SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

TAIYAB MEMORIAL TEACHERS' TRAINING INSTITUTE

TMTTI CAMPUS, BARHADIH, MACHAMAHUL, SARKARDIH, GOVINDPUR, DHANBAD
828109
tmtti.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Our Commitment to Excellence in Teacher Education at Taiyab Memorial Teachers' Training Institute (TMTTI)

Taiyab Memorial Teachers' Training Institute (TMTTI) is dedicated to preparing future educators who are not only academically qualified but also adaptable, innovative, and passionate about igniting a love of learning in all students. We recognize the vital role that teachers play in shaping young minds and fostering a future generation of critical thinkers and engaged citizens.

This Self-Study Report (SSR) is submitted in accordance with the National Assessment and Accreditation Council (NAAC) guidelines. It provides a comprehensive overview of TMTTI's strengths, ongoing efforts, and future aspirations in all aspects of our teacher training program.

The report highlights our commitment to providing a high-quality educational experience that equips graduates with the necessary knowledge, skills, and values to excel in the dynamic world of education. We achieve this through a focus on several key areas:

- **Rigorous Curriculum:** Our curriculum is designed to be comprehensive, current, and aligned with national educational standards. It emphasizes both theoretical foundations and practical applications, ensuring our graduates are well-prepared for the challenges of the classroom.
- **Dedicated Faculty:** TMTTI boasts a team of experienced and qualified faculty members who are passionate about teacher education. They are committed to providing personalized attention, mentorship, and ongoing support to our students.
- **Technology Integration:** We recognize the importance of technology in today's classrooms and equip our students with the skills to effectively integrate technology into their teaching practices.
- **Focus on Continuous Improvement:** TMTTI is committed to a culture of continuous improvement. We actively seek feedback from various stakeholders, monitor our performance through data-driven methods, and implement quality assurance initiatives to ensure we remain at the forefront of teacher education.

This report showcases TMTTI's dedication to excellence and its unwavering commitment to preparing future educators who can make a positive and lasting impact on their students' lives.

Vision

Vision: Empowering Educators, Inspiring Learners (TMTTI)

Taiyab Memorial Teachers' Training Institute (TMTTI) envisions a future where **passionate and well-equipped educators** ignite a lifelong love of learning in **all students**, empowering them to become **critical thinkers, responsible citizens, and agents of positive change** in the world.

This vision statement captures the essence of TMTTI's aspirations:

- **Empowering Educators:** We aim to develop educators who are confident, adaptable, and possess the necessary skills and knowledge to thrive in the ever-evolving world of education.
- **Inspiring Learners:** Our focus is on fostering a love of learning in all students, regardless of background or ability. We believe in creating a stimulating and engaging learning environment that sparks curiosity and empowers intellectual growth.
- **Critical Thinkers and Responsible Citizens:** We envision graduates who can analyze information, solve problems, and think creatively. Additionally, we aim to cultivate responsible citizens who are committed to their communities and the world around them.
- **Agents of Positive Change:** TMTTI graduates are envisioned as catalysts for positive change, both within the classroom and in the broader society.

This vision statement serves as a guiding principle for all aspects of our teacher training program. It shapes our curriculum development, faculty training, and student support services. By striving towards this vision, TMTTI aspires to contribute significantly to the future of education and empower the next generation of learners.

Mission

Mission: Cultivating Exceptional Educators for a Thriving Future (TMTTI)

Taiyab Memorial Teachers' Training Institute (TMTTI) is driven by a mission to:

- **Provide a transformative educational experience:** We offer a rigorous and engaging curriculum that equips future educators with the knowledge, skills, and values necessary to excel in the classroom.
- **Nurture a passion for teaching:** We foster a learning environment that ignites a passion for teaching within our students, inspiring them to become lifelong learners and dedicated educators.
- **Promote student-centered learning:** We emphasize learner-centered pedagogy, empowering educators to create inclusive and engaging classrooms that cater to the diverse needs and learning styles of all students.
- **Embrace innovation and technology:** We prepare educators to integrate technology effectively into their teaching, fostering a dynamic and interactive learning environment.
- **Cultivate responsible global citizens:** We instill in our students the values of critical thinking, empathy, and social responsibility, empowering future educators to nurture well-rounded citizens who contribute meaningfully to the world.

This mission statement outlines the core principles that guide TMTTI's teacher training program. It defines our commitment to:

- **Academic Excellence:** We prioritize providing a strong academic foundation for our students.
- **Professional Development:** We actively support the development of essential teaching skills and pedagogical knowledge.
- **Social Responsibility:** We cultivate ethical educators who are committed to fostering a just and equitable society.

By fulfilling this mission, TMTTI aspires to play a vital role in shaping future generations of educators who are well-equipped to lead the way in a constantly evolving educational landscape.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Executive Summary: Institutional Strengths

TMTTI is a teacher training institute dedicated to preparing future educators with the necessary skills and values to excel in today's classrooms. Our institutional strengths contribute significantly to the quality of the educational experience we provide.

Strengths:

- **Experienced Faculty:** Our faculty comprises experienced and qualified educators who possess a strong foundation in pedagogy, curriculum development, and contemporary teaching practices.
- **Focus on Innovation:** We are committed to continuous improvement and incorporate innovative best practices into our programs. This includes technology-enhanced pedagogy and mentorship programs for beginning teachers.
- **Diverse Learning Environment:** Our program fosters a dynamic and inclusive learning environment that integrates local assets and leverages the community. This is achieved through field experiences, guest speakers, and service-learning projects.
- **Commitment to Sustainability:** We prioritize environmental responsibility through energy conservation, waste management practices, and promoting a clean, green campus.
- **Focus on Culturally Responsive Educators:** Our curriculum and experiences cultivate culturally responsive educators who are well-equipped to succeed in diverse classrooms and meet the needs of all students.

These strengths, combined with our commitment to outreach activities, position TMTTI as a leader in teacher education, preparing future educators to become effective, responsible, and impactful changemakers within their communities.

Institutional Weakness

Executive Summary: Institutional Weaknesses

TMTTI strives to be a leader in teacher education. However, a SWOT analysis helps identify areas for improvement. Here are some potential institutional weaknesses:

- **Limited Resources:** As a teacher training institute, funding and resources may be limited compared to larger universities. This could potentially impact factors like class sizes, access to technology, or the scope of outreach programs.
- **Focus on Local Context:** While leveraging the local community is a strength, it might limit the program's reach and diversity of experiences for students compared to institutions with a broader geographical focus.

It's important to note that these are potential weaknesses, and the actual impact on TMTTI's program may vary. TMTTI can address these limitations by:

- **Fostering Partnerships with Other Institutions:** Collaborating with universities, schools, and educational organizations can provide access to additional resources, expand the program's reach, and offer students a wider range of experiences.
- **Strategic Resource Acquisition:** Exploring grant opportunities, fundraising initiatives, and optimizing resource allocation can help address potential limitations.

By acknowledging these weaknesses and taking proactive steps to address them, TMTTI can continue to strengthen its position as a leader in teacher education.

Institutional Opportunity

Executive Summary: Institutional Opportunities

TMTTI is well-positioned to capitalize on several exciting opportunities that can further enhance its teacher training program.

- **Technological Advancements:** The integration of new educational technologies offers opportunities to create even more engaging and effective learning experiences for students. TMTTI can explore incorporating virtual reality, augmented reality, and other innovative tools into their curriculum.
- **Growing Demand for Teachers:** The ongoing need for qualified educators presents a significant opportunity for TMTTI. Strategic marketing and outreach efforts can attract a wider pool of talented students seeking careers in education.
- **Collaboration and Partnerships:** Fostering partnerships with schools, universities, and educational organizations can provide TMTTI with access to additional resources, expand its program offerings, and potentially create opportunities for student exchange programs or joint initiatives.
- **Community Engagement:** By deepening its engagement with the local community, TMTTI can identify and address evolving educational needs. This could involve collaborating with community leaders to develop service-learning projects that address specific challenges or offering professional development workshops for educators in the region.
- **Grant Funding:** Exploring grant opportunities from government agencies or educational foundations can help secure additional resources to support program development, faculty training, or innovative outreach initiatives.

By capitalizing on these opportunities, TMTTI can elevate its position as a leader in teacher education, preparing future educators with the skills and knowledge to thrive in the ever-evolving educational landscape.

Institutional Challenge

Executive Summary: Institutional Challenges

TMTTI faces some challenges that require strategic solutions to ensure continued success. Here are some key areas to consider:

- **Competition:** The field of teacher education may be competitive, with other institutions vying for a limited pool of qualified students. TMTTI can address this by highlighting its unique strengths, such as its focus on a diverse learning environment and community engagement.
- **Attracting and Retaining Faculty:** Securing and retaining high-quality faculty is crucial. TMTTI can offer competitive salaries, professional development opportunities, and a supportive work environment to attract and retain talented educators.
- **Adapting to Changing Policy Landscape:** Education policies and regulations can evolve. TMTTI needs to stay informed of these changes and ensure its curriculum and practices remain aligned with current standards.
- **Securing Funding:** Limited resources can hinder program development and outreach initiatives. TMTTI can explore diverse funding sources, such as grants, partnerships, and alumni fundraising, to secure the resources needed for continued growth.
- **Balancing Local Focus with Broader Exposure:** While leveraging the local context is valuable, TMTTI can explore ways to offer students a broader range of experiences without diminishing the program's strengths. This could involve virtual exchange programs, guest speakers from diverse backgrounds, or curriculum materials that incorporate global perspectives.

By acknowledging these challenges and developing proactive strategies to address them, TMTTI can navigate the competitive landscape, secure the resources it needs, and ensure its teacher training program remains relevant and impactful in the years to come.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Criterion I: Curricular Aspects

Strengths:

- **Rigorous and Aligned Curriculum:** TMTTI boasts a comprehensive curriculum that adheres to national educational standards. It balances theoretical foundations with practical applications, ensuring graduates are well-prepared for the classroom.
- **Focus on Learner Needs:** The curriculum emphasizes student-centered learning, equipping future

educators with the skills to create inclusive and engaging classrooms that cater to diverse learning styles and abilities.

- **Integration of Technology:** Recognizing the importance of technology in education, the curriculum incorporates strategies for effective technology integration into teaching practices.
- **Regular Review and Improvement:** We conduct periodic curriculum reviews to ensure its continued relevance and effectiveness based on feedback from faculty, students, and industry experts.

Areas for Improvement:

- **Curriculum Innovation:** While the curriculum is strong, there is always room for exploration. We can explore incorporating innovative teaching methodologies and emerging educational technologies to further enhance student learning.
- **Community Engagement:** The curriculum could be enriched by including opportunities for students to engage with local schools and communities, allowing them to apply their knowledge and gain practical experience in diverse educational settings.

Future Plans:

- We plan to conduct workshops for faculty on incorporating innovative teaching methods and integrating emerging technologies into the curriculum.
- We will explore opportunities for partnerships with local schools to create placements and projects that allow students to gain practical experience in diverse classroom environments.

Overall, TMTTI demonstrates a commitment to providing a high-quality, well-rounded curriculum that prepares future educators for success. By continuously seeking improvement and embracing innovation, we strive to ensure our program remains at the forefront of teacher education.

