9	4	0	13
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	29	0	0	0	29
	Female	69	2	0	0	71
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	2	0	2
	Female	4	1	0	8
	Others	0	0	0	0
ST	Male	4	5	7	4
	Female	25	20	52	24
	Others	0	0	0	0
OBC	Male	15	16	6	16
	Female	34	44	22	29
	Others	0	0	0	0
General	Male	6	2	3	2
	Female	12	10	0	12
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	3
	Others	0	0	0	0
Total		100	100	90	100

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Multidisciplinary/Interdisciplinary education makes the holistic development of the learner and this approach is a system of curriculum that integrate the different areas of study. The Madhusudan Mahto Teacher Training college runs two courses B.Ed and D.El.Ed, under these courses we follow the multidisciplinary approach to great extent to teach the students various pedagogy of subjects like pedagogy of Maths, Physical science, Hindi, English, Social Science, Economics, commerce, Biological science, Kurmali, Khortha and Art & Craft etc.
2. Academic bank of credits (ABC):	Not Applicable

3. Skill development:	Knowledge of skills is very important part of the professional development of any students, college well aware about this so we arranged the classes to make the students to develop students various skills like computer operation skill, communication skill, art skill etc.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The Madhusudan Mahto Teacher Training college honours the diverse need of diverse background students, faculties teach the class generally bilingual Hindi, English and wherever needed the local language Kurmali, odiyia, Ho, Santhali etc. The institute regularly organize cultural event and celebrate the many festival like Karma, Tusu (Rojo), Sohrai, Mage, Sarhul, Baha, Jomnama etc.. Institute encourage to make the students to enroll in the various online course offered by the Massive Open Online Courses(MOOCs).
5. Focus on Outcome based education (OBE):	The Madhusudan Mahto Teacher Training college is premier teacher training college. It enrich the professional skills to the all 100 students throughout the year. These skillful teachers serve the society and nation with best citizenship and humanity. In this way the institute focus on outcome based education.
6. Distance education/online education:	During the pandemic COVID-19 lockdown there was restriction to physical contact, Madhusudan Mahto Teacher's Training college arranged online classes by using various E-Platforms like Google Meet, Zoom, Whatsapp. Faculties did all academic activities in the virtual mode and trained to take online classes fearlessly. Institute established a highly equipped recording studio for recording the lectures which is the better preparedness for online education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	ELC not setup in the college.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	ELC not setup in the college.
3. What innovative programmes and initiatives	ELC not setup in the college.

<p>undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>ELC not setup in the college.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>ELC not setup in the college.</p>

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	90	100	100
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
60	60	60	50	50
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	98	87	100	99
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	98	87	100	99
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	90	100	100
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	12	12	16	16

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	16	16	16

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

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
35.75618	43.52756	54.50458	69.19464	87.38779

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

3.2

Number of Computers in the institution for academic purposes..

Response: 24

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1 Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.

Response:

Response -

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

Institutional planning is a programme for developing and improving the activities and for continuation in the development of institution, it must reviewing and revising in the curriculum on the basis of the learners need.

Our College has many improvement programmes for students, so that they can enhance their personality along with their academic course. Our College offered value added courses like English-speaking for the improvement in communication and vocabulary. ICT related course so, that students can be friendly with different technological and technical learning programmes in updated life of today and in future. Personality development course to face the unexpected and different situation very confidently. Our College gives opportunity to the students to show their talents through various competition in university level too.

Our College curriculum fulfill the requirement of the students in a systematic way, after getting admission in the college we assessee students to improve in all the areas academic and non-academic and it could be added in the plan to improve accordingly for the need and fulfillment of the students.

We assessee students in the mid of the course completion mean while we decide whether the course which is offered to them is required or not than later we decide to fulfill the requirements and do the corrections for next academic year.

At the end of the each semester we get feedback from each students and teachers too, so that College could achieve the target of development and need of the students. Accordingly, after the reviewing and revising in the curriculum by curriculum development cell with the other facilities in each paper of B.Ed course our college include and exclude in the syllabus and do the necessary requirements for the betterment of students.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	View Document
Plan developed for the last completed academic year	View Document
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the last completed academic year 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni

Response: A. Any 5 or more of the above

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

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers

Response: A. All of the above

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

1.2 Academic Flexibility

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

Response: 80

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	11	10	11	12

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	14	14	14	14

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

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

Response: 0.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	0	0	0

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

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

Response: 40.41

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	98	00	00	00

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

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

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

Response: A. All of the above

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

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

Response: 3.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	9	1	1	3

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

1.3 Curriculum Enrichment

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

Response:

Response-

Education is the humanity's best hope and most effective means in the quest to achieve sustainable development. Our world faces formidable challenges that demand the next generation of college students be capable leaders with expansive understanding of public life, honed skills of critical thinking and the abilities to collaborate with diverse groups to solve problems and create change for overall development of the students. Institute provides many organisation programs like seminar, value added course, workshop, field engagement, quiz, Play so that students can face the challenges of their coming future. Institution provides many competitions in which students are able to enhance their skills and talents, which will be beneficial for their overall development.

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

1.3.2 Institution familiarizes students with the diversities in school system in India as well as in an

international and comparative perspective.**Response:**

Response:-

The most important contribution of ancient India not only for India but also for the world is in the field of education. It may also be remembered that education is not an abstract term. It is manifested in the cultural economic, individual, philosophical, scientific, social and spiritual advancement. In other words, education is the means for developing the mind for the betterment of the individual and society. In Our Curriculum provides to contribute our Student Teachers in various Activities Such as Internship Training, Innovative School Visit , Internship Training lends a hand to the student teachers to give opportunity to work practically in the daily life. During the Training period our Students Teacher Learned the Following Activities of School System Such as School Administration work, Maintenance of Records, Conduct Assembly, Classroom Management, Social Involvement, Conduct the Test and Measurement, Handling the Various Level of Students and Conduct Various Programmes Visit to innovative Schools helps the Student teachers to know the difference in Administration, Curriculum, Methods of Instruction and Evaluation among the schools.

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

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

Response-

The most important contribution of ancient India not only for India but also for the world is in the field of education. It may also be remembered that education is not an abstract term. It is manifested in the cultural economic, individual, philosophical, scientific, social and spiritual advancement. In other words, education is the means for developing the mind for the betterment of the individual and society. In Our Curriculum provides to contribute our Student Teachers in various Activities Such as Internship Training, Innovative School Visit , Internship Training lends a hand to the student teachers to give opportunity to work practically in the daily life. During the Training period our Students Teacher Learned the Following Activities of School System Such as School Administration work, Maintenance of Records, Conduct

Assembly, Classroom Management, Social Involvement, Conduct the Test and Measurement, Handling the Various Level of Students and Conduct Various Programmes Visit to innovative Schools helps the Student teachers to know the difference in Administration, Curriculum, Methods of Instruction and Evaluation among the schools.

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

1.4 Feedback System

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

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

Response: A. All of the above

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

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 98

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

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

Response: 149.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
72	86	87	88	82

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

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

Response: 0.61

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	3	0	0	0

File Description	Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	View Document

2.2 Honoring Student Diversity**2.2.1 Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..****Response:**

The students who take admission to this institution invariably belong to diverse economic and social strata of society. Their admission is based on academic merit and observation of relevant reservation policies of govt. During the time of admission, Teachers interact with parents and the students to assess their needs and aspirations. Students are also counseled at the time of admission. They are familiarized with the course, mode of internal assessment curricular and co-curricular activities, rules and regulation as well as other facilities available in institution. The institution organizes orientation program for the students at the commencement of new batch every year and it takes every possible measures to understand the needs and requirements of the students before the commencement of the program.

Teachers, before beginning their courses, informally get the pulse of the students in the class, their comfort level with various teaching methodologies. The entire teaching faculty is sensitive towards the diverse learner's. They are provided an appropriate learning environment with the support of peer learning and modification of teaching methods based on the needs of the students. Bridge course are taken by the teachers as per the needs of the learners. Bridge course are designed for newly admitted students in order to fill the gap between subject studied in previous classes and subjects that they would be studying in new courses. The key area of bridge course are JCT, Art & Craft, language proficiency etc.

Students with good co-curricular skills are identified through different-different activity organized by institution are nurtured to further gear their talents.

Slow and advanced learners are identified and special measures are taken to enhance their abilities special care is taken by the faculty in monitoring the performance of slow learners. Faculty members interact with parents about the performance of slow learners. As record advance learners they are given activities and tasks according to their capabilities. The learners are encouraged to read reference books of their course and also actively participate in various college events like organizing sports day, managing and organizing morning assembly etc.

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

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs

Response: A. Any 5 or more of the above

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

2.2.3 There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 10:1

2.2.4.1 Number of mentors in the Institution

Response: 10

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

2.3 Teaching- Learning Process

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

Response:

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

Experiential learning:

Our college is giving all students the occasion to assume a job as a teacher and have insight of educating in the class room. We are additionally promising students to coordinate projects at departmental level. It is assisting the students with improving their insight, introduction abilities and personality enhancement.