Teaching-learning and Evaluation

Criterion II: Teaching-Learning and Evaluation

TMTTI prioritizes a dynamic learning environment that fosters critical thinking and effective educators.

Strengths:

- **Engaging Pedagogy:** Faculty utilize diverse teaching methods like discussions, simulations, and technology-integrated activities to promote active learning.
- **Critical Thinking Focus:** The curriculum and teaching emphasize analyzing information, problem-solving, and forming well-supported arguments.
- **Differentiated Instruction:** We cater to diverse learning styles through differentiated instruction strategies.
- **Balanced Assessment:** A blend of formative and summative assessments provides ongoing feedback and measures learning outcomes effectively.
- **Data-Driven Improvement:** We utilize assessment data and student feedback to continuously improve teaching and curriculum.

Areas for Improvement:

- **Peer Observation and Mentorship:** Implementing a formal peer observation program with constructive feedback can enhance teaching practices.
- **Student Self-Assessment:** We can further encourage student reflection through self-assessment practices, fostering ownership of learning.

Future Plans:

- We will establish a peer observation program for faculty collaboration and best practice sharing.
- Workshops will support faculty development in utilizing technology-enhanced assessment methods.
- Strategies will be explored to encourage student self-assessment through prompts and incorporating student self-evaluations into the process.

TMTTI's commitment to a dynamic and engaging learning environment, coupled with ongoing improvement based on data and feedback, ensures our graduates are well-equipped to succeed in diverse classrooms.

Infrastructure and Learning Resources

Criterion IV: Infrastructure and Learning Resources

TMTTI prioritizes a well-equipped learning environment that fosters academic success for our students.

Strengths:

- **Functional Learning Spaces:** We maintain a sufficient number of classrooms and learning spaces conducive to effective teaching and learning. These spaces are well-maintained and possess essential amenities for a comfortable learning experience.
- **Technology Integration:** Recognizing the importance of technology in education, TMTTI has invested in technology resources such as computers, projectors, smart boards and internet connectivity. Our classrooms are equipped to allow faculty to incorporate multimedia elements into their lessons, enhancing student engagement and learning outcomes.
- **Comprehensive Library Resources:** TMTTI boasts a well-stocked library with a diverse collection of print and electronic resources, including textbooks, journals, educational materials, and online databases. Dedicated librarians provide guidance and support to students in effectively utilizing these resources for research and learning.
- **Specialized Labs:** TMTTI offers dedicated science labs equipped for hands-on learning experiences and conducting experiments relevant to the curriculum. Additionally, for psychology programs, a well-equipped psychology lab allows students to participate in research and gain practical experience with psychological research methods.

Areas for Improvement:

- **Technology Upgrades:** While we have a good foundation in technology resources, we acknowledge the

need for continual upgrades. We plan to develop a strategic plan to ensure our equipment remains current and supports the evolving needs of our program.

Future Plans:

- We will develop a strategic plan for the ongoing upgrade and maintenance of our technology infrastructure, prioritizing acquiring new equipment and software based on faculty needs and technological advancements.
- We will explore collaborations with other institutions or educational technology companies to access a wider range of online learning resources.

TMTTI recognizes the importance of a well-resourced learning environment. By continuously improving our infrastructure and expanding our learning resources, we aim to provide students with the tools and facilities necessary to excel in their academic pursuits and prepare for future careers in education.

Student Support and Progression

Criterion IV: Student Support and Progression

TMTTI is dedicated to providing comprehensive support services that empower our students to thrive academically and progress towards successful careers in education.

Strengths:

- **Academic Advising:** We offer dedicated academic advisors who provide personalized guidance and support to students throughout their program. Advisors assist students in course selection, academic planning, and navigating academic challenges.
- **Financial Aid and Scholarships:** TMTTI offers a variety of financial aid options and scholarships to assist students in managing educational expenses. We strive to ensure that financial constraints do not hinder students' pursuit of a career in education.
- **Career Guidance and Placement:** We provide career guidance services designed to help students explore their career options within the education field. We also facilitate placements in local schools for practical teaching experience and assist graduates with job search strategies.
- **Student Support Services:** TMTTI offers a range of support services to address student needs beyond academics. These include counseling services, disability support services, and workshops on topics like stress management and time management.
- **Mentorship Programs:** We are committed to fostering a supportive learning environment. We may offer mentorship programs where experienced educators mentor and guide students, providing valuable insights into the teaching profession.

Areas for Improvement:

- **Mental Health Resources:** We can explore expanding our mental health resources to provide additional support for student well-being. This could involve collaborating with mental health professionals or offering online resources.

- **Alumni Network:** Building a stronger alumni network can provide valuable post-graduation support for our graduates. This network could facilitate career mentorship, professional development opportunities, and continued connection with TMTTI.

TMTTI's commitment to student support and progression extends beyond academics. By providing comprehensive support services, we aim to empower our students to overcome challenges, achieve academic success, and transition smoothly into rewarding careers as educators.

Governance, Leadership and Management

Criterion V: Governance, Leadership and Management

TMTTI fosters a well-structured governance system that promotes effective leadership and efficient management, ultimately contributing to the success of our institution and the quality of education we provide.

Strengths:

- **Clear Governance Structure:** TMTTI operates within a clear and well-defined governance structure that outlines roles, responsibilities, and decision-making processes. This structure ensures transparency and accountability within the institution.
- **Visionary Leadership:** TMTTI is fortunate to have a visionary leadership team committed to the institution's mission and the advancement of teacher education. This leadership sets a clear direction and provides strategic guidance for the institution's growth and development.
- **Collaborative Management:** We practice a collaborative management style that involves faculty, staff, and students in decision-making processes. This collaborative approach fosters a sense of ownership and shared responsibility for the institution's success.
- **Focus on Continuous Improvement:** TMTTI is committed to continuous improvement in all aspects of our operation. We utilize data analysis, feedback mechanisms, and self-study processes to identify areas for improvement and implement necessary changes.
- **Resource Management:** TMTTI practices sound financial management principles to ensure the efficient allocation and utilization of resources. This allows us to invest in infrastructure, learning resources, and student support services.

Areas for Improvement:

- **Strengthening Stakeholder Engagement:** While we involve faculty, staff, and students in decision-making, we can explore further avenues to strengthen stakeholder engagement. This could involve establishing formal advisory committees or conducting regular surveys to gather feedback from a wider range of stakeholders.
- **Succession Planning:** Developing a robust succession plan for key leadership positions can ensure a smooth transition and continued institutional stability in the event of leadership changes.

TMTTI's strong governance framework, visionary leadership, and commitment to continuous improvement create a solid foundation for our institution. By continuously seeking to enhance stakeholder engagement and implement effective succession planning, we aim to further strengthen our leadership and management practices, ultimately contributing to the ongoing success of TMTTI and the

quality of education we provide.

Institutional Values and Best Practices

Executive Summary: Criterion VII - Institutional Values and Best Practices

Our teacher training program is committed to fostering a well-rounded learning environment that equips future educators with the skills and values to become effective and responsible leaders in their communities. This commitment aligns strongly with the core values outlined in Criterion VII: Institutional Values and Best Practices.

Environmental Responsibility:

- We implement a comprehensive energy conservation policy that prioritizes energy-efficient practices and explores renewable energy sources to reduce our environmental impact (7.1.1).
- A well-defined waste management policy promotes waste reduction, responsible segregation, and proper disposal practices, minimizing environmental impact and fostering sustainability awareness (7.1.2).
- We cultivate a clean, green, and healthy learning environment through regular cleaning, green spaces, and energy conservation efforts, contributing to the well-being of our students and staff while promoting environmental stewardship (7.1.5).

Community Engagement:

- Our program is rooted in the community. We leverage local assets, integrate local knowledge into the curriculum, and address community challenges through field trips, guest speakers, and service-learning projects, enriching student learning and fostering a sense of social responsibility (7.1.8).

Continuous Improvement:

- We are dedicated to continuous improvement through innovative best practices. Our program emphasizes technology-enhanced pedagogy, equipping future educators with the skills to integrate technology effectively into their classrooms (7.2.1).
- We offer a comprehensive mentorship program for beginning teachers, providing them with invaluable support during a critical stage in their careers, ultimately contributing to a more positive learning experience for students (7.2.1).

Diversity and Inclusion:

- Cultivating culturally responsive educators is a hallmark of our program. We integrate diversity and inclusion throughout the curriculum, provide diverse field experiences, and offer faculty development opportunities to ensure graduates are well-equipped to succeed in today's multicultural classrooms and meet the needs of all students (7.3.1).

By focusing on these core values, our teacher training program prepares future educators to become

environmentally conscious, community-engaged, and culturally responsive leaders who can make a positive impact on the lives of their students and the world around them.

Research and Outreach Activities

Executive Summary: Research and Outreach Activities

At TMTTI, our focus is equipping future educators. While we don't conduct formal research, we actively engage in outreach activities that benefit education and the community.

Diverse Outreach Programs:

Our outreach programs encompass a variety of initiatives designed to engage students, educators, and the community at large:

- **Environmental Education:**
    - **Nadi ko Jano (Understanding the River):** This program raises awareness about the importance of river conservation through interactive activities and educational workshops.
    - **Plantation Drives at Schools:** We collaborate with schools to organize tree plantation drives, promoting environmental responsibility and creating a greener school environment.
- **Community Engagement:**
    - **Village Surveys:** Students conduct surveys in villages to understand the social and educational landscape, fostering cultural exchange and community engagement.
    - **Nukkad Natak (Street Plays):** Interactive street plays are performed to address social issues, raise awareness, and promote positive messages within the community.
    - **Prabhat Pheri (Morning Processions):** Prabhat Pheris raise awareness about various social causes and community initiatives, promoting civic engagement.
    - **Medical Camps:** We collaborate with healthcare providers to organize medical camps, offering basic health checkups and promoting community well-being.
- **School Collaboration:**
    - **Excursion Tours:** Educational tours broaden students' perspectives and provide real-world learning experiences beyond the classroom.
    - **School Visits:** TMTTI faculty and student teachers visit schools to observe classroom practices, collaborate with educators, and offer support and resources.

Benefits of Outreach:

Our outreach activities provide numerous benefits:

- **Enhanced Learning for Students:** These programs enrich student learning by fostering environmental consciousness, cultural exchange, social responsibility, and a deeper understanding of community needs.
- **Professional Development for Educators:** School visits and collaboration opportunities allow us to share best practices and support educators in the region.
- **Stronger Community Partnerships:** By engaging with the community on various fronts, we build stronger relationships, identify local needs, and work collaboratively to address them.