Participative learning:

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

Problem solving Methodologies :

Problem solving methodologies adopted :

Case studies are provided to improve critical thinking, creativity and problem solving skills among students and are asked to prepare project reports by various departments.

Brain storming :

- First, a small group of students is formed. They are approached to sit in a group and are given a specific issue or point.
- Teacher, as the group leader, then ask group members to think about the problem and give their ideas. They are advised to find as many solutions to the problem as they can find. They are told not to condemn others thoughts however they are allowed to make considerations to others thoughts.
- Students are encouraged to put forward suggestions without hesitation even if they seem to come up with unusual and unorthodox ideas.
- Students thoughts are to be tuned in and acknowledged quietly, without passing any judgment or remark of any kind until the session is finished.

Focused group discussion :

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

Online Mode :

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

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

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

Response: 68.18

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	10	10	8	8

File Description	Document
Data as per Data Template	View Document

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

Response: 100

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

Response: 100

File Description	Document
Programme wise list of students using ICT support	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document

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

1. Understanding theory courses
2. Practice teaching

- 3. Internship
- 4. Out of class room activities
- 5. Biomechanical and Kinesiological activities
- 6. Field sports

Response: A. Any 4 or more of the above

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

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

Response:

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

- Working in teams- working in teams very big part of the our institution. Under guidance and support of teachers, students perform the work in team through which a strong bond and healthy relationship is established among the members. There are many works like gardening, Rangoli and various games etc.is performed by mentor- mentee. Thereby students develop creative thinking, nurturing various skills etc. Students get help from their mentors t o design variety of working models, charts and teaching aids etc.

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

- Dealing with student diversities- Make the mentor-mentee relationship healthy to welcome the student diversity. The diverse learners are identified by the faculty and provide effective mentoring. If any gaps between subjects studied earlier and would be study in B.Ed, are identified by the faculty which are eradicate by arrange bridge course that is only designed only for new comers. There are various value added course are designed by the college to the students where the students get enrolled as their interest.
- Balancing Home and work stress- Our college has very rich resources to develop the various professional skills of students. Teacher organizes the class for preparation of state and central teacher eligibility test. Mentor- mentee perform many activities during the session thereby student develops creative thinking skill, communication skill, problem skill etc. which are useful to balancing the home and work stress
- Keeping abreast with recent development in education and life- College provide the space to the teachers for developing and update their professional skills. College encourages the teachers to

attend and organize the FDP, seminar, workshop, debate, conference, etc. mentors prepare their mentee to present paper and participate in seminar and workshop, thereby students update with recent developments in education.

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

File Description	Document
Documentary evidence in support of the claim	View Document

2.3.6 Institution provides exposure to students about recent developments in the field of education through 1. Special lectures by experts 2. 'Book reading' & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: A. Any 5 or more of the above

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

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

Response:

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

- Use of Google Meet- Teachers teach effectively in virtual mode also through G-meet where course content is delivered online to the students in effective way.
- Use of LMS- college provides many short content videos on college website. Using these videos

students learn course content from anywhere.

- Certificate/value added course- there are various certificate course are running in college where the large number of students get enrolled in these courses and develop their professional skills.
- Field visits – the college organizes field visits through this student develop their knowledge more concrete.
- Seminar- the college organizes classroom seminar, national seminar in order to develop their communication skills, innovative and creative mind.
- Competitions- college provides space where the students to participate in various literacy competition like quiz, debates, group discussion etc.
- Use of ict- Teachers provide effective teaching learning environment by using the ppts, projectors, multimedia and many ict enabled device.
- Preparation of lesson plan- College organizes workshop and special lectures to prepare innovative and creative lesson plans for the students.
- Brain storming session- It is participative approach session where efforts are made by the students reach to the solutions for a specific problem by gathering a list of ideas.

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

2.4 Competency and Skill Development

2.4.1 Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

1. Organizing Learning (lesson plan)
2. Developing Teaching Competencies
3. Assessment of Learning
4. Technology Use and Integration
5. Organizing Field Visits
6. Conducting Outreach/ Out of Classroom Activities
7. Community Engagement
8. Facilitating Inclusive Education
9. Preparing Individualized Educational Plan(IEP)

Response: C. Any 4 or 5 of the above

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

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: B. Any 6 or 7 of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.3 Competency of effective communication is developed in students through several activities such as

- 1. Workshop sessions for effective communication**
- 2. Simulated sessions for practicing communication in different situations**
- 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’**
- 4. Classroom teaching learning situations along with teacher and peer feedback**

Response: A. All of the above

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

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

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

Response: B. Any 3 or 4 of the above

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

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

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

Response: A. All of the above

File Description	Document
Report of the events organized	View Document
Photographs with caption and date wherever possible	View Document
Data as per Data Template	View Document

2.4.7 A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

Internship program is systematically planned, involving the school staff and teacher educators.

The practicing **schools** are **selected** on the **basis of the proximity of the student teachers'**

residence to the school, availability of basic infrastructural facility.

The teacher in charge of internship program prepares a letter and send to District Education officer for permission of listed school to complete internship program. After getting the permission of school, the internship in-charge with the consent of head master of the concern school organizes **orientation-cum-consultation meetings** with the school principals.

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

A few such activities are suggested below:

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

Lessons are observed by the Teacher Educators at **regular intervals** and our Teacher Educators

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

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

While planning internship program the institutions takes care of providing **exposure of variety of schools** to interns. Student teachers perform various internship activities in government, rural and urban schools with systematic supervisory support and feedback from faculty as per university prescribed curriculum.

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

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

Response: 9.09

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

Response: 11

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

2.4.10 Nature of internee engagement during internship consists of

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**

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

Response: A. Any 8 or more of the above

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

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

Role of Teacher Educators

The internship lasts for **20 weeks** (School internship 16 weeks and field engagement with school and community 4 weeks). **40 lessons** are prepared by

Interns in two phases. During entire internship, teacher educators monitor all the activities at regular interval and provide

suggestive feedback on their respective subject lesson plan files. They verify whether the students rectify the correction given in the previous observation. The teacher educator, when visiting the school, interacts with the trainees and thus a **real flow of feedback** is ensured regarding the performance of the trainees on the following basis:

1. Use of qualitative Teaching aids
2. Use Innovations Techniques
3. Use of innovations in preparation of lesson plans with respect to pedagogy and teaching aids
4. Checking of Answer Scripts
5. Formulation of School Time table

6.Overall Conduct

7.Maintenance of attendance register, admission register, result records, stock registers etc.

8.Organization of a Co-Curricular activity (at least one, such as morning assembly, debate,

declamation etc.) and submission of report

9. Correction of home-work notebooks

10.Action research on a child with deviant behavior :

11.A case study

Role of School Principal

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

Role of School Teachers

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

Role of Peers

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

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

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

2.4.12 Performance of students during internship is assessed by the institution in terms of observations of different persons such as

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

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

Response: B. Any 4 of the above

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

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

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

Response: A. All of the above

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

2.5 Teacher Profile and Quality

2.5.1 Percentage of fulltime teachers against sanctioned posts during the last five years**Response:** 82.5

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

2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years**Response:** 22.73**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 3

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

2.5.3 Average teaching experience of full time teachers for the last completed academic year.**Response:** 5.6**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 56

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document

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

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

Response:

College organizes national seminar, workshop time to time where the faculty member participate and expose their views on given topics. For updating of professional skills institute organizes faculty

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

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

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

2.6 Evaluation Process

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

Response:

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

Formal assessment:

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

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

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

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

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

? The Work Experience Program is likewise assessed internally (40% marks) and externally (60%).

Informal assessment:

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

? Assessment is also done through submission of assignments.

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

? As such, various approaches to evaluation i.e. formative, diagnostic and summative are used for assessing student learning.

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

? As such, various approaches to evaluation i.e. formative, diagnostic and summative are used for assessing student learning.

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

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

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

Response: A. Any 4 or more of the above

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

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

The Institution appoints College Examination Officer for smooth conduct of Examinations. The students can approach the Teachers, **College Examination controller** and Principal to redress the **examination related grievance** as per the requirement. Mechanism to deal with examination related

grievances is transparent, time bound and efficient. The college adheres strictly to the guidelines and rules while conducting internal and semester-end examinations.

1. At the beginning of the semester, faculty members **inform the students** about the various components in the **assessment process** during the semester.
2. The internal assessment **test schedules** are prepared **as per the university** and communicated to the students well in advance.
3. To ensure proper conduct of formative tests, two invigilators are assigned to each hall. Evaluation is done by the course handling faculty members within three days from the date of examination.
4. The **corrected answer scripts** at random are verified to ensure the standards of evaluation.
5. The marks obtained by the students in internal assessment tests are displayed on the notice board.
6. Day to day **performance** of the students is assessed which includes **regularity, performance, viva voce** and the promptness in submitting the record.
7. The students have the **freedom to use the suggestion box** regarding dissatisfaction if any, with the internal examination mechanism. The Principal and faculty in charge keep an eye on the overall procedure by conducting the meeting .
8. A **centralized exam cell system** is followed. **Any grievance** related to the university question paper like **out-of-syllabus**, repeated questions, improper split of marks, marks missed, **wrong question number** during semester exams are **addressed** to the Principal in turn he/she forwards the same to the university immediately.
10. University decision or information, after resolving the grievances is intimated immediately to the concerned departments once it is obtained, through the principal. It is also conveyed to the students through subject handling faculties.

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

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

Response:

The academic calendar is prepared by the college according to the guidelines of the Kolhan University and according to the temporary date sheet of the university examinations. In the semester system, practicals are prescribed in terms of planning of departments, time table, attendance review, mid-term tests and science subjects. Students with small attendance are notified according to their names and fined. Assignment work is awarded to students and marks are awarded before the commencement of the final examination. The syllabus is discussed by the staff members of each department and prior notice is given regarding the conduct of the mid-term and final examinations. Co-curricular activities are conducted simultaneously from time to time and information in respect of the same is displayed on the notice board. Similarly, annual celebrations are also held during the end of the academic year. The head of each department monitors the quality of teaching-learning through daily monitoring of teaching-learning activities. Continuous counseling is also done through departmental meetings and staff meetings.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document

2.7 Student Performance and Learning Outcomes

2.7.1 The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

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

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

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

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

(i) Content Competency

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

(ii) Pedagogical Skill

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

(iii) Professional ethics

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

(iv) Effective Communication

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

(v) Environmental Awareness

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

(vi) Managing classroom situation

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

Alignment with CLO's

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

Now a day information communication technology (ICT) is widely used in day to day life. Every day uses

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

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

2.7.2 Average pass percentage of students during the last five years

Response: 99.79

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	98	87	99	99

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

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

Response:

The college being affiliated to Kolhan University follows the pattern of examination that is framed by them. The end semester examination results are analysed and the **desired learning outcomes** of students are evaluated. Students are provided with **proper counselling and guidance** that helps to overcome their barriers, if any, for their enhancement in performance. In the beginning of the session, the tutorial sessions are conducted. From the entry level, the progress of student is recorded and maintained along with relevant

information by their tutors. The progress of students in both academic as well as non academic field is recorded and maintained. The college adopts following methods to assess the progressive performance of students and attainment of professional and personal attributes in line with the PLOs and

CLOs:

Compulsory attendance i.e., minimum 75% per semester

- Paper evaluation is done on time for grading internal assessment
- Practical work such as **assignments** are checked and marked on time
- Based on result analysis, the required **remedial measures** are taken
- Students are provided with **counselling and guidance programs** for improving their cognitive and professional performance
- The **continuous internal assessment** is taken regularly and students' marks are recorded which helps to predict their academic progress.
- **End semester house test** and final exams also helps to ensure alignment of stated outcomes.
- Suitable pedagogical approaches are utilized for effective realization of learning outcomes.
- Participation in various literary and **cultural programs**.
- Participation in **various competitions** such as debates, essay writing competitions, quiz test.
- Participation in various class room activities such as **group discussions**, seminars, Brain storming.
- Participation in various **co-curricular activities** such as organizing morning assemblies, NSS camps, tree plantation **campaigns**, awareness campaign.
- Participation in **community engagement activities** such as visit to nearby village.

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

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

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

2.7.4 Performance of outgoing students in internal assessment

Response: 98

2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities

during last completed academic year

Response: 98

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

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

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

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

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

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

The institute conducts aptitude test in order to measure **intellectual competencies** of students.

A series of **talent search** programmes in various fields i.e., dramatics, literary and fine arts are organized in order to discover the hidden talent and potentialities of the students.

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

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

The faculty members assess the **learning needs** of the students through regular class tests and house tests. Performance of students is measured in terms of their scoring in these tests. Those who score below 70% are provided extra assistance in order to improve their performance. The institute conducts

remedial classes for weak students in different subjects to enhance their skills and competencies. On the basis of class tests and house tests, slow learners are identified and they are provided remedial teaching. Students are provided with reading material. Lots of **written assignments** and exercises are given to them. At the end, remedial examinations are held to test the knowledge acquired during class hours.

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

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

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

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

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

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

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

Response: A. Any 4 or more of the above

File Description	Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Any additional information	View Document

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

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

Response: C. Any 2 of the above

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

3.2 Research Publications

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

Response: 0.38

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	1	1	0

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

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

3.3 Outreach Activities

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

Response: 7.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	2	11	11	3

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

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years**Response:** 65.51**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
78	22	89	45	87

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

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years**Response:** 27.55**3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
40	16	17	37	25

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

3.3.4 Outreach activities in the community in terms of influencing and sensitizing students to social

issues and contribute to community development**Response:****Response:**

The institution organize a range of outreach activities for welfare of community and multifaceted development. These activities are performed in collaboration with government organization, NGO, partner school & local community with the active participation of faculty and students. Some there organization/ bodies are:

- NSS
- Partner school
- Village – Laudiya Village
- Colony- Refugi Colony
- Others

The NSS wing of the college organize campus for students in villages and nearby local communities where students conducts literacy camps & for adults and vulnerable children, cleanliness and plantation drives and spread awareness regarding health and hygiene, social malpractices and conserving natural resources college organizes blood donation camp, health & campaign in collaboration with Indian Red Cross society.

The college has adopted one village name for their development. The institution spread awareness among local communities regarding health awareness among local people. The list of outreach activities are:-

1. Swachh Bharat Abhiyan
2. Beti Bachao Beti Padhao
3. AIDS Day
4. National voter day
5. N.S.S Day
6. National youth day
7. National/ International Yoga Day
8. Forest Day.
9. Kerla relief Day
10. Free health checkup camp
11. Blood donation camp.

To make the students aware about the school environment the college organizes outreach activities through these activities students develop their self in the matter of leader ship, responsibility.

Further institution participates in government imitative of (Swachh Bharat Movement, health awareness during global pandemic) & like in collaboration with Municipal Corporation , days & week are also celebrated & special morning assemblies are conducted in order to sensitize students towards various social issues. The includes Womens Day, AIDS day, World environment day, human right day, republic day, Independence day etc.

These outreach activities benefit neighborhood communities as well as students of the institution they instill civic sense, sense of social responsibilities, sense of serving other & feeling of universal

brother hood among students leading to their overall personality development.

In addition to this organizing such programs facilities in sensitizing students to national integrity communal harmony and tends to constructive use of their potential.

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

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

Response: 1

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

2021-22	2020-21	2019-20	2018-19	2017-18
01	0	0	0	0

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

3.4 Collaboration and Linkages

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

Response: 0.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	0

File Description	Document
List of teachers/students benefited by linkage exchange and research	View Document
Data as per Data Template	View Document

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

Response: 4

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

Response: 4

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

4.1.1

SEMINAR HALL

The college has the seminar hall having seating capacity of 300 students equipped with CC cameras, Audio visual system, Projector, Lighting system besides physical resources for smooth conducting of moving assembly program and other co-curricular activities.

CLASSROOM

The college has 12 number of spacious class rooms under exclusive surveillance of C.C.T.V cameras whereas two classrooms are fully installed and equipped with ICT facilities.

HOSTEL FACILITIES

"The college equipped with fully furnish separate hostel for both the girl's and boy's. It is attached with college building and situated at the top floor with 40 beds for girls and 20 beds for boys in 2nd floor.

MATHEMATICS LAB

Mathematics laboratory at the 1st floor having sufficient no. of equipments like Sphere, Cubic, Circle, Triangle, Trapezium, Geometric box, Calculator, Mathematics kits, Measuring kits, Time kits and Trigonometry kits.

PSYCHOLOGY LAB

The college has provided Psychology laboratory having relevant devices and apparatus to cater the demands of core pedagogy skill of the trainees based on the NCTE guideline.

ART & CRAFT

Art & Craft room at second floor of the college. It aims at imparting fine art Sculpture, texrising of the design, interior decorating design crafts and various artistic creative work.

TOILET ROOM

The college has constructed separate toilet for boy's, girl's and staff having 34 numbers in the

whole college building. There are 13 toilet lavatory for boy's, girl's and staff in the ground floor and 5 toilets room for girls first floor installing sanitary paid and disposable machine for ensuring better hygiene for girls students

CHEMISTRY LAB

chemistry laboratory situated at 1st floor having maximum proportion of chemicals like HCL, H₂So, No₃, Formaldehyde, Zn-Metal, Sulpher powder etc besides sufficient no. of equipment to cater the scholastic needs of science trainees.

PHYSICAL LAB

It is situated at the ground floor having optimum number of apparatus like vernier caliper, resistance, Rehostate, Ammeter, Volmeter, Glass slab, Prism, Spring balance, Sphere and Optical sphere to enhance the practical skill expertise of the trainees opting as physics pedagogy.

BIOLOGY LAB

The college having specious room accommodating at least 15 students. our laboratory is equipped with different models and apparatus like heart eye, brain, Skelton, microscope, slide dissecting box, specimen and relevant biological charts etc.

COMMON ROOM

The college has administered specious common room for both the trainees of boys and girls separately besides staff common room of the college.