Overall, while TMTTI doesn't conduct formal research, our commitment to diverse outreach activities allows us to contribute meaningfully to the educational landscape, promote environmental consciousness, and foster a spirit of community engagement.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	TAIYAB MEMORIAL TEACHERS' TRAINING INSTITUTE
Address	TMTTI Campus, Barhadih, Machamahul, Sarkardih, Govindpur, Dhanbad
City	Govindpur
State	Jharkhand
Pin	828109
Website	tmtti.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Abdus Samad	06540-299993	8002711666	-	info@tmtti.org
IQAC / CIQA coordinator	Reena Bharti	06540-299994	7488847590	-	nkambasta@yahoo.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Jharkhand	Binod Bihari Mahto Koyalanchal University Dhanbad	[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](#)	07-10-2017	120	NCTE RECOGNITION ON REGULAR BASIS

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	TMTTI Campus, Barhadih, Machamahul, Sarkardih, Govindpur, Dhanbad	Semi-urban	3	3357.45

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				0				16			
Recruited	0	0	0	0	0	0	0	0	15	1	0	16
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				2			
Recruited	0	0	0	0	0	0	0	0	1	1	0	2
Yet to Recruit	0				0				0			

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

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	1	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	15	1	0	16
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	1	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	1	0	2
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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	Others	Total
	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	45	0	0	0	45
	Female	54	1	0	0	55
	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	5	0	1
	Female	0	6	0	0
	Others	0	0	0	0
ST	Male	5	7	3	9
	Female	4	13	2	3
	Others	0	0	0	0
OBC	Male	41	15	20	34
	Female	14	15	20	19
	Others	0	0	0	0
General	Male	9	9	12	9
	Female	7	30	22	24
	Others	0	0	0	0
Others	Male	0	0	1	0
	Female	0	0	0	1
	Others	0	0	0	0
Total		80	100	80	100

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institution is currently in pursuit of affiliation for Evening Degree College (B.A. & B.COM.). Our file is in process and we will hopefully receive the affiliation soon.

2. Academic bank of credits (ABC):	NA
3. Skill development:	1) PERSONALITY DEVELOPEMENT CLASSES 2) INTERNAL SEMINAR 3) INTERNAL WEBINAR 4) VILLAGE SURVEY 5) COMMUNITY LUNCH, FODD STALLS 6) EXCURSION TOUR 7) EDUCATIONAL TOUR 8) SCIENCE PROJECT WORK 9) MENTAL & PHYSICAL COUNSELLING SESSIONS 10) CAREER GUIDANCE COUNSELLING BY EXPERTS 11) DEBATE, EXTEMPOR,SKIT, GROUP DISCUSSIONS,REPORT WRITING, ETC.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	AS PER THE SYLLABUS REQUIREMENTS BY USING ONLINE MEDIA SUPPORT.
5. Focus on Outcome based education (OBE):	1)REGULAR EXAMINATION SYSTEM (BOTH EXTERNAL AND INTERNA) 2) INTERNAL ASSESMENT 3) FORMATIVE AND SUMMATIVE ASSESSMENT
6. Distance education/online education:	NA.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	NO
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?	NO
3. What innovative programmes and initiatives 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.	NO
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research	YES, THE INSTITUTION CONDUCTS ELECTORAL AWARENESS DRIVES BOTH

projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	INTERNALLY AND IN THE COMMUNITY.
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.	NO

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
200	162	201	160	0
File Description		Document		
Institutional data in prescribed format		[View Document](#)		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	0
File Description		Document		
Letter from the authority (NCTE / University / R		[View Document](#)		
Institutional data in prescribed format		[View Document](#)		

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	1
File Description		Document		
Institutional data in prescribed format		[View Document](#)		
Central / State Govt. reservation policy for adm		[View Document](#)		

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	82	101	80	0

File Description	Document
List of final year students with seal and signat	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
96	76	96	79	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated result sheet of graduating students	[View Document](#)

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	80	100	80	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Enrollment details submitted to the state / univ	[View Document](#)

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	16	16	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of the appointment orders issued to the tea	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	
File Description		Document		
University letter with respect to sanction of p		[View Document](#)		

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
28.41	30.76	28.16	10.09	0
File Description		Document		
Audited Income Expenditure statement year wise d		[View Document](#)		

3.2

Number of Computers in the institution for academic purposes..

Response: 25

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:

Our institution recognizes the importance of a dynamic curriculum that reflects the evolving needs of our students and the local context. We have established a robust in-house practice for curriculum planning, review, and adaptation, ensuring our programs remain relevant and impactful.

Cultivating a Culture of Review:

- **Curriculum Committees:** Dedicated curriculum committees, comprised of experienced faculty members, regularly review and revise course content to ensure alignment with current educational standards and best practices.
- **Needs Assessment:** We conduct regular needs assessments to understand the evolving requirements of our students and the local educational landscape. This may involve surveys, focus groups, and stakeholder consultations with local educators and employers.
- **Data-Driven Decisions:** The review process is informed by learning outcomes assessments, student feedback, and faculty reflections. This data-driven approach ensures curriculum revisions are effective and address identified gaps.

Tailoring Content for Local Relevance:

- **Local Context Integration:** We actively integrate local context into the curriculum. Case studies, research projects, and assignments are designed to draw upon local issues and challenges, fostering a deeper understanding of their application within educational settings.
- **Faculty Development:** We invest in faculty development programs on curriculum design and adaptation. This ensures faculty have the necessary skills and knowledge to integrate local context into their teaching practices.
- **Flexibility:** The curriculum is designed with a level of flexibility to allow faculty to tailor specific aspects of their courses to address unique needs of the local student population or address emerging community concerns.

Continuous Improvement:

- **Feedback Mechanisms:** We have established multiple feedback mechanisms to gather input from various stakeholders (students, faculty, alumni, and employers) on the curriculum's effectiveness.
- **Action Plans & Implementation:** Based on the feedback received, clear action plans are developed and implemented for curriculum revisions. These action plans are documented and

tracked to ensure continuous improvement.

- **Collaborative Spirit:** Curriculum development and review are collaborative processes that involve faculty members from various disciplines. This cross-departmental collaboration fosters a holistic approach to curriculum design and ensures all aspects are well-rounded and prepare students for success in diverse careers.

Through this cyclical process of planning, review, and adaptation, our curriculum remains responsive to the needs of our students and the local context, ensuring they graduate with the knowledge, skills, and understanding necessary to thrive in an ever-changing world.

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

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: B. Any 4 of the above

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

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes 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: B. Any 3 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](#)

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: 88.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	0

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](#)

1.2.2

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

Response: 1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	2	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](#)

1.2.3

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

Response: 49.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	80	100	80	0

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	[View Document](#)
Course completion certificates	[View Document](#)

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
Document showing teachers' mentoring and assistance to students to avail of self-study courses	[View Document](#)
Data as per Data Template	[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: 12.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	20	25	20	00

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](#)

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:

Our teacher education program extends beyond the confines of the classroom, providing students with a rich tapestry of co-curricular activities designed to complement their academic learning and foster the development of well-rounded educators. These activities provide opportunities for students to acquire and demonstrate knowledge, skills, values, and attitudes (KSVAs) essential for success in the field.

1. Experiential Learning:

- **Village Survey:** Students embark on village surveys, immersing themselves in the local context and gaining firsthand understanding of the diverse educational needs and challenges faced by rural communities. This experience allows them to analyze the interplay between education and socio-economic factors, and fosters empathy for students from various backgrounds.
- **Excursion Tours:** Educational excursions broaden students' horizons by exposing them to historical sites, museums, or cultural centers relevant to their studies. These tours enhance their knowledge of different learning environments and pedagogies, while igniting curiosity and a passion for lifelong learning.

2. Community Engagement:

- **Prabhat Pheri (Morning Procession):** Students participate in Prabhat Pheri, an early morning procession raising awareness about social issues or promoting community well-being. This activity fosters a sense of social responsibility and allows students to practice communication skills as they interact with community members.
- **Plantation Drives:** Students actively participate in plantation drives, contributing to environmental sustainability efforts. This activity instills a sense of environmental consciousness and provides opportunities for teamwork and collaboration.
- **Voting Awareness Campaigns:** Students organize voting awareness campaigns within the community, educating citizens about their rights and responsibilities as voters. This activity cultivates civic engagement and empowers students to advocate for positive change.

3. Holistic Development:

- **Food Stalls & Community Lunch:** Students organize food stalls showcasing regional cuisines or participate in community lunches. These events not only celebrate cultural diversity but also allow students to hone their organizational and communication skills. They learn to collaborate with peers, manage resources, and interact with diverse community members in a relaxed setting.
- **Personality Development Programs:** We organize personality development programs that equip students with essential life skills like public speaking, time management, and conflict resolution. These programs enhance self-confidence, communication skills, and interpersonal effectiveness, all crucial attributes for successful educators.

4. Health & Well-being:

- **Medical Check-up Camps:** We organize medical check-up camps for students and the community, promoting preventive healthcare and awareness about maintaining good physical and mental health. This fosters a sense of social responsibility and encourages students to advocate for well-being initiatives within their future schools.

5. Assessment & Reflective Learning:

These co-curricular activities are not mere add-ons. Students reflect on their experiences through journals, group discussions, and presentations, drawing connections between their activities and their academic learning. This promotes critical thinking, self-awareness, and the ability to translate theoretical knowledge into real-world application. Furthermore, faculty advisors and mentors provide feedback on students' performance and communication skills during these activities.

This comprehensive approach infuses our teacher education program with vibrant energy. By actively engaging in co-curricular activities, students develop essential KSVAs that contribute to their success as future educators – effective communicators, responsible citizens, compassionate leaders, and lifelong learners who can create positive change within their communities.

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](#)

1.3.2

Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

Our teacher education program prioritizes familiarizing students with the rich tapestry of school systems in India and beyond. We achieve this through a multi-pronged approach:

1. Unveiling the Indian Educational Landscape:

- **Curriculum Integration:** The curriculum delves into the complexities of the Indian school system, exploring the diverse boards (e.g., CBSE, ICSE) and their unique functionalities.
- **Field Visits & Internships:** Students actively engage with the system through visits to government, aided, residential, and special schools across semesters 1-4.
- **Decoding School Systems:** Experienced educators at these schools provide insights into teaching styles, curriculum variations, student populations, and the roles of various stakeholders (government, parents). Students analyze these observations through structured profiles of each school, highlighting the distinct approaches of different boards.

2. Expanding Horizons: A Global Perspective

- **Comparative Education Modules:** We incorporate international education insights into the curriculum, exposing students to diverse teaching and evaluation methods practiced worldwide.
- **International Collaborations:** We actively seek opportunities for student interaction with international educators or institutions through workshops or guest lectures. Assignments and research projects may also involve international comparisons.

3. Holistic Understanding:

- **Internships & Project Work:** Internship experiences and project work allow students to apply theoretical knowledge to real-world scenarios, fostering a deeper understanding of the intricacies involved in managing schools with diverse student populations and backgrounds.
- **Reflective Learning:** Students are encouraged to critically analyze their observations through reflections and discussions, fostering a nuanced understanding of the strengths and challenges within various school systems.

This comprehensive approach equips our graduating student teachers with the knowledge and skills necessary to thrive in any educational setting, be it within the diverse Indian landscape or on a global platform.

File Description	Document
Documentary evidence in support of the claim	[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:

Our teacher education program goes beyond imparting knowledge. We strive to create a learning experience that transforms curriculum content into professional acumen, equipping our graduates to excel in the classroom. This is achieved through a carefully designed curriculum that offers a **wide range of experiences**, each playing a vital role in solidifying professionally relevant understandings.

1. Foundational Knowledge:

- **Solid Base:** The program begins with a strong foundation in core educational theories, pedagogies, and subject matter expertise. Students engage with diverse learning areas through a combination of lectures, discussions, and readings, establishing a robust understanding of the educational landscape.
- **Critical Analysis:** We emphasize critical thinking and research skills through assignments and projects. Students analyze educational issues, drawing upon evidence-based practices and developing the ability to justify their instructional decisions.

2. Skill Development in Action:

- **Practical Application:** Knowledge is not enough. Students refine their instructional planning, classroom management, and assessment skills through simulated teaching experiences and supervised school internships. These experiences allow them to experiment, receive feedback, and refine their approaches.

- **Collaboration & Communication:** Group projects, presentations, and peer feedback sessions cultivate collaboration and communication skills. Students learn to work effectively with colleagues, students, and diverse stakeholders within the educational system – a crucial skill for navigating the complexities of school environments.

3. Consolidation & Refinement:

- **Reflective Practice:** We foster a culture of reflection throughout the program. Students analyze their experiences and learning through journals, presentations, and written reflections. This allows them to identify strengths and weaknesses, refine their teaching approaches, and develop a professional identity.
- **Mentorship & Guidance:** Dedicated faculty mentors support students throughout their program, providing personalized feedback and guidance. Mentors help students translate theoretical knowledge into practical skills, ensuring a smooth transition from curriculum to classroom.

4. Building Professional Acumen:

- **Case Studies & Real-World Scenarios:** Students analyze real-world scenarios and case studies throughout the curriculum. This allows them to apply their knowledge and skills to solve problems, adapt to diverse teaching situations, and develop sound pedagogical judgments.
- **Action Research:** Opportunities for conducting action research projects encourage students to investigate specific educational issues within the context of their internships. This experience empowers them to become proactive agents of change in the classroom.

5. Integrating Technology:

- **Technological Fluency:** The curriculum integrates technology effectively. Students learn to utilize various digital tools in lesson planning, information management, communication, and assessment – skills essential for navigating the modern classroom environment.

By providing a comprehensive curriculum that offers a variety of experiences, we bridge the gap between theoretical knowledge and practical application. Our graduates don't just understand educational concepts; they possess the professional acumen to translate those concepts into effective classroom practices, making them valuable assets to any educational setting.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant 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: C. Any 3 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Any other relevant 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: 72

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: 45.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	19	45	23	00

File Description	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: 0.56

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

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

File Description	Document
List of students enrolled from EWS and Divyangjan	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of EWS and Divyangjan	[View Document](#)

2.2 Honoring Student Diversity

2.2.1

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

Response:

Our B.Ed. program recognizes that successful teachers require a strong foundation. We achieve this by employing a comprehensive **assessment process** to identify the diverse **learning needs** of incoming students and provide targeted **academic support** to ensure their readiness for a rigorous professional education program.

1. Identifying Learning Needs:

- **Multifaceted Entrance Assessment:** We utilize a multi-pronged approach at the entry level. This may include entrance exams, interviews, and writing samples. These assessments evaluate subject matter knowledge, critical thinking skills, and potential for success in a professional education program. Beyond standardized tests, **interviews** delve deeper. We explore the candidate's motivations for teaching, their prior educational background, and any specific areas where they might require additional support to excel.

2. Tailored Academic Support:

- **Individualized Learning Plans:** Based on the assessment results, we create **individualized learning plans** for students who demonstrate a need for additional support in certain areas. These plans may involve preparatory courses in specific subjects, mentorship programs, or personalized learning resources. Faculty closely monitor student progress throughout the program. Regular assessments, assignments, and class participation are used to identify ongoing **learning needs** and provide timely interventions.
- **Peer Support Networks:** We foster a culture of collaboration and peer learning. Students are encouraged to work together on projects, share study materials, and participate in group discussions. This **academic support** system allows students to benefit from each other's strengths, fostering a supportive learning environment.

3. Dedicated Support Services:

- **Faculty Mentorship Program:** A dedicated faculty mentorship program pairs new students with experienced educators. Mentors provide **academic support** by offering guidance, answering questions, and offering personalized feedback to help students navigate the program and overcome challenges.
- **Learning Resource Center:** A well-equipped learning resource center provides students with access to textbooks, journals, educational materials, and technology tools essential for their success. Librarians and technology support staff are available to assist them in locating appropriate resources.
- **Career Guidance & Counseling:** Recognizing the importance of career development, we offer career guidance services. These services include workshops on resume writing, interview skills, and exploration of diverse teaching opportunities. Additionally, counselors are available to address any academic or personal concerns students may have.

4. Fostering Confidence & Readiness:

- **Bridge Courses:** For students who require further preparation in foundational subjects, we offer **bridge courses**. These courses provide an opportunity to solidify their knowledge base before starting the core B.Ed. program, ensuring a stronger foundation for their professional education.
- **Orientation Program:** An orientation program at the beginning of the B.Ed. program familiarizes students with the curriculum, faculty, and all available **academic support** services. This program helps students feel prepared and supported as they embark on their journey as future educators.

5. Building a Growth Mindset:

- **Reflective Learning:** We emphasize the importance of reflective learning throughout the program. Students analyze their academic progress, identify areas for improvement, and set goals for growth. This promotes self-awareness and a growth mindset, empowering them to take ownership of their learning and professional development.

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](#)

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: C. Any 3 of the above

File Description	Document
Reports with seal and signature of Principal	[View Document](#)
Relevant documents highlighting the activities to address the student diversities	[View Document](#)
Photographs with caption and date, if any	[View Document](#)
Data as per Data Template	[View Document](#)

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 22.22

2.2.4.1 **Number of mentors in the Institution**

Response: 9

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:

Our B.Ed. program goes beyond traditional lectures, fostering a vibrant learning environment through a **multiple mode approach** to teaching and learning. This approach incorporates diverse strategies designed to cater to various learning styles and enhance student engagement.

1. Experiential Learning:

- **Engaging Activities:** We integrate **experiential learning** activities throughout the program. This might involve case studies, simulations, role-playing exercises, or project-based learning. By

actively participating in these activities, students gain firsthand experience with educational concepts and develop critical thinking skills.

2. Collaborative Learning:

- **Participation & Discussion:** We emphasize **participative learning**. Students are actively involved in classroom discussions, group projects, and presentations. This allows them to develop communication skills, learn from their peers, and refine their understanding of educational theories.
- **Brainstorming & Focused Discussions:** Activities like brainstorming sessions and focused group discussions encourage collaboration and problem-solving. Students work together to generate ideas, analyze challenges, and develop innovative solutions – essential skills for future educators who will need to adapt to diverse classroom environments.

3. Blended Learning:

- **Online Learning Modules:** We integrate **online learning modules** into the curriculum. These modules provide students with flexibility and access to a broader range of resources, while also allowing for self-paced learning. Integrating online resources complements traditional classroom instruction, fostering a **blended learning** environment.

4. Technology as a Tool:

- **Technology Integration:** We recognize the importance of technology in education. Students learn to utilize digital tools for lesson planning, presentation creation, and interactive activities. This not only equips them with skills to integrate technology into their future classrooms, but also enhances their own learning experience by catering to different learning styles.

5. Real-World Application:

- **School Internships & Fieldwork:** Supervised school internships and fieldwork placements are an integral part of the B.Ed. program. These experiences allow students to apply their theoretical knowledge to real-world classroom settings. By observing experienced educators and interacting with students, they gain valuable **experiential learning** that complements their academic studies.

6. Continuous Improvement:

- **Reflective Learning:** We encourage **reflective learning** throughout the program. Students analyze their experiences in journals and presentations, reflecting on their strengths and weaknesses, and identifying areas for improvement. This helps them refine their teaching practices and develop a growth mindset.

By utilizing this **multiple mode approach**, our B.Ed. program caters to a diverse range of learners and fosters a dynamic learning environment. Students are actively engaged, challenged to think critically, and equipped with the skills and knowledge necessary to become successful educators who can adapt to evolving needs and technological advancements within the educational landscape.

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

2.3.2

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

Response: 19.35

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

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

File Description	Document
Data as per Data Template	[View Document](#)
Link of LMS	[View Document](#)

2.3.3

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

Response: 40

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: 80

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: C. Any 2 of the above

File Description	Document
Geo-tagged photographs wherever applicable	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.3.5

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

Response:

Our B.Ed. program goes beyond textbooks. We cultivate educators by fostering a culture of **continual mentoring**. Experienced faculty mentors guide students in developing the essential **professional attributes** required for success in the classroom.

Personalized Growth: Each student is paired with a dedicated mentor who provides **ongoing guidance** throughout the program. Mentors assess individual strengths and areas for improvement in crucial attributes like lesson planning, classroom management, and communication.

Learning by Doing: Mentors observe students during teaching practice and internships, offering **constructive feedback** on their teaching strategies and student engagement. Students reflect on these experiences, honing their skills through **reflective practice**.

Collaborative Learning: Peer mentorship and collaborative learning activities further enhance communication and teamwork – essential professional skills for educators.

Developing Expertise: Workshops and seminars focused on specific professional attributes, coupled with guest speaker insights, equip students with practical knowledge.

Continuous Improvement: Regular mentor feedback helps students track their progress and identify areas for continued growth. We also evaluate the mentoring program based on student feedback to ensure

continuous improvement.

By nurturing future educators through **continual mentoring**, we empower them to confidently navigate the challenges of the classroom, leaving a lasting impact on their students.

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: C. Any 3 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:

Our B.Ed. program goes beyond imparting knowledge. We foster a vibrant **teaching-learning process** that nurtures a multitude of essential skills in our students, preparing them to become well-rounded educators who can inspire future generations.

1. Igniting Creativity & Innovation:

- **Engaging Activities:** We integrate activities that spark **creativity and innovation**. This may involve project-based learning, problem-solving tasks, and open-ended discussions. By encouraging students to think outside the box, we foster their ability to develop innovative solutions and approaches to learning.

2. Sharpening Intellectual & Thinking Skills:

- **Critical Thinking & Analysis:** Our curriculum emphasizes **critical thinking and analysis**. Students engage in activities like research, debate, and analysis of complex concepts. This hones their ability to question, evaluate information, and form well-reasoned arguments.

3. Cultivating Empathy & Emotional Intelligence:

- **Collaborative Learning:** We promote **collaborative learning** through group projects, discussions, and peer-to-peer learning activities. This fosters empathy and emotional intelligence by encouraging students to understand and appreciate diverse perspectives.

4. Equipping Students with Life Skills:

- **Real-World Applications:** We incorporate **real-world applications** throughout the program. This might involve case studies, simulations, or guest speaker presentations. By connecting classroom learning to real-world scenarios, students develop essential life skills like decision-making, problem-solving, and communication.

5. Fostering a Growth Mindset:

- **Reflective Learning:** We emphasize the importance of **reflective learning**. Students analyze their progress, identify areas for improvement, and set goals for growth. This fosters a **growth mindset**, empowering them to continuously learn and adapt throughout their teaching careers.

6. A Culture of Exploration & Inquiry:

- **Open-Ended Learning:** We promote a culture of **exploration and inquiry**. Students are encouraged to ask questions, delve deeper into topics of interest, and explore diverse learning resources. This fosters a lifelong love of learning in our future educators.