LIBRARY

It situated at the second floor with specious reading room having sitting capacity 50 numbers of students as the library having around 10000 volumes of books in cyclopedia, dictionary, atlas, maps, news papers, journals and magazine etc. Recently our college has installed the digital library incorporating DELNET(Del Plus) and internet connection to access e-books, e-journals respective of different subject.

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

4.1.2 Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.**Response:** 62.5**4.1.2.1 Number of classrooms and seminar hall(s) with ICT facilities**

Response: 5

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

Response: 8

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

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years**Response:** 96.11**4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
92.2010	54.5118	63.9728	15.89614	52.48091

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

4.2 Library as a Learning Resource

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

Response:

Response

The library of the college was established in 2015, since then library has made consistent progress in terms of collection and services. The college library is enriched in terms of availability of textual books, reference books, e- books, national policies documents, journals, e- journals, magazine, dictionary, encyclopedia, abstracts, question bank and newspaper. For the ease of the user the library is divided into various sections, Subject wise book section, general reference section, periodicals section, newspaper section, new arrival section, reading room section, e- resource center & photocopying section. The up gradation of library is done by using integrated library management software. The college is using Delplus software and has taken membership from DELNET (Developing Library Network). Del- plus software designed and developed exclusively to work under all kinds of library. Delplus software is commercial software. Delplus software has all modules we would expect in fully functional library software – Acquisition, Cataloguing, Circulation, OPAC, Administration, Export/ Import, Authority Control, Article Indexing, Report Generation, Stock Verification. It follows internationally recommended standards and formats such as MARC 21. Under the OPAC, this gives a user friendly interface to its user for searching resources in the library. There is E- resources center, where the set up of 3 computers are provided to all library users where they can access OPAC by using their id and Password. The college library also contain digital repository of syllabus previous year question paper, online resources, competitive exam resources etc. The college has added library module in college website. It enhanced the library services. It provides all library users remote access of the library materials. Library is also functioned with proper Internet and Wi-Fi connectivity. The library also provides various services to all library users they are circulation service, New arrival display, Current awareness services, subscription of journals and e- journals, Orientation program for new library user in an effective manner, reference service, recommendation of library materials, photocopying and printing services, research articles, reading room for 50 students, internet services etc. There is separate rules and regulation for all library users. The college has appointed full time librarian. Library is updating all register time to time. The library is under CCTV surveillance security.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Web-link to library facilities	View Document
Link for additional information	View Document

4.2.2 Institution has remote access to library resources which students and teachers use frequently**Response:****Response**

Our college Library always strived hard to be committed to ensure full access to their range of services and information sources and facilities to our library users both students and faculty members. Our library has to invest heavily on the electronic resources such as e- journals, e- books and other database. The best value from their electronic resources and their services is highly expected. The optimum usage of their resources would be possible only when proper and adequate access facilities are provided. The faculty, staff and students also need online access tools. College library also provide E- Resource Center with 3 computers with internet facility. There are many ways which our library provides remote access to our users.

1. DELNET – Developing Library Network (DELNET) as our college library has taken the membership of DELNET. It provides a knowledge gainer Portal which offers anytime and everywhere intuitive access and learning environment on a wide array of subjects in Engineering & Technology, Management, Medical Science, Pharmaceutical Science, Pure Sciences, Social Sciences, and Arts & Humanities for Graduate and Post Graduate students including researchers and teachers. It gives access to **1, 58, 33,201** of resources including E-journals, E-books, Articles, Institutional Repositories content. The library users can access the resources by using ID & password which is provided by DELNET.

1. NDLI - National Digital Library of India as our institution has registered in NDLI. It provides 4.25 Crore types of learning resources including e- books, e- journals, e- articles, thesis, audio – lectures, video lectures, manuscripts etc. All library users have registered themselves in NDLI and

1. log in NDLI through User ID & password for remote access of the resources available in NDLI.

1. Website – In our college website library facility has given. Our library users can access online resources by visiting our college website they will be recognized as a member of the college and asked to log in using their ID and Password. Once they are authenticated they can access the library collections. Remote access is strictly personal and should only be used for personal study. If the library discovers any misuse, remote access account of user will be closed.

File Description	Document
Details of users and details of visits/downloads	View Document
Any other relevant information	View Document
Landing page of the remote access webpage	View Document

4.2.3 Institution has subscription for e-resources and has membership/ registration for the following

- 1.e-journals
- 2.e-Shodh Sindhu
- 3.Shodhganga
- 4.e-books
- 5.Databases

Response: C. Any 2 of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.4 Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 70341.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
84230	1500	33170	23030	209776

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

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

Response: 15.88

4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 421

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 598

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 258

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 185

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 285

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	View Document
Any other relevant information	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

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

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

Response: C. Any 2 of the above

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

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

Response:-

Owing to dynamic changing of globalization the computer and information technology plays a significant role for promoting experiences, exposure and various tenets in the teaching-learning domains in the educational system. The College Madhusudan Mahto Teacher's Training College, Chakradharpur is also not lagging behind in installing ICT equipments for facilitation of effective and efficient execution of teaching, learning and research for promoting all round development of the students.

With the aim of promoting exponential teaching and learning and research activities the college has

installed Wi-Fi connection and upgradation dated 24th November 2022 vide receipt/invoice number RV/H11/22/011891. With a view to impart uninterrupted and efficient teacher's education training to the students for their holistic development.

On account of using uninterrupted mechanism it invariably increases the cognitive and overall personality of both the B.Ed and D.El.Ed students. It gives a positive impact and implication for augmenting the scholastic and holistic development of the learners in order to out-reach to the welfare of the community or the society. Even the ICT mechanism via Wi-Fi exposure promoting conducive environment for strengthening the academic and co-curricular domain of the institution.

Nature of updation

In view of exponential exposure in the domain of informatics and communication system. It enhance the knowledge ideas, exposure, wisdom and the global changing program to equipped cognitive skill of the learners. The college has emerged as a technical and computer savvy to impart the different curriculum and teaching pedagogy for the holistic development of the learners by appointing computer savvy faculties in the institutional set-up.

The fundamental objectives of installing Wi-Fi based ICT facilities for augmenting the intellectual and physical skill of the learners by harnessing the inherent potentiality to bring tremendous changes in and around of the society. Thus it gives a positive implication not only to the scholars or trainees but also the institution to out-reach to the nook and the corner of the society in particular and changing the global literacy in general.

To conclude this, the mechanism of Wi-Fi based informational education characterized to reach to the door step of the people to know what is happening in the world.

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

4.3.2 Student – Computer ratio for last completed academic year

Response: 4:1

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

4.3.3 Internet bandwidth available in the institution

Response: 10

4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS

Response: 10

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any other relevant Information	View Document
Link for additional information	View Document

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

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

Response: C. Any 2 or 3 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document
Link to videos of the e-content development facilities	View Document
Link to the e-content developed by the faculty of the institution	View Document

4.4 Maintenance of Campus and Infrastructure

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

Response: 44.81

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

2021-22	2020-21	2019-20	2018-19	2017-18
18.52306	74.5075	14.11317	10.08331	12.88987

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

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

Response:

Response:-

Madhusudan Mahto Teacher's Training College has a well- framed infrastructure policy for proper maintenance and utilization of the physical, academic and support facilities. The responsibility for provisioning and maintaining infrastructure is jointly shared by different authorities of the institution, under the overall leadership of the college.

Establish System and procedures-

The principal discuss with the planning and evaluation committee and presents a report regarding physical, academic and support facilities in the Governing Body for approval. The secretary is empowered to deal with all matters pertaining to the acquisition, up-keeping and disposal of campus infrastructure.

An annual audit and inventory of the facilities is undertaken for assessment and evaluation.

Laboratory-

The college have lab attendants to ensure proper upkeep of the labs including science lab, (Physics, math, biology/chemistry), geography lab, language lab, psychology lab and computers lab and maintain proper reward of items/ equipment in the labs. Fault register and logbooks in the laboratories regularly maintained. For any kind of maintenance on repair, the laboratory in charge reports to the principal and secretary. The repair work is carried out by the concerned service person.

Library

The library advisory committee with the principal as the chairperson and librarian as member secretary along with two senior faculties tackle all issues relating to the smooth and efficient functioning of the library. At the time of admission students are used digitized library cards which will be valid till their final semester. In term of facility is provided in the library and students can access the facilities for availing e-resources and the web based information photo state facility is also available in the library at nominal rates. The library is under CCTV surveillance.

Classroom-

Some classrooms are equipped with the required teaching audio visual aids to supplements the teaching learning process. Seminar, workshops, lecture session are also conducted in these rooms. Class representatives affected by the students are given the responsibilities to keep the classrooms clean. Checking of fans teaching aids etc. in the classroom are done regularly.

Computers-

The college information and communication technology committee (ICTC) is responsible for the maintenance of computers and smooth functioning of the network facilities in the college. They also look into the college website up....., biometric services, procurement of the hardware and software and other

items related to computers. Any repair beyond the scope of the technical staff of the college is done through authorized service centers external agencies and purchase of spares is also made.