By nurturing these essential skills, our **teaching-learning process** prepares B.Ed. graduates to not only deliver content effectively but also create engaging learning environments that empower their students to become critical thinkers, problem solvers, and lifelong learners.

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](#)
Data as per Data Template	[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: C. Any 4 or 5 of the above

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

2.4.3

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

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

Response: A. All of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.4

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

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

Response: A. All of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	[View Document](#)
Documents showing the different activities for evolving indicated assessment tools	[View Document](#)
Data as per Data Template	[View Document](#)

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: C. Any 3 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](#)

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: C. Any 3 of the above

File Description	Document
Report of the events organized	[View Document](#)
Photographs with caption and date wherever possible	[View Document](#)
Documentary evidence showing the activities carried out for each of the selected response	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: B. Any 3 of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Our B.Ed. program recognizes the importance of practical experience for aspiring educators. We achieve this by providing a **systematically planned internship program** that prepares students for the realities of the classroom, equipping them with the necessary skills for success.

1. Collaborative Planning:

- **School Selection:** Internship placements are chosen thoughtfully through a **participative** process that considers student preferences and subject areas, while ensuring accessibility.
- **Comprehensive Student Orientation:** Students receive a comprehensive orientation session outlining program expectations, roles and responsibilities, and strategies for a successful internship experience.

2. Building a Strong Foundation:

- **Integration with Curriculum:** The internship program is strategically integrated with the overall B.Ed. curriculum. Course content and theoretical knowledge are directly applied in real-world classroom settings during internships.
- **Alignment with Learning Outcomes:** Internship experiences are designed to align with the program's learning outcomes, ensuring students develop essential teaching skills and knowledge.

3. Supported Learning Environment:

- **Supervision & Mentoring:** Dedicated faculty supervisors provide ongoing support and guidance throughout the internship. Supervisors observe students in the classroom, offer constructive feedback, and answer any questions they may have.
- **Collaborative Learning with Peers:** Students are encouraged to share their internship experiences with peers in regular group discussions and reflection sessions. This peer learning environment allows for knowledge exchange, problem-solving, and building a strong support network.

4. Assessment & Evaluation:

- **Multiple Assessment Methods:** A variety of assessment methods are used to evaluate student learning during the internship. This might involve lesson plans, observation reports, self-reflections, and student feedback surveys.
- **Continuous Improvement:** The internship program undergoes regular review and improvement based on feedback from students, supervisors, and school partners. This ensures the program remains relevant and effective in preparing future educators.

By providing a **systematically planned internship program**, we bridge the gap between theory and practice. Students graduate not just with theoretical knowledge but also with the practical skills and confidence to thrive in diverse classroom environments and make a lasting impact on their students' lives.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

2.4.9

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

Response: 12.5

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

Response: 8

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](#)

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: C. Any 4 or 5 of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Our B.Ed. program recognizes the importance of providing our students with high-quality internship experiences. To ensure their success and maximize learning, we have implemented **effective monitoring mechanisms** throughout the internship program.

1. Collaborative Approach:

- **Pre-Internship Meetings:** We hold pre-internship meetings with school partners and faculty supervisors. These meetings establish clear communication channels, discuss roles and responsibilities, and ensure alignment on program expectations.
- **Regular Communication:** Throughout the internship, we maintain open communication with both schools and students. Faculty supervisors stay in touch with school mentors to discuss student progress and address any concerns.

2. Multifaceted Observation:

- **Classroom Observations:** Faculty supervisors conduct regular classroom observations of interns. These observations assess teaching skills, classroom management techniques, and student engagement.
- **Peer Feedback:** We encourage peer observation opportunities within the program. Students observe each other's teaching practices and provide constructive feedback, fostering a supportive learning environment.

3. Examining Lesson Plans & Student Work:

- **Lesson Plan Review:** Faculty supervisors review interns' lesson plans before implementation. This allows for feedback on lesson design, content alignment, and pedagogical strategies.
- **Student Work Analysis:** Supervisors and school mentors analyze student work samples produced during the internship. This provides insights into student learning outcomes and the effectiveness of teaching methods.

4. Reflective Practice:

- **Group Reflection Sessions:** We facilitate regular group reflection sessions where students can discuss their internship experiences with peers and faculty supervisors. This allows for collective learning and problem-solving.

By **monitoring the internship program** through these various mechanisms, we gain valuable insights into student progress, identify areas for support, and ensure all participants – students, schools, and faculty – are working collaboratively towards a successful internship experience. This fosters a supportive environment where students can refine their skills, gain confidence, and graduate prepared to make a positive impact as educators.

File Description	Document
Documentary evidence in support of the response	[View Document](#)

2.4.12

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

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

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

Response: A. All of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	[View Document](#)
Any other relevant information	[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
Five filled in formats for each of the aspects claimed	[View Document](#)
Any other relevant information	[View Document](#)

2.5 Teacher Profile and Quality

2.5.1

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

Response: 96.88

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](#)
Any other relevant information	[View Document](#)

2.5.2

Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 16.13

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

Response: 2

File Description	Document
Data as per Data Template	[View Document](#)
Certificates of Doctoral Degree (Ph.D) of the faculty	[View Document](#)
Any other relevant information	[View Document](#)

2.5.3

Average teaching experience of full time teachers for the last completed academic year.

Response: 5.4

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

Response: 81

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:

Our B.Ed. program fosters a culture of **lifelong learning** among our students, preparing them to become educators who continuously strive to improve their craft. We achieve this through a two-pronged approach:

1. In-House Collaboration & Knowledge Sharing:

- **Regular Faculty Discussions:** We conduct regular faculty meetings focused on **current developments and issues in education**. These sessions are forums for discussing best practices, innovative teaching strategies, and emerging educational trends.
- **Peer Learning & Collaboration:** We encourage **collaboration and knowledge sharing** among faculty members. This may involve co-teaching opportunities, peer observations, and sharing of successful lesson plans and teaching resources.
- **Mentorship Programs:** Experienced faculty mentors guide newer faculty members, providing ongoing support and professional development opportunities.

2. Sharing Expertise & Engagement Beyond the Institution:

- **Professional Development Workshops & Seminars:** We regularly host workshops and seminars on various educational topics, inviting renowned speakers and experts to share their knowledge with our faculty.
- **Conferences & Presentations:** We encourage faculty to actively participate in **educational conferences and presentations**. This allows them to share their expertise with a wider audience and stay abreast of the latest advancements in education.
- **Networking & Collaboration with External Institutions:** We foster collaboration with other educational institutions by organizing joint workshops, attending conferences together, and exchanging resources.

By fostering a culture of **professional development** that prioritizes both internal collaboration and external engagement, we equip our graduates to be **lifelong learners**. This ensures they remain updated on educational trends, adopt innovative teaching approaches, and ultimately provide their students with the most effective learning experiences.

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:

Our B.Ed. program is committed to ensuring student success through a well-defined system of **Continuous Internal Evaluation (CIE)**. This comprehensive approach goes beyond traditional exams, providing ongoing feedback and assessments that measure student learning throughout the program.

1. A Multifaceted Assessment Approach:

- **Formative & Summative Assessments:** We employ a balanced approach utilizing both **formative and summative assessments**. Formative assessments, such as quizzes, presentations, and class participation, provide ongoing feedback that allows students to identify strengths and areas for improvement. Summative assessments, such as mid-term and final exams, provide an overall picture of student learning outcomes at key points in the program.
- **Coursework & Project Evaluations:** Regular coursework evaluations, including assignments, essays, and projects, assess students' understanding of course content, critical thinking skills, and ability to apply knowledge in practical scenarios.
- **Skill-Based Assessments:** Assessments are designed to evaluate not just theoretical knowledge but also essential teaching skills. This might involve lesson plan reviews, teaching demonstrations, and peer observations.

2. Timely Feedback & Opportunities for Improvement:

- **Regular Feedback Loops:** We prioritize providing students with **timely and constructive feedback** on all assessments. This allows them to understand their performance, identify areas needing improvement, and refine their learning strategies.
- **Multiple Opportunities for Improvement:** Students are offered multiple opportunities to demonstrate their learning and improve their performance. This might involve re-submissions of assignments, additional practice activities, or individualized support from faculty.

3. Collaborative Learning & Self-Assessment:

- **Peer Reviews & Group Activities:** We encourage **peer reviews and collaborative learning activities** throughout the program. This fosters self-assessment skills and allows students to learn from each other's strengths and weaknesses.

- **Reflective Learning Practices:** We emphasize the importance of **reflective learning practices**. Students maintain journals or portfolios where they reflect on their learning experiences, analyze their progress, and set goals for improvement.

By implementing a **robust CIE system**, we move beyond a single exam approach. This fosters a continuous learning environment where students receive consistent feedback, identify areas for growth, and ultimately graduate as well-rounded educators prepared to make a positive impact on their students' lives.

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: C. Any 2 of the above

File Description	Document
Documentary evidence for remedial support provided	[View Document](#)
Copy of university regulation on internal evaluation for teacher education	[View Document](#)
Any other relevant information	[View Document](#)
Annual Institutional plan of action for internal evaluation	[View Document](#)

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Our B.Ed. program prioritizes fairness and transparency in the examination process. To ensure student rights are protected, we have established a well-defined **grievance redressal mechanism** for addressing exam-related concerns.

1. Accessible Channels for Reporting Grievances:

· **Multiple Reporting Options:** Students are provided with **multiple avenues** to report exam-related grievances. This may involve submitting a written complaint to the program coordinator, contacting the examination department directly, or reaching out to a designated grievance redressal committee.

· **Clear Communication Procedures:** We ensure clear and accessible communication regarding the grievance redressal process. Students are informed about their rights, reporting procedures, and timelines for addressing concerns.

2. Prompt & Impartial Investigation:

· **Designated Grievance Redressal Committee:** A dedicated **grievance redressal committee**, composed of senior faculty members, is established to investigate exam-related concerns. The committee functions impartially, ensuring fair and objective consideration of all grievances.

· **Timely Action & Resolution:** The committee promptly investigates reported grievances. Students are kept informed of the progress and receive a timely resolution, minimizing stress and anxiety.

3. Fair Outcomes & Communication:

· **Clear Decisions & Explanations:** The grievance redressal committee provides students with clear decisions on their complaints, along with detailed explanations for the reasoning behind those decisions.

· **Open Communication Channels:** Throughout the process, we maintain open communication channels with students. This allows for clarification of any doubts and ensures students feel heard and supported.

4. Continuous Improvement:

· **Regular Review & Refinement:** We regularly review the effectiveness of the grievance redressal mechanism. Student feedback is actively sought to identify areas for improvement and ensure the system remains efficient and accessible.

· **Transparency & Awareness:** We promote transparency by clearly communicating the grievance redressal procedures to all students. This fosters trust and confidence in the system.

By implementing an **operational grievance redressal mechanism**, we ensure fairness and transparency in our examination process. Students have a clear avenue to voice concerns, and all complaints are

addressed promptly and impartially. This fosters a learning environment built on trust and mutual respect, allowing students to focus on their academic success.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)

2.6.4

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

Response:

Our B.Ed. program emphasizes **structured and timely assessments**. To ensure consistency and transparency, we strictly adhere to the **academic calendar** for conducting all **internal evaluations (CIE)**.

Benefits of Calendar-Based Assessments:

- **Organized Approach:** Adhering to the academic calendar streamlines the assessment process for both students and faculty. Students are aware of upcoming evaluations well in advance, allowing them to plan their studies effectively.
- **Transparency & Fairness:** A set schedule for internal evaluations ensures fairness and transparency across the program. Students are aware of evaluation expectations and deadlines, fostering a sense of predictability and trust in the process.
- **Alignment with Learning:** The calendar ensures assessments are strategically placed throughout the semester, allowing them to measure learning outcomes at key points in the curriculum.

Implementation Strategies:

- **Clear Calendar Dissemination:** The academic calendar, outlining all internal evaluation dates, is widely disseminated at the beginning of the program. This can be done through printed materials, online platforms, and student orientation sessions.
- **Faculty Development & Collaboration:** Faculty training sessions are conducted to ensure a consistent understanding and application of assessment tools and procedures. Regular faculty meetings provide a platform for collaboration and ensuring adherence to the calendar.
- **Coursework Integration:** Coursework, assignments, and projects are carefully planned to align with the academic calendar. This allows for timely feedback and ensures continuous monitoring of student progress.
- **Monitoring & Adjustments:** The program coordinator and faculty regularly monitor adherence to the academic calendar. Minor adjustments, if necessary, are communicated well in advance to minimize disruption for students.

By adhering to the academic calendar for internal evaluations, we promote a **structured learning environment**. Students have a clear picture of their assessment schedule, allowing them to focus on their studies and demonstrate their learning effectively. This ultimately contributes to a more **organized and successful learning experience** for all.

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:

Our B.Ed. program goes beyond imparting knowledge. We cultivate well-rounded educators by ensuring a **strong alignment** between our **Program Learning Outcomes (PLOs)**, **Course Learning Outcomes (CLOs)**, and our **teaching-learning process**. This ensures everything we do directly contributes to preparing graduates for success in the field.

1. Bridging the Gap Between Goals and Practice:

- **Clear Communication & Understanding:** PLOs and CLOs are clearly articulated and effectively communicated to both students and faculty. This creates a shared understanding of the program's goals and student learning expectations.
- **Course Design & Content Alignment:** Each course within the B.Ed. program is meticulously designed to directly address specific CLOs and ultimately contribute to achieving the broader PLOs.
- **Integration of Learning Activities:** All teaching-learning activities – lectures, discussions, assignments, projects, and internships – are strategically chosen to nurture the specific skills and knowledge outlined in the CLOs.

2. Assessment Strategies Aligned with Outcomes:

- **Assessment Methods Reflect Learning Objectives:** We utilize a variety of assessment methods that go beyond traditional exams. These methods, such as presentations, lesson plan reviews, and analyses of student work samples, are designed to effectively assess the achievement of specific CLOs.
- **Continuous Monitoring & Feedback:** We utilize a system of **continuous internal evaluation (CIE)** to monitor student progress throughout the program. This allows for timely feedback and adjustments to the teaching-learning process if needed, ensuring alignment with the intended

outcomes.

3. Fostering a Culture of Reflection:

- **Reflective Learning Practices:** We encourage students to engage in **reflective learning practices** throughout the program. This allows them to analyze their learning experiences, identify areas for improvement, and ultimately demonstrate the mastery of PLOs and CLOs.

By **aligning PLOs, CLOs, and the teaching-learning process**, we create a cohesive learning environment where every activity contributes to student success. Students graduate with not only strong theoretical knowledge but also the practical skills and confidence to implement their learned strategies effectively in their future classrooms.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)

2.7.2

Average pass percentage of students during the last five years

Response: 69.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	76	96	79	0

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:

Our B.Ed. program is dedicated to nurturing **well-rounded educators**. We go beyond simply imparting knowledge; we strive to prepare our graduates for success in the classroom by monitoring their **progressive performance** and **attainment of professional and personal attributes**, all aligned with our program's **Learning Outcomes (PLOs & CLOs)**. This focus on continuous monitoring allows us to **identify areas for improvement** and enhance the program's effectiveness.

1. Multifaceted Monitoring Strategies:

- **Continuous Internal Evaluation (CIE):** We utilize a robust CIE system to assess student progress throughout the program. This involves a variety of assessment tools like quizzes, assignments, presentations, and lesson plan reviews.
- **Classroom Observations:** Faculty supervisors conduct regular classroom observations of interns during their practicum experiences. These observations evaluate essential teaching skills like classroom management, student engagement, and implementation of pedagogical strategies aligned with PLOs and CLOs.
- **Self-Reflection & Peer Feedback:** Students engage in regular self-reflection through journals or portfolios. They analyze their learning experiences and identify areas for improvement. Peer feedback sessions encourage students to learn from each other and foster the development of professional communication skills.

2. Analyzing Performance & Attainment:

- **Alignment with PLOs & CLOs:** All assessment data is analyzed to determine whether students are meeting the specific PLOs and CLOs targeted in each course and throughout the program. This analysis helps us identify areas where students may need additional support or where the curriculum might need adjustments.
- **Professional & Personal Attributes:** We assess the development of professional and personal attributes alongside academic performance. This may involve evaluating critical thinking skills, empathy, collaboration, communication, and problem-solving – all vital for success as an educator.

3. Continuous Improvement for Program Enhancement:

- **Data-Driven Decision Making:** The data gathered through monitoring serves as the foundation for data-driven decision making. We use these insights to identify areas where the program can be improved – whether it's refining the curriculum, enhancing teaching methods, or providing additional support services.
- **Collaborative Program Review:** Regular faculty meetings and program review sessions provide a platform to discuss student performance data and propose potential program enhancements. This collaborative approach ensures ongoing program evolution and ensures it remains relevant and effective in preparing future educators.

By **monitoring student progress** and **attainment of professional and personal attributes**, we gain

valuable insights into the effectiveness of our program. This allows us to continuously improve, ensuring our graduates are well-equipped not just with theoretical knowledge but also with the practical skills and well-rounded attributes they need to thrive as educators and make a lasting impact on their students' lives.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 100

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

Response: 100

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
Any other relevant information	View Document

2.7.5

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

Response:

Our B.Ed. program prioritizes **individualized learning**. To ensure success for all students, we go beyond standardized assessments. We utilize a variety of assessment tasks that **reflect how far we've catered to their initially identified learning needs**.

1. Identifying Learning Needs:

- **Pre-Program Assessments:** Prior to program commencement, students complete diagnostic assessments that identify their individual strengths and weaknesses, along with learning styles and preferences.
- **Ongoing Needs Identification:** Faculty use a variety of methods throughout the program to identify ongoing learning needs. This may involve informal observations, student self-evaluations, or one-on-one meetings.

2. Tailored Assessment Strategies:

- **Variety of Assessment Tools:** We employ a diverse range of assessment methods beyond traditional exams. This might include presentations, lesson plan reviews, portfolios showcasing student work, or reflective journals that demonstrate understanding and application of knowledge.
- **Alignment with Learning Needs:** The chosen assessment tasks are carefully selected to align with each student's specific learning objectives. This allows for a more nuanced evaluation of their progress in mastering the targeted skills and knowledge outlined in the program's Learning Outcomes (PLOs & CLOs).
- **Formative & Summative Assessment:**
  - **Formative Assessments:** Regular quizzes, assignments, and class participation opportunities allow for ongoing feedback, helping students identify areas needing improvement and adapt their learning strategies.
  - **Summative Assessments:** Mid-term exams, final projects, and internship evaluations provide a comprehensive picture of student learning outcomes at key points in the program.

3. Effective Feedback & Support:

- **Targeted Feedback & Guidance:** Feedback on assessments is specific and actionable, addressing students' strengths and weaknesses within the context of their identified learning needs.
- **Individualized Support Services:** Based on student performance and needs, we offer a range of support services. This might involve supplemental instruction, peer tutoring, or personalized guidance from faculty mentors.

4. Continuous Improvement & Refinement:

- **Data Analysis & Program Review:** We analyze assessment data to determine the effectiveness of our strategies in meeting diverse student needs.
- **Curriculum & Assessment Refinement:** Based on data insights, we continuously refine the program's curriculum and assessment methods. This ensures we effectively address a wider range of learning needs and foster student success.

By utilizing a variety of assessment tasks aligned with **identified learning needs**, we move beyond a one-size-fits-all approach. This ensures all students, regardless of their starting point, have the opportunity to grow, develop, and ultimately graduate as well-rounded and effective educators.

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..**

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

File Description	Document
Data as per Data Template	[View Document](#)

3.1.2

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

Response: 0

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

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

3.1.3

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

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

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

Response: D. Any 1 of the above

File Description	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

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

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

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

File Description	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: 0.08

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

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

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

3.3 Outreach Activities

3.3.1

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

Response: 2.4

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

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

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: 42.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
85	68	85	68	0

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](#)

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: 42.32

3.3.3.1 **Number of students participated in activities as part of national priority programmes**

during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
85	68	85	68	0

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](#)

3.3.4

Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

Our B.Ed. program recognizes the importance of fostering socially responsible educators who champion public health and hygiene within their communities. We achieve this by integrating a **vibrant outreach program** that equips students to become agents of change, focusing specifically on handwashing, sanitation, and COVID-19 awareness.

1. Identifying Community Needs (Student-Driven Approach):

We empower students to take ownership of the outreach program by encouraging them to identify areas within their own communities where promoting hygiene practices would be most impactful. This could involve student surveys, focus groups, or discussions with local leaders to identify priority areas.

2. Targeted Outreach Activities:

- **Student-Led Health & Hygiene Awareness Campaigns:** Students take the lead in organizing and conducting interactive campaigns to raise awareness about the importance of proper handwashing, sanitation practices, and COVID-19 preventive measures. These campaigns can involve workshops, street plays, or public rallies utilizing engaging visuals and demonstrations.
- **Mentorship Programs with a Health Focus (Optional):** If feasible, we explore opportunities for students to mentor younger children or youth, specifically focusing on promoting healthy habits like handwashing and hygiene practices.

3. Learning Through Action & Integration with Curriculum:

- **Reflection & Discussion:** Following outreach activities, students participate in facilitated discussions and reflection sessions. This allows them to analyze their experiences, identify challenges and areas for improvement, and explore the impact of their actions on community well-

being.
- **Curriculum Integration:** The outreach program is strategically integrated with the curriculum. Students apply theoretical knowledge from their courses on health education, hygiene promotion, and public health communication to real-world scenarios encountered during outreach activities.
- **Developing Transferable Skills:** Through outreach activities, students develop valuable transferable skills such as communication, collaboration, problem-solving, and leadership – essential for success as educators and active advocates for public health.

File Description	Document
Report of each outreach activity signed by the Principal	[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: 0

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

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

File Description	Document
Data as per Data Template	[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

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

five years

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

File Description	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: 1

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: 1

File Description	Document
Data as per Data Template	[View Document](#)
Copies of the MoUs with institution / industry/ corporate houses	[View Document](#)
Any additional information	[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](#)
Any additional information	[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 Facilities for Teaching-Learning

Our teacher training program prioritizes a well-equipped and supportive learning environment to cultivate future educators. We provide a range of facilities to enhance the teaching and learning experience:

Classrooms for Dynamic Learning:

We maintain a sufficient number of well-lit, ventilated classrooms equipped with comfortable seating and **smart boards with multimedia features**. These smart boards allow for interactive presentations, note-taking, and collaboration, promoting active learning and engagement.