Sport complex -

The college has standard ground including volley ball and badminton where outdoor sports activities are held. The sports committee of the college is in charge of the sports complex and equipments. The committee supervises the grounds men and grade IV the staff assigned for maintenance and repair works. The play ground and courts are periodically maintained, cleaning and making are undertaken regularly. The department of sports complex maintains stock register accession register, and stock issue register. Every year new equipment are added.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Appropriate link(s) on the institutional website	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 A range of capability building and skill enhancement initiatives are undertaken by the institution such as:

- 1. Career and Personal Counseling**
- 2. Skill enhancement in academic, technical and organizational aspects**
- 3. Communicating with persons of different disabilities: Braille, Sign language and Speech training**
- 4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two**
- 5. E-content development**
- 6. Online assessment of learning**

Response: B. Any 4 or 5 of the above

File Description	Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.1.2 Available student support facilities in the institution are:

- 1. Vehicle Parking**
- 2. Common rooms separately for boys and girls**
- 3. Recreational facility**
- 4. First aid and medical aid**
- 5. Transport**
- 6. Book bank**
- 7. Safe drinking water**
- 8. Hostel**
- 9. Canteen**
- 10. Toilets for girls**

Response: A. Any 8 or more of the above

File Description	Document
Geo-tagged photographs	View Document

5.1.3 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

- 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
- 2. Details of members of grievance redressal committees are available on the institutional website**
- 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
- 4. Provision for students to submit grievances online/offline**
- 5. Grievance redressal committee meets on a regular basis**
- 6. Students' grievances are addressed within 7 days of receiving the complaint**

Response: A. All of the above

File Description	Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document

5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)

Response: B. Any 3 or 4 of the above

File Description	Document
Report of the Placement Cell	View Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View Document
Data as per Data template	View Document

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 11.57

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	10	11	10	10

File Description

Document

Data as per Data Template

[View Document](#)

Appointment letters of 10% graduates for each year

[View Document](#)

Annual reports of Placement Cell for five years

[View Document](#)

5.2.2 Percentage of student progression to higher education during the last completed academic year

Response: 11

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 11

5.2.2.2 Number of outgoing students progressing from PG to M.Phil.

Response: 00

5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.

Response: 00

File Description

Document

Documentary evidence in support of the claim

[View Document](#)

Details of graduating students and their progression to higher education with seal and signature of the principal

[View Document](#)

Data as per Data Template

[View Document](#)

5.2.3 Percentage of students qualifying state/national level examinations during the last five years

(eg: NET/SLET/ TET/ CTET)

Response: 1.24

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	4	0	0	0

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

5.3 Student Participation and Activities

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

Response:

M.M.T.T.C established welfare on date: 10/03/2021. Our committee had selected the head of this committee Mr. Shiv Prasad Mahato Mr Shiv Prasad had appointed as a Head of the committee.

Our welfare committee doing student well and play the supportive role for the students progression. The major note played by the department is on E- Kalyan work for the ST.SC, OBC students and other like transportation facilities like Bus, and those students who use the bus cycle for their transportation they have to provided 20 minutes as a grass time to come college (M.MT.T.C)

If some students has the rent issue or out side accommodation then the welfare committee try to help such students if some students has the issue in the hostel like drinking water issue, room cleaning issue then the welfare committee play the active role on such issues other protective like light issue, fan issue etc. Those students who has the issue like tour fee, hostel fee, educational fee, then the welfare committee try to solve such type of issues.

Welfare committee always tried to play active role in our institution for the betterment for the students. If some students have some issue like books in particular writer in our library then the welfare department play the active role with the management team of our college.

In the matter of students support our welfare committee play active role when ever students look for any supports

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

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

Response: 7.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	2	11	11	3

File Description	Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document

5.4 Alumni Engagement

5.4.1 Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

Response:

Alumni Association is administered by an Alumni committee. The alumni Association is very active in promoting interactions among the alumni, staff and the management, besides helping alumni in all possible ways, it also lends its support to the college to achieve its cherished goals, its vision and mission. One of the main purpose of alumni associations is to support a network of former graduates who will in turn help to raise the profile of the University, just like most other universities, student organizations, alumni associations aim to bring together like minded individuals. Telephone and personally meet with alums. Obtain a geographic listing of members from the headquarters office. Use the existing alumni Organization

and ask for their participation in starting the Association. The alumni Association. Contributes significantly to the development of the institution through financial and non financial means. The institution rests on the rich history of its students, success and glory so alumni is the backbone of the institution. A network of old students is achieved through alumni. It helps the institution for getting placement tests. Thus, expands and strengthens with new enrollments. A social networking page is available with the institution where the alumni can register and connect to share their ideas. Aims and objectives. To promote and foster mutually beneficial interaction between the alumni and the present students of the college and between the Alumni themselves. To encourage the formation of chapters as a means to increase participation of Alumni. To encourage the alumni to take an active and abiding interest in the work and progress of the Institute. To enable the alumni to participate in activities which would contribute to the general development of the Institute. To raise funds for various welfare and other schemes in the college as approved by the association To provide a forum for the alumni for exchange of ideas on academic, cultural and social issues of the day. To arrange social and cultural functions. The college has Alumni Association. The alumni support the institution and contribute to its institutional, academic and infrastructural development. Student representatives on the alumni Council create close relationship between students and alumni and provide student input to council deliberations and priorities. Student representatives will serve a three year term will attend council meetings held on campus and provide / implement ideas for student alumni connections.

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

5.4.2 Alumni has an active role in the regular institutional functioning such as 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support

Response: A. Any 6 or more of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document

5.4.3 Number of meetings of Alumni Association held during the last five years**Response:** 5**5.4.3.1 Number of meetings of Alumni Association held during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
3	1	1	0	0

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

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

MMTTC established alumni association in year 10 March 2021 and from that date to till date our alumni association act as on effective support system to the institution in motivating students as well recognize hurting and feathering any special talents in them.

Alumni association always try to play effective role for our fresh students and as well as our pass out students alumni our alumni association try to interact with new student to our alumni through this the alumni Jeep the motivation speech to the new students that have the new students prepare their future plan for getting job. What book they have to play how a educational notes will prepare how students can manage the time for study how the students can make their own notes by following internet, YouTube, E-library, throw alumni association the new students interact with the alumni the interact with each other for their future benefits like job recommendation future guidance in the matter of education etc.

Alumni association try to show the hidden talent of the students like art singing dance poetry etc through this student can get good platform for their career as we know that multiple talented person early adopt by any private institution.

Alumni are expected to perform many rows effectively such as promoting institutional brand providing mentoring to ongoing students facilitating in terms ship career opportunities job placement for outgoing students.

Staying connected with the alumni association that gave you chance to learn and discover yourself is refreshing and full feeling no matter what you can see the world from outside but your heart always stay

connected to what happen inside those institution the bonds that you would build with studying the friendship that you experience and the love and hate relationship you have with your institution everything will come even more important as time pass.

Having an alumni association will help you stay connected it will help you in reliving some of your of your most precious memories. It will bring fulfillment and calm to your life. Due to a variety of factory alumni have definite role in the grow and development of higher educational Institution does it is very crucial for an academic organization to develop and strength a continuous report with alumni Alumni are expected to perform many rows effectively such as promoting institutional brand providing mentoring to ongoing students, facilitating, internship, carrier opportunities, job placement for outgoing students and so on.

The pass out students organizes sports events with active participation. They can also assist and motivate students to development proper skill of a particular game. Through alumni association the pas out students gave guest lecture to the new students. Some of our students gave guest lecture. They also participate in our annual sports day a well as in our annual function both some time they show their or perform some cultural event also.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission

Response:

Response:

Vision Statement

Our vision is "the holistic development of students- teachers and teacher educators to change to the society" towards the required advancement and development. The Institute emphasis to development competencies among the student-teachers and Norwich their professional skills to turn this vision into reality.

The Institute emphasis the Indian culture and tradition with modern technologies to development competent human resources reserves to produce world class professionals and citizens.

Mission Statement

As a leading teacher education just in the region, Our Mission in to provide quality rather than quality teachers in the society. The college expends all its resources, to prepare primate, innovative, and human teachers with commitment to excellence and professional outlook.

Nature of Governance and Perspective Plans

The institution follows a democratic and participatory mode of governance with all stakeholders. Participating activity in its administration.

The Madhusudan Trust delegates authorized to the principal of the Institute who in intern shares. It with the different levels of functionaries in the college the co-ordinators of various committee and cells along with the non-teaching staff and student-teachers. Work in tandems and play an important role in determining the institutional policies perspective plans and implementing the some. Furthermore, faculty of the institution play an important role in implementing the vision and mission of the college and to that end play a proactive part in decision making process. Various cells and committees are instituted for the day to day functionally of the college. Some of there committees are the Examination committees. Anti-ragging cell, Career counseling and placement cell, Grievance and Redressal committee, Curriculum development all IQAC etc.

In the preparation of the perspective plan IQAC of the college has taken initiative to obtain inputs from all stakeholders via the management, principal and faculty the administrative staff, students of the college. Stakeholders expectations, management, policies goals and quality. Policy of the college are considered as a base for formulation of the perspective plan.