Technology Integration:

Recognizing the importance of technology in education, our classrooms are equipped with reliable internet access and multimedia capabilities. Students gain practical experience in integrating technology into their teaching through the use of smart boards and online resources.

Specialized Laboratories:

- **Science Lab:** This lab provides a hands-on learning environment with essential apparatus and technology for exploring scientific concepts and developing pedagogical approaches for effective science education.
- **Psychology Lab:** Equipped with relevant resources and materials, this lab supports the study of educational psychology. This includes equipment for conducting observations and assessments. Additionally, the lab might house resources like developmental charts or educational games to enhance student understanding of child development and applying psychological principles in the classroom setting.

Promoting Overall Well-being:

- **Sports Field:** This facility can be utilized for physical education classes or extracurricular activities, fostering student well-being and a healthy lifestyle, valuable assets for future educators promoting positive classroom management and student engagement.
- **Yoga Fitness Center:** This facility provides a space for students to maintain a healthy mind and body during their free time or as part of a holistic wellness program.

Library and IT Infrastructure:

- **Library:** In addition to specialized labs, students have full access to the main library's vast collection of books, journals, and electronic resources, providing a strong foundation of knowledge to complement their studies. The library is **fully automated using the Koha Integrated Library Management System (ILMS)**, allowing for efficient searching and access to resources. Students can also access a wealth of e-resources through subscriptions to platforms like **DELNET** and the **National Digital Library of India (NDLI)**. Additionally, the library provides **20 dedicated PCs** for student use, facilitating research and online learning activities.
- **IT Infrastructure:** Our campus-wide IT infrastructure ensures reliable internet access throughout the institute. This allows students to utilize computers in general-purpose labs or access online learning resources from their personal devices, fostering independent learning and research skills.

Upgradation and Maintenance:

We are committed to maintaining all facilities in good working order to ensure a safe and functional learning environment. We regularly invest in upgrades and improvements to ensure our facilities remain relevant and support the evolving needs of the teacher training program, keeping pace with advancements in educational technology and pedagogical approaches.

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)
Geo tagged photographs	[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: 55.56

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: 9

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: 38.51

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

2022-23	2021-22	2020-21	2019-20	2018-19
5.19	21.35	10.98	0	0

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

4.2.1 Library Automation

TMTTI prioritizes a technologically advanced library environment to enhance resource accessibility and user experience.

Our library is fully automated using the **Koha Integrated Library Management System (ILMS)**. This

comprehensive software provides a user-friendly interface for searching the library's collection, including:

- Books
- Journals
- Periodicals
- E-resources

Key benefits of using Koha include:

- **Streamlined operations:** Koha automates tasks like cataloging, circulation, and patron management, allowing library staff to dedicate more time to user support and collection development.
- **Enhanced accessibility:** Users can access the library catalog online 24/7 to search for resources, manage their accounts, and renew borrowed materials.
- **Improved efficiency:** Koha facilitates efficient resource management through features like barcode scanning and automated notifications for overdue materials.

To further support information access, the library offers 20 dedicated PCs for faculty and student use. These computers provide a comfortable environment for conducting research, accessing online resources, and utilizing library databases.

In addition to our physical collection, TMTTI subscribes to DELNET, a consortium that provides access to a vast collection of e-journals, e-books, and other online resources. This subscription expands the range of information available to our students and faculty, fostering a rich learning environment.

TMTTI's commitment to library automation, dedicated computer access, and e-resource subscriptions ensures efficient access to information resources and a positive user experience for our students and faculty.

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:

4.2.2 Remote Access to Library Resources

TMTTI recognizes the importance of providing convenient access to library resources, regardless of location. While some resources have limitations, we offer a robust system for remote access to a wide range of library resources frequently used by students and faculty.

Key Features of Remote Access:

- **Koha Online Catalog:** Since our library utilizes the Koha Integrated Library Management System (ILMS), students and faculty can access the online catalog remotely 24/7. This allows them to search for library holdings, including books, journals, periodicals, and e-resources, from anywhere with an internet connection.
- **E-Resources:** TMTTI subscribes to a variety of e-resources through databases and online platforms. These resources, which are frequently used by our students and faculty, are accessible remotely via the library website whenever possible.

Types of Remote Access:

- **On-Campus Access:** Resources subscribed through databases like DELNET are currently accessible only with the institution's static IP address. This allows for full access for students and faculty while physically on campus.
- **Off-Campus Access:** The National Digital Library of India (NDLI) and other select e-resources are accessible remotely from anywhere with an internet connection. Students and faculty can access these resources by logging in with their institutional credentials.

Benefits of Remote Access:

- **Increased Accessibility:** Remote access, particularly for NDLI and other unrestricted resources, allows students and faculty to access library resources anytime and anywhere, fostering greater flexibility in their studies and research endeavors.
- **Enhanced Convenience:** Students and faculty can avoid the need to physically visit the library to access essential resources, particularly valuable for those with busy schedules or living off-campus.
- **Expanded Research Opportunities:** The ability to access a vast collection of e-resources, including NDLI and other unrestricted resources, contributes to a richer learning environment and supports in-depth research.

TMTTI is actively exploring expanding remote access options for all e-resources. We are committed to ensuring that our students and faculty have the resources they need to succeed academically, regardless of their physical location.

File Description	Document
Any other relevant information	[View Document](#)
Landing page of the remote access webpage	[View Document](#)

4.2.3

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

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

Response: B. Any 3 of the above

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

4.2.4

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

Response: 0.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.03	0.03	0.11	0.52	0

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

4.2.5

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

Response: 9.3

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: 385

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: 390

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: 400

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: 410

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: 415

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	[View Document](#)
Any other relevant information	[View Document](#)

4.2.6

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

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

Response: 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:

Our institution recognizes the transformative power of Information and Communication Technology (ICT) in education. We are committed to providing our students and faculty with a robust and continuously updated ICT infrastructure to support effective teaching, learning, and research activities.

Here's a glimpse into our efforts to maintain cutting-edge ICT facilities:

Regular Wi-Fi Network Upgrades:

- We understand the importance of reliable and high-speed internet connectivity. We prioritize frequent upgrades to our Wi-Fi network, ensuring seamless access throughout the campus. This includes:
    - Investing in the latest Wi-Fi technologies to provide increased bandwidth and efficient network management.
    - Expanding Wi-Fi coverage to encompass all academic buildings, administrative offices, student common areas, and residential facilities (if applicable).
    - Implementing network monitoring systems to proactively identify and address any connectivity issues.

Beyond Wi-Fi: Additional ICT Resources

In addition to a robust Wi-Fi network, we offer a range of ICT resources to enhance the learning experience:

- **Computer Labs:** Well-equipped computer labs provide students with access to a variety of hardware and software tools relevant to their studies. These labs are regularly updated with the latest software and operating systems.
- **Learning Management System (LMS):** We utilize a Learning Management System (LMS) to facilitate online learning, course materials distribution, and communication between faculty and students.

Fostering a Culture of Technology Integration:

Beyond infrastructure, we strive to foster a culture of technology integration within our institution. We offer workshops and training sessions for faculty to develop their skills in using ICT tools for teaching and learning. We also encourage students to explore the potential of ICT in their studies and research endeavors.

By prioritizing regular ICT infrastructure upgrades, offering a range of resources, and fostering a culture of technology integration, we ensure that our teacher training program leverages the power of technology to prepare future educators for success in the digital age.

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: 8

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](#)

4.3.3

Internet bandwidth available in the institution

Response: 200

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

Response: 200

File Description	Document
Receipt for connection indicating bandwidth	[View Document](#)
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	[View Document](#)

4.3.4

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

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

Response: 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](#)

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: 7.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.45	2.21	2.43	1.41	0

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

4.4.2

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

Response:

Our institution recognizes that well-maintained and efficiently utilized facilities are fundamental to a thriving academic environment. We have established a comprehensive set of systems and procedures to ensure the optimal upkeep and utilization of our physical, academic, and support facilities, including laboratories, library, sports complex, computers, classrooms, and more.

Preventative Maintenance Practices:

- We prioritize preventative maintenance to avoid disruptions and ensure facilities remain functional. This includes:
    - Regularly scheduled inspections and cleaning of classrooms, laboratories, libraries, and other spaces.
    - Timely maintenance of equipment in computer labs, science labs, and sports facilities.
    - Periodic upgrades of infrastructure, such as Wi-Fi networks, electrical systems, and plumbing.

Inventory Management System:

- A comprehensive inventory management system tracks all equipment, furniture, and resources within our facilities. This system facilitates:
    - Efficient procurement of replacement parts and supplies when needed.
    - Streamlined record-keeping for asset tracking and depreciation purposes.
    - Improved accountability for the proper use and care of equipment.

User Training and Awareness Programs:

- We conduct user training and awareness programs to educate students, faculty, and staff on the proper use and care of facilities. These programs cover best practices for:
    - Operating equipment in laboratories and computer labs.
    - Maintaining cleanliness and order in classrooms and common areas.
    - Reporting any maintenance issues or equipment malfunctions promptly.

Technology-Aided Monitoring:

- We leverage technology to monitor facility usage and identify potential problems through installation of security cameras in common areas to deter misuse and ensure safety.

Continuous Improvement:

- We actively gather feedback from students, faculty, and staff regarding the condition and functionality of our facilities. This feedback is used to:
    - Identify areas for improvement in maintenance practices.
    - Prioritize future upgrades and renovations based on evolving needs.
    - Enhance user experience and satisfaction with the institutional facilities.

By implementing these systems and procedures, we demonstrate our commitment to providing a well-maintained and well-managed learning environment. This focus on efficient facility management fosters a culture of respect for institutional resources and empowers our students and faculty to thrive in their academic endeavors

File Description	Document
Any additional information	[View Document]()

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: C. Any 2 or 3 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](#)
Data as per Data Template	[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	

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
Institutional guidelines for students' grievance redressal	
Data as per Data Template for the applicable options	
Composition of the student grievance redressal committee including sexual harassment and ragging	

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: E. None of the above

File Description	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: 0

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

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

File Description	Document
Data as per Data Template	[View Document](#)

5.2.2

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

Response: 0

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

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

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

File Description	Document
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: 2.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	4	5	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:

The student council at our B.Ed college plays a pivotal role in enhancing the institutional functioning, actively contributing to a vibrant and inclusive campus environment. Comprised of dedicated student representatives, the council ensures that the voices of the student body are heard and addressed by the administration.

One of the key functions of our student council is to advocate for student interests. Regular meetings are held where students can express their concerns and suggestions regarding academic policies, campus facilities, and extracurricular activities. This feedback is then communicated to the administration, leading to meaningful changes such as the revision of academic schedules, improvement of library resources, and enhancement of campus amenities.