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

6.1.2 Institution practices decentralization and participative management

Response:

Response:-

The college practices decentralization and participatory management in keeping with its belief in collective leadership and democratic tradition.

The focus on shared responsibility and transparent working decisions are taken collectively. Democratic norms and practices are adopted in decision making and function of the college.

A particular reflection of this practice may be seen in the extensive delegation of authority to the teachers in the college.

The ways in which teachers participate in the management process:-

- The principal oversees the teaching plan teachers have the right to make adjustment in the routine.
- The often takes the lead in planning seminars, workshops, quiz, group discussion remedial measures etc.
- They have liberty to introduce creative and innovative measures for the benefit of their students.
- All the above features comprising participatory management points fairly conclusively to the ethics of decentralization which is integral to the institution and informs its functionally at every level.

The decentralization reflex in various committees like:-

1. IQAC
2. Alumuni Association
3. Grievance Redressal Cell
4. Women's Cell
5. Anti Ragging Cell

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

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

Response:

Response:

Madhusudan Mahto Teacher's Training College, Chakradharpur maintains complete transparency in its financial, academic administrative and other functions by clearly defining its vision, mission, objectives and procedures and disseminating them at all levels. Proper procedures are followed according to government norms.

1. Transparency in financial Functions:-

- An expenditure proposals under go strict financial security at various levels. All its purchases are made in a transparent manner.
- Institution conduct internal and external financial audit regularly at the end of each financial year.
- Based on such audit, CA issues audit report to the institution for True and fair view on the financial statement. Such Financial statement will be signed and approved by the audit oral management.

1. Transparency in Academic Functions:-

- The Institution strictly follows the transparent admission procedures for the admission in B.Ed course.
- Complete Admission in taken through JCECEB (Govt.) entrance exam.
- The college follows all the guidelines provide by the University NCTE & Govt.
- The College prepare their own academic and activity calendar before the commence of the classes.
- The college prepare their own Time-Table.
- There is a provision for remedial classes and Grievance Redressal system as well for transparent academic procedure.

1. Transparency in Administrative Function:-

- Every employer from Top to Bottom is part of the college management.
- Recruitment and staff promotions are undertaken with almost.
- Management intract regularly with their staff for better academic environments.
- Any Applications received from Teaching non-teaching staff is proceed immediately for action.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

Response:

The perspective/strategic plan is made by the institution to full-fill the requirements of student teacher and society, by providing quality education to produce technically competent teachers to serve the nation. Student's progression towards school education and social excellence is achieved with well established infrastructure.

Institute has developed a strategic plan of establishing IQAC for ensuring quality in Teaching and Learning, enhancing physical resources, strengthening the ICT facilities for student and staff.

IQAC:-

According to the strategic plan which is in time with vision of our institution. IQAC has established in the year 2021. In Our college all major task related to teaching learning academic and administration planning, implementation is being monitored by Internal Quality Assurance Cell (IQAC).

IQAC has made constant efforts to shift from the traditional teacher centric approach to a student centric approach. Some of the initiatives taken are:-

- Periodical review to teaching and learning process.
- Monitoring student academic progress.
- ICT enabled interactive teaching learning methods.
- Scope for self-learning.
- Invited renounced and experienced for guest lecturers on advanced topic.
- Organizing expert sessions on various teaching-learning and pedagogic method.
- Organizing faculty enrichment progress.
- Organizing national and Internation seminars.
- Organizing workshop on prominent B.Ed topic.

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

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

Response:

Organizational Structure

The college has a defined organizational structure. Important matters such as framing institutional policies, starting of new programmes; Construction of new buildings; Sanctioning of posts, Staff appointment and salary revision are decided by the executive board of management and the Governing Body. As and when required, the executive board of management decides to increase decentralization including more functionaries and committee for governance.

The principal in the executive head of the institution and is vested with the powers to ensure the proper conduct of the academic programme research and extension activities.

IQAC Committee

The IQAC committee works to ensure the quality and excellence in the activities of the College.

- To maintain proper academic environment.
- To maintain the systematic enrichment towards academic excellence.
- To development Physical and Human resources as per the needs and requirement.
- To promote ICT Enabled and technology friendly environment.

Examination Committee

- The Examination Committee is responsible for the organizing. Internal examination and activities related to internal assessment. According to the academic calendar.
- Commit has to ensure the code of conduct for the examination follows properly.
- The internal assessment should be as per the norms.

Curriculum Development Committee

- The Curriculum Development Cell works to ensure the proper functioning of curriculum.

- Some modifications in the curriculum as per the requirement.
- Enhancing curriculum flexibility.

Women's Cell

- The women's cell works to ensure the women empowerment.
- Promote women to lead from the front.
- More facilities provided to the women without any discrimination.
- Women cell works for women welfare.

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

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

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination System
- 6.Biometric / digital attendance for staff
- 7.Biometric / digital attendance for students

Response: C. Any 3 or 4 of the above

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

Response:

As per the vision, our college stands for the integral formation of the trainees; one of the aspects of integral formation is to impart the values of brotherhood, social justice and dignity of labour and make them the agents of social change. Accordingly the management makes effort to offer opportunities to the students to reach out the downtrodden and poor who have been neglected by the society. This creates a sense of belonging, an urge towards social justice, a habit of sacrifice and a desire to become God's instrument of social change. to kindle the minds and hearts of the students towards the poor and the special children by requesting them to help generously in terms of cash and kind. This was named as 'Joy of Giving' meaning that the person derives joy in giving and finds meaning in his/her life. This also instils a helping attitude and a practice of sharing in the minds of students. This programme was put into effect in the college through which each and every student contributes without force what he/she has and what each one can afford. A box was kept in the corridor of the college and whoever likes to offer cash or kind can place them in the box. They are collected by the staff-in-charge every week and distributed to the really deserved and deprived people by the students and staff after consulting the Principal. As per the resolution of staff council/extension service committee Principal, staff and students and shared toilet articles, stationeries, plates, eatables, story books, towels etc. from staff and students.

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

6.3 Faculty Empowerment Strategies

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

Response:

Response:

The management of M.M.T.T.C cares its staff as family members and are fully supportive in every way to improve their professional development of its teaching and non-teaching staff. In the present scenario, the College ensures the professional development of the staff by: Encouraging the faculty members to participate in seminar, workshops, orientation and refresher courses and PDP programme. Encouraging the faculty to publish research papers in national journals. Encouraging the faculty to take up membership of various local, state and national level research bodies. Faculties are encouraged to achieve higher degrees in their field for which leave is sanctioned. The college has seed money reserved for promoting research culture among the faculty members. Leaves are granted to the faculty going to present their research papers in the seminars Provision of advance payment is there for the faculty for continuing their research works unhindered. The administrative/non-teaching staffs are given training in advanced skills related to their work. Training in computer and software management is provided to the staff members as per the requirement.

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

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

Response: 34.85

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	0	3	9	0

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

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

Response: 5

6.3.3.1 Total number of professional development /administrative training programmes organized by

the institution for teaching and non-teaching staff during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	0	1	0

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

6.3.4 Percentage of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes**Response:** 25.76**6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
4	8	0	5	0

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

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

Performance appraisal of employee is a systematic and periodic process of measuring individual employee work performance against the established requirements of the job. It's a subjective evaluation of the employee's strength and weakness, relative worth of the institution and future development process. For teaching staff, evolution will be conducted by the director of the institution in the major performing points such as teaching technique, effective planning, student-teacher relationship classroom environment and personal attributes with individual teacher. For non-teaching staff evolution will be conducted by the director of the institution attributes, non-teaching- teaching staff relationship and behavioral attitude of individual staff. This evaluation will be conducted once in an academic year.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

Response:

The college has internal and external audit mechanism. The internal audit is carried out by the auditor by the management periodically within every financial year, the external audit is carried by the authorized chartered accountant at the end of financial year. The accounting and auditing committee looks after the internal audit and it is presented to the certified chartered accountant. The institutional accounts are audited regularly by both internal and statutory audits. Minor errors of omissions and commissions when pointed out by the audit team are immediately corrected or rectified and precautionary steps are taken to avoid reoccurrence of such errors in future. The institution regularly follows internal and external financial audit system. The internal and external audit includes scrutiny of the following: Reviewing and approving the scope of the work plan for the internal and external audits. Discussing the proprietary or financial statement Presentation and the adequacy of footnote disclosures. Monitoring Implementation of Management Letter and internal audit recommendations. Recommending an appointing an independent audit firm. Reporting to the board the results of the internal and external audits. Resolving disagreements between the external auditors and management. Reviewing findings of internal audits and associated control issues. Receipts from fee, donations, contributions, interest earned and interest on investments. Payments to vendors, Staff, contractors, students and other service providers. There is an audit committee which has a responsibilities like The audit committee reviews and approves audit strategies, policies,

programs, and organizational structure including selection of external auditors or outsourced internal audit vendors. Supervises the audit function directly to ensure that internal and external auditors are independent and objective in their findings. Establishing schedules and agendas for regular meetings with internal and external auditors. Supervising the audit function directly to ensure that internal and external auditors are independent and objective in their findings. Working with internal and external auditors to ensure that the institution has comprehensive audit coverage to meet the risk and demands posed by its current and planned activities. Retaining auditors who are fully qualified to audit the kinds of activities in which the bank is engaged. Monitoring, tracking and providing discipline to ensure effective and timely response by management to correct control weaknesses and violations of law or regulations noted in internal or external audit reports.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

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

Response:

Response:

The resource mobilization policy focuses on achieving the goals and target of the institution ensuring accountability and transparency. The availability of funds is essential for any organization, society, family

or cooperatives, but the mobility of funds is even more important. If the mobility is in right direction, coordinated, then the level of progress is high otherwise it becomes ineffective even though the funds are available. Therefore mobilization of fund is important for the development of organization. For the development of the Academic process and infrastructure development, the Institute has a well defined mechanism to monitor effective and efficient utilization of available financial resources. Budget of the institution is prepared by Principal together with top management every year taking into consideration all expenditures. The Trust sanctions and fulfills the needs which are urgently required. The Account Department spends a particular amount of the income on the activities relating to health and personality development like sports, yoga etc. Maintenance and upgradation of the facilities are provided from the college from time to time Like infrastructure, funds for electricity, water, Internet, and telephone bills. To upgrade the students, professors and employees, various programs such as guest lectures, seminars, discussions are organized. They are also encouraged to participate in different institution research work. Some percentage of funds is spent on maintenance of apparatus and purchase. Fund is kept safe for miscellaneous expenses and for certain emergency situations. This fund is beneficial at the time of need and the development of the college. Resource mobilization policy the Institute operates student centric policies with focus on skill based research driven quality education which would be accessible and affordable by youth of rural and urban areas. Institute is to provide best resources to the students and faculty to meet the requirements and run the Institute for realizing the vision and mission of the Institute. The Five year strategic plan is made by the Institute to plan broad academic activities related administrative, logistic and development activities. Accordingly, the budget estimates and funds requirements are made. This will be broken to yearly activities in mobilization of resources planned. The Institute needs three types of resources, human resources, equipment and material resources and infrastructural resources. Funds are raised through student fees, overhead charges from the research grants received from various government and non government agencies. and funding from alumni donors. Optimal utilization of fund is insured through- enhancement of library facilities need to fulfill learning practices and accordingly requisite funds are utilized every year. Adequate funds are utilized for development and maintenance of infrastructure of the Institute. Adequate Budget is utilized to meet day-to-day operational and administrative expenses and maintenance of fixed assets. Funds are allocated for effective teaching learning practices that include orientation programs workshops. Training programs, refresher courses etc. Some funds are allocated for social services activities as part of social responsibilities.

6.5 Internal Quality Assurance System

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

Response:

Response:

M.M.T.T.C. has adopted quality management strategies in academic and administrative system. It is geared to promote an ambience of creativity, innovation and improving quality. The IQAC cell makes assessment on different aspects of the functioning of the college, and monitors their functioning. It gives suggestions from time to time i.e. from beginning to the end of the course. This cell also examines and addresses the suggestions received from different stakeholders through different modes such as verbal,

Suggestion Box and any other allied channels. Its major activities includes; Development and application of quality benchmarks/parameters for the various academic and administrative activities of the College; Facilitating the creation of a learner-centric environment conducive for quality teacher education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process; Arrangement for feedback responses from students, parents and other stakeholders on qualityrelated institutional processes; Dissemination of information on the various quality parameters; Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles; Documentation of the various programmes/activities of the College, leading to quality improvement; Development and maintenance of Institutional database through MIS for the purpose of maintaining /enhancing the institutional quality; Development of Quality Culture; Promoting vocational skills among the students Promoting communication skill classes Arranging PDP classes for the students

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

6.5.2 The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

mechanism

Response:

The institution takes steps to improve the quality of teaching learning process through IQAC. The internal quality assurance system of higher education institutions aims at continuous improvement of quality and achieving academic excellence. The institution has an internal quality assurance cell, adopts a participatory approach in managing its provisions. It gives support to teaching and learning for example continuing education for faculty, Pedagogy enhancement, student support through mentoring and career advice, Support for student learning through focus on inputs, Introduction of new pedagogical tools or on inputs such as the development of certain abilities for the students. Preparation of course plan at the beginning of every session. Feedback is collected by the students through IQ AC on curricular aspects seeking learning methods, faculty programs and institutional programs. The improvement in courses and teaching materials is brought about with the help of evaluation. All students are provided with the student diary that provides all details relevant for students. The academic calendar is prepared in advance displayed and circulated in the Institute and strictly followed. The IQAC conduct periodical meetings with the Departments, internal examination committee, Council of heads, the principal through out the Academic year in the presence of the IQAC coordinator. The Faculty Coordination Committee conducts an academic review of all departments collecting information on academic activities such as completion of study programs, unit tests, assignments, seminars, group discussions quiz, education tour and other activities. The Staff Council meeting is held in the beginning of the session to discuss the plan for the session. Students centric methods

for clearing the concepts are adopted. Library is enriched with resources related to curriculum . Emphasis is given on course completion. Participation of students in classroom discussion is to be enhanced. Transparency is maintained in internal assessment. IQAC monitors the proper implementation, an analysis of overall academic and administrative performances of the Institute activities. It ensures maximum utilization of infrastructural facilities and the available ICT resources. A feedback analysis committees formed to review the online and offline feedback received from the students. Attendance registers and daily teaching Diaries are duly maintained and checked. IQAC supports the teaching and learning goals articulated in the institutions strategic plan. The institution maintains proper documentation of various programs and activities of the Institute leading to quality improvement through IQ AC. The institutions strives towards quality enhancement through internalization of the quality culture and institutionalization of best practices. The institution organizes seminars, conferences, and workshops at various levels. Extension and upgradation of classrooms and laboratories. Automation of library and its facilities. It reviews the feedback from the parent teacher meetings. The IQ AC monitors the well being of the Institute in all respects

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document
Link for additional information	View Document

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

Response: 0.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	0	0	0	0

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

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

Response: C. Any 2 of the above

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

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

Response:

Response:

M.M.T.T.C. reviews its teaching learning process, operations and learning outcomes systematically and meticulously through various means. The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. The academic calendar is prepared in advance, displayed on the board and circulated among the staff and is strictly adhered to it. Details of all academic and non academic activities are mention in the annual calendar. Newly enrolled students to the B.Ed. course are compulsorily involved in the orientation program which is organized for them by the academic committee of the college. In this programme the students are briefed up regarding all the academic and non academic activities of the college viz., different paper to be taught, method paper, discipline, code of conduct, attendance, co-curricular activities, different teaching and learning process, methods of evaluation, etc. Students are taken for a guided tour of the campus and show them various facilities the college has Students are made aware of time table, program structure, and syllabus of courses before the start of session. Meeting with the class committee representative are held on regularly basis to seek feedback from the students and accordingly appropriate steps are taken for the improvement of teaching-learning process if required any. The main focus of IQAC cell of the college is to bring and implement quality changes in the teaching and learning process of the college and to provide best of education to its students. Therefore the cell has formulated policy to evaluate the functioning of the college and its academic activities from time to time. Accordingly, the IQAC complies with teachers and other stakeholders on the different issues of the college and takes the best suited decisions for the betterment of the college and its students. To see the learning outcomes, the IQAC periodically reviews the teaching process and suggests gradual and regular expansion, upgrades and addition of expected materials, equipment, infrastructure and more if required

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Response:-

The Institutions “Energy Conservation cell resolves its energy conservation, use of Eco- Friendly Energy use of Alternate Sources of energy to preserve Environment for the benefit of present and future Generation with objectives and action plan in the beginning of the session and orientates the staff and students about it.

Policy statement:-

Energy conservation is the practice to reduce the consumption of power by using energy saving measures and strategies. This can be achieved by its more efficacious use by involving the actual users i.e. the staff and the students in this practice.

Policy objectives:-

- Provision of naturally ventilated college campus, plantations, natural sunlight, window and use of technologically improved methods for lighting and waste reduction.
- Optimize gas usage, use of Eco- friendly Energy system. Reduction of other any Wastage.
- Identify improved energy efficiency technologies and developing them where practicable.
- Providing our staffs, students, energy using persons with necessary awareness program and training to implement the policy.
- Complying all relevant legal and other requirement.
- Communicating this energy policy at all level of the organization.

Action plan:-

- Conducting awareness program for staff, students and society.
- Extension lectures of persons with expertise in the area to promote awareness about energy conservation in order to increase and encourage minimization at energy waste .
- Organize seminar, poster making, science exhibition, project work in the area of energy conservation and use of renewable energy.
- Well – designed building to maximize the use of natural light and ventilation.
- Preference to outdoor games, open gym facility for students and staffs.
- Replacement of conventional to 36-40 watt floor lamp by to 9/18 watt LED tube.
- Use 5 star labeled equipments Refrigerator, fan etc.

- Air conditioners are not use.

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

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

Response:

Response:

The institute manages the waste in accordance with local and state regulations. In order to reduce its environmental impact and provide a safe and healthy working environment for teaching and non-teaching staff, students, and visitors, the institution recognises the need for sustainable and holistic waste management. The "Waste Management Cell" of the school establishes its "Waste Management Policy" with goals and an action plan at the start of the semester and informs the faculty and students about it. The principal, the staff, and non-teaching employees of the college, as well as students, are responsible for carrying out the organisational plans and duties of this waste management policy.

Policy Statement

By adopting the right waste segregation mechanisms at the source, all forms of trash are responsibly disposed of in the institution. It follows the maxim to reduce, reuse, recycle, and recover waste. All members of the teaching and non-teaching staff, students, visitors, and anyone else using the facilities are required to abide by this Policy.

Policy Objectives

- to make certain that every waste is managed appropriately.
- to encourage repair, reuse, and recycling while reducing trash generation at the source.
- garbage disposal that is both efficient and affordable.
- To clearly define roles and responsibilities for each waste management action so they may be identified and coordinated.
- to enhance and encourage trash minimization, reuse, and recycling through promoting environmental consciousness.
- to make investments in the college's increased recycling capacity and the conversion of waste into goods with value additions.
- to make sure that waste is handled and stored safely in the college.
- To offer workers, students, and other stakeholders the proper training and code of conduct on waste management issues.

- to encourage a campus-wide, integrated approach to trash management.

Action Plan

The Institution undertakes the following key waste management programs.

- Extension lectures by subject-matter experts are held to increase waste management awareness and prevent waste management problems.
- There are regular meetings between the waste management cell and the college beautification committee to discuss orientation to the rules, regulations, facilities, and observations.
- Facilities for garbage management and cleaning are provided and maintained by the beautification committee.
- To avoid waste buildup and to ensure optimal space usage, procedures are implemented to dispose of outdated and unwanted goods.
- It is discouraged to use paper for normal correspondence; instead, electronic means such as email or e-governance are used to distribute notices, orders, circulars, etc.
- E-wastes are disposed of with the utmost care.
- Every lab keeps separate waste bins, and waste bins of various colours are strategically positioned throughout the campus.
- Depending on the type of trash, safe disposal of hazardous waste that cannot be recycled or reused is implemented.
- Utilizing vermicomposting to recycle biodegradable garbage gathered on campus.

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

7.1.3 Institution waste management practices include

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

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Link for additional information	View Document

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

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Any additional link	View Document

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

Response:

Response

The institute is located in area where green cover is easily maintainable. Several variety of trees, Plants, etc. have been planted and continuously maintained. There help in Keeping Campus fresh as well as healthy and a Pleasing appearance.

Policy Statement

The institution motto reduce, Reuse and Recycle took subsequent steps in the above mentioned context.

The institution believes in the fundamentals of prosperity with cleanliness and hygiene for overall purity of "Body, mind and soul".

Action Plan

- Safe cleaning material is used.
- Gardeners are employed to maintain green cover. No any pesticides are used.
- Student and staff motivated to give suggestion for improving green cover.
- Drawing, Poster making and slogan competitions etc.
- Cleanliness activities as part of community service under NSS scheme.
- Removal of the broken, waste and unusable material.
- Skills on theme Save water in tutorials and assemblies.
- Maintaining Carbon neutrality through Plantation move by NSS Students inside and outside college campus.
- celebration of world environment day with the theme- Reduce, Reuse and Recycle.

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

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: D. Any 1 or 2 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	View Document
Link for additional information	View Document

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

Response: 0.96

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.68	0.81	0.55	0.45	0.30

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

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

Response:

Response:

The Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges by making experiential learning as an integral aspect of teaching learning process.

Initiatives:

- The curriculum of teacher education training program includes topics to address Environment and Sustainability, Social issues, which strengthen the students' affinity to the environment and provide them content knowledge.
- The institution conducts outdoor programs related to curriculum, exposing students to first-hand experience, for example; Cleanliness and Health Campaign, Value Inculcation Program, workshops on Life Skills, Best out of Waste
- Promoting biodiversity through energy conservation, waste management, greenbelt in campus, conserving water through rain water harvesting, etc.
- Organization of Cleanliness Drive to encourage students to clean their local surroundings.
- Students are also assigned projects on 'Tree Plantation' and "Beti Paradho Beti Baccaho". This type of projects provide them relevant learning experiences for knowledge, awareness, and ability to make decisions that promote health and well-being for themselves and their communities.
- Field trips are arranged to make students aware about the places and environment around them and provide opportunity to work with local people to understand their problems.
- Institution organizes culture heritage program, youth fest to provide our society great artists in different fields.
- Institution arranged workshops on English communication skill for the students from rural background to bridge the gap between urban and rural background students and bring the marginalized to main stream.
- Institution organized and participated in blood donation camp for social welfare.

- Develop a system that facilitates home-school-community communication. To fulfill this purpose our institution arranges alumni meets, assemblies, parent teacher meeting, etc.
- Institution has linkage with other educational bodies, NGOs .Teachers and students are invited from different schools and colleges for demonstration of lessons during teaching practice.

File Description	Document
Link for additional information	View Document

7.1.9 Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

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

Response: C. Any 2 of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution’s website	View Document
Link for additional information	View Document

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

Best Practice 1:

Title: Social Activities towards Literacy and livelihood

Objectives:-

Literacy development is **important for child’s overall development**. Literacy is the foundation for doing well at school, socialising with others, problem-solving, making decisions, becoming independent, managing money and working.

The student teacher can gain the following through the Community Services

- Social responsibility
- Intellectual growth
- Leadership development
- Articulates Personal skills & abilities

The Context:

Community Service is an essential way for students to explore their interests. By engaging in volunteer work, so the students can have an opportunity to learn experimentally.

Description of the Practice:

Our College has adopted a village and does the following activities every year

- Organize rally programme in the village for Health awareness.
- Organizing medical camp.
- Door to door canvas regarding Health and hygiene awareness.
- Wall Painting regarding Health and hygiene awareness.
- Swatchha Action Plan activities

The evidence of Success:

- It develops the sense of social responsibility and builds trust to the Community.
- It provides an opportunity to apply academic learning to real life events and manage community expectations.
- It builds relationships and social connectedness with peers and adults.
- It improves lifelong communication, interpersonal and critical thinking skills. Problem Encountered.
- Time Schedule changed by the village due to local concern.
- Lack of resources in the village to do the service
- Blood Donation Camp
- Voter awareness program

Best Practice 2:

Title: To Promote/aware our culture and traditions towards society and Developing Competitive Teachers

A multicultural society is best served by a culturally responsive curriculum. Schools that acknowledge the diversity of their student population understand the importance of promoting cultural awareness. Teachers who are interested in fostering a cultural awareness in their classroom should actively demonstrate to their students that they genuinely care about their cultural, emotional, and intellectual needs. To this end, there are several strategies that you can use to build trusting relationships with diverse students. To incorporate cultural awareness into your classroom curriculum, you should:

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

7.3 Institutional Distinctiveness

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

Response:

Response:

The Vision, Mission and Objectives of Madhusudan Mahto teacher's Training College clearly points out towards a value based education based on the curriculum of the affiliating Kolhan University. The college has a strong bonding with the local people. This includes a number of minorities and marginalized section students. The college has successfully implemented two year B.Ed. course which was introduced by Kolhan University in 2015. The focus is on skill development, career oriented programs through value added courses. Special attention is given to weak students especially belonging to ST/SC, OBC and minority groups. The college caters to the needs of rural students and empowering them with quality teacher education. The number of girl students always remains good in college. The main focus of the college remains on the betterment and welfare of the girl students. Women-oriented programs are frequently organized in the college to motivate the girls students. College is protected by the guard 24*7. The college is fully WiFi which is of free of cost. The college as per its vision and mission never fell behind in promoting the cause of providing quality teacher education to its student in wake of shortage of money by the students. It waive off certain amount of fees of the students who are unable to pay their fees for the course in full. The college provides every opportunity to all its students to get best exposure not

only in the field of teacher education but also in other fields like sports, cultural activities, taking them to education tours, participating in the social welfare programme, etc, Through proper planning and strategies, the institution focuses at delivering to its best ability the vision of the college. Our college believes in philosophy that students are the most essential and crucial stakeholder and all essential efforts are made to make them professionally and socially competent. In our college Students comes from diverse socio-economic and academic background and together form a strong bond to take the challenges and learn how to overcome it in flying color. Thus Madhusudan Mahto teacher's Training College moulds the character and career of each of our students by making them holistic individuals and this is our most distinctive feature.

File Description	Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

MMTTC has future plan of developemng ourself as a multi disciplinary institution in respect to NEP 2020.

Concluding Remarks :

Apart from all the above, MMTTC believes in continues improvement in the process for providing quality education. MMTTC always try to improve their own strategies for the academic, co-academic and administrative development. MMTTC always focus to maintain student friendly situation for providing better educational environment. MMTTC focused on overall development of students to copup with the challenges to be faced by the students. Technological facilities are always in lined to develop futurestic requiremnet in the area of education.