The council also excels in organizing a diverse array of events that enrich the college experience. These include educational workshops, cultural festivals, sports tournaments, and community service initiatives. For instance, the recent "Teaching Techniques Workshop" was a resounding success, providing students with practical skills directly applicable to their future careers in education. Such events not only foster a sense of community and college spirit but also offer students opportunities to develop leadership, teamwork, and organizational skills.

Promoting a positive and inclusive campus culture is another crucial aspect of the council's work. Initiatives such as mental health awareness campaigns, anti-bullying programs, and diversity workshops help create a supportive and welcoming environment for all students. The council's peer mentoring program has been particularly effective in assisting new students to acclimate to college life.

Additionally, the student council serves as a valuable platform for leadership development. By engaging

in council activities, members gain practical experience in governance, negotiation, and conflict resolution, equipping them with skills essential for their future roles as educators and leaders.

In conclusion, the proactive involvement of our student council significantly enhances the functioning of our B.Ed college. Through advocacy, event organization, and cultural promotion, the council not only improves the student experience but also prepares future educators for leadership roles, contributing to a dynamic and supportive educational community.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	[View Document](#)

5.3.2

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

Response: 1.6

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

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

File Description	Document
Upload any additional information	[View 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:

We currently do not have any such association at our institution. However, we will consider it in the future.

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: D. Any 1 of the above

File Description	Document
Any other relevant information	[View Document](#)

5.4.3

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

Response: 0

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

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

File Description	Document
Data as per Data Template	[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:

We currently do not have any such association at our institution. However, we will consider it in the future.

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:

Our teacher training institution prioritizes a strong governance structure that fosters effective leadership and a collaborative decision-making process. This approach ensures that our vision and mission – to cultivate inspiring and well-equipped educators – guides all institutional activities.

Visionary and Engaged Leadership:

- The institution is led by a dynamic and experienced leadership team, including the Principal, department heads, and key administrative personnel.
- This leadership team is committed to the institution's vision and mission, providing strategic direction and fostering a culture of innovation and continuous improvement.
- The leadership team actively participates in meetings and committees, ensuring open communication and collaboration across all levels of the institution.

Collaborative Decision-Making:

- We believe in a participatory governance model that empowers various stakeholders to contribute to decision-making processes. This includes:
    - **Faculty:** Faculty members actively participate in curriculum development, program planning, and policy formulation through departmental meetings and faculty development programs.
    - **Students:** Student representatives are included in committees to voice their concerns, suggestions, and ideas regarding academic programs, facilities, and student services.
    - **Staff:** Non-teaching staff play a crucial role in the smooth functioning of the institution. They are represented in committees to contribute their expertise and perspectives on administrative and operational matters.

Transparent Communication:

- We maintain open and transparent communication channels across all levels of the institution. This involves:
    - Regularly disseminating information about institutional policies, plans, and developments through various channels, including the website, notice boards, and internal newsletters.
    - Conducting regular meetings and forums where stakeholders can engage in open dialogue and share their perspectives.
    - Establishing grievance redressal mechanisms to address concerns promptly and fairly.

Alignment with Vision and Mission:

- All institutional policies, procedures, and decision-making processes are aligned with the institution's vision and mission. This ensures that all our efforts are focused on achieving our ultimate goal – preparing future educators who can inspire and empower learners.

Continuous Evaluation and Improvement:

- We believe in continuous improvement and regularly evaluate the effectiveness of our governance structure. This evaluation involves:
  - Gathering feedback from all stakeholders through surveys, meetings, and suggestion boxes.
  - Analyzing the effectiveness of existing policies and procedures.
  - Making necessary adjustments to our governance model to ensure it remains responsive and adaptable to changing needs.

By fostering a collaborative governance structure that values effective leadership, participatory mechanisms, and transparent communication, we ensure that our institution remains on track to fulfill its vision and mission. This collaborative approach empowers all stakeholders to contribute their unique perspectives and work together to prepare the next generation of educators.

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 signatureof the Principal	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)

6.1.2

Institution practices decentralization and participative management

Response:

Our teacher training program thrives on a dynamic management approach that balances centralized leadership with empowered decision-making at various levels. This commitment to decentralization and participative management fosters a collaborative environment where faculty, staff, and students actively contribute to the success of the institution.

Decentralized Decision-Making:

- We empower key stakeholders through a well-defined structure of committees and councils. These committees, each with specific areas of focus, address academic, administrative, and operational matters. Examples include:
  - **Curriculum Development Committee:** This committee, composed of faculty representatives, plays a crucial role in developing and revising academic programs to ensure they remain current and relevant.
  - **Admissions Committee:** Comprised of faculty and administrative staff, this committee sets admission criteria, evaluates applications, and selects qualified candidates for the teacher training program.
  - **Student Welfare Committee:** This committee, including faculty and student representatives, focuses on student well-being, addressing concerns related to academic support, extracurricular activities, etc.

Facilitating Participation:

- We actively encourage participation by providing all stakeholders with clear channels for voicing their opinions and contributing to decision-making processes. This includes:
  - **Regular Committee Meetings:** Scheduled meetings ensure that diverse perspectives are considered during discussions on academic programs, infrastructure development, and institutional policies.
  - **Transparent Information Sharing:** We maintain open communication by disseminating information about committee discussions, decisions, and upcoming initiatives through various channels.

Shared Ownership and Accountability:

- Decentralization fosters a sense of shared ownership and accountability among faculty, staff, and students. This fosters a strong sense of community where everyone feels invested in the institution's success.
- By actively participating in decision-making processes, stakeholders become more engaged and committed to implementing approved initiatives.

Balancing Centralized Oversight:

- While we empower decentralized decision-making, a central leadership team ensures a unified vision and guides the overall direction of the institution. This team provides essential oversight, ensuring all decisions align with the institution's strategic goals and educational mission.

Benefits of Participative Management:

- Our commitment to decentralization and participative management fosters several benefits:
  - Enhanced creativity and innovation through diverse perspectives on problem-solving and program development.
  - Improved decision-making through broader stakeholder involvement.
  - Increased ownership and responsibility among faculty, staff, and students, leading to a more engaged and positive learning environment.

By fostering a collaborative and participatory management style, we cultivate an environment where all

stakeholders feel valued and empowered to contribute. This collaborative approach ensures the teacher training program remains dynamic, innovative, and well-equipped to prepare future educators for success.

File Description	Document
Relevant documents to indicate decentralization and participative management	[View Document](#)
Any additional information	[View Document](#)

6.1.3

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

Response:

Our teacher training program prioritizes transparency in all its functions – financial, academic, administrative, and others. We believe open communication and clear information sharing foster trust and accountability within the institution and with the broader community we serve.

Financial Transparency:

- We adhere to sound financial management practices and maintain detailed records of all income and expenditure.
- An annual audited financial statement is prepared and made readily available to stakeholders. This statement provides a clear breakdown of the institution's financial health, including revenue sources, expenditure details, and asset allocation.
- We regularly share financial information with our governing body, ensuring oversight and responsible resource allocation.

Academic Transparency:

- We maintain comprehensive and readily accessible academic policies and procedures. This includes information on:
  - Admission criteria and selection processes for the teacher training program.
  - Curriculum structure, course descriptions, and learning outcomes.
  - Assessment and evaluation methods used to gauge student learning.
  - Student grievance redressal mechanisms for addressing academic concerns.

Administrative Transparency:

- We strive for clear communication regarding administrative processes and regulations. This

includes readily available information on:

- Fee structures and scholarship opportunities.
- Student attendance policies and leave procedures.
- Disciplinary procedures and grievance redressal mechanisms for non-academic concerns.
- Institutional rules and regulations governing student conduct and behavior.

Transparency in Other Functions:

- We extend transparency to all aspects of institutional operation. This may include:
  - Openly sharing information on infrastructure development projects and resource allocation plans.
  - Disseminating information on institutional policies regarding social responsibility initiatives or environmental sustainability practices.

Communication Channels:

- We maintain open communication channels to ensure all stakeholders have access to relevant information. These channels include:
  - The institution's website, serving as a central repository for policies, procedures, and announcements.
  - Notice boards strategically placed across campus to disseminate important updates.
  - Regular meetings and forums where stakeholders can engage in open dialogue.

By maintaining transparency in all its functions, our teacher training program demonstrates its commitment to responsible governance and ethical practices. This commitment builds trust and fosters a collaborative environment where all stakeholders feel invested in the institution's success.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	[View Document](#)
Any additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Our teacher training program thrives on a well-defined strategic plan that guides our development and ensures we remain responsive to the evolving needs of the educational landscape. Here's an overview of

how we effectively deploy our institutional strategic plan:

Collaborative Development:

- Our strategic plan is not a top-down document. Instead, it is a collaborative effort involving faculty, staff, students, and external stakeholders. This ensures diverse perspectives are considered during the planning process, leading to a comprehensive and well-rounded roadmap for the institution.

Clearly Defined Goals and Objectives:

- The strategic plan outlines clear, measurable, achievable, relevant, and time-bound (SMART) goals for the teacher training program. These goals encompass various aspects, such as:
    - **Academic Excellence:** Enhancing the quality and relevance of our curriculum to prepare future educators with the knowledge and skills they need to succeed in the classroom.
    - **Faculty Development:** Providing ongoing professional development opportunities for faculty to stay abreast of current pedagogical approaches and educational technologies.
    - **Infrastructure Development:** Investing in facilities, resources, and technologies to create a well-equipped and supportive learning environment.
    - **Community Engagement:** Establishing strong partnerships with schools and educational institutions to provide practical experiences for our student teachers.

Effective Implementation:

- The strategic plan goes beyond mere words. We translate our goals into action plans with specific strategies and activities. These plans are assigned clear ownership and timelines for implementation.

Benefits of Effective Strategic Planning:

- By effectively deploying our strategic plan, we ensure our teacher training program remains focused, dynamic, and well-positioned for success.
- This approach fosters several benefits:
    - Clarity of purpose and direction for all stakeholders.
    - Effective allocation of resources to achieve institutional goals.
    - Enhanced adaptability to changing educational demands.
    - Continuous improvement in the quality of our teacher training program.

Our commitment to a well-defined and effectively deployed strategic plan underscores our dedication to providing the highest quality education for future generations of educators. This ensures our graduates are well-equipped to inspire learners and contribute meaningfully to the field of education.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any 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:

Our teacher training program prioritizes a streamlined governance structure for efficient decision-making. Here's a glimpse into our key practices:

Clear Policies and Procedures:

- A well-defined set of policies guides the functioning of our core institutional bodies, including the Governing Body and Academic Council.
- These policies outline roles, meeting schedules, and clear procedures for effective and transparent operations.

Effective Administrative Support:

- A dedicated administrative office supports committee operations by scheduling meetings, preparing agendas, and disseminating minutes. This ensures efficient communication and record-keeping.

Transparent Appointments:

- Transparent appointment processes for faculty and staff are in place. These processes ensure fairness and merit-based selection, fostering a culture of excellence.

Efficient Meetings:

- Efficient meeting procedures are followed by all committees. This includes timely agenda distribution, structured discussions, clear documentation of decisions, and effective communication of outcomes to stakeholders.

Focus on Outcomes:

- Our governance framework emphasizes achieving institutional goals. Regular committee meetings focus on implementing policies, evaluating programs, and identifying areas for improvement.

Benefits of Streamlined Governance:

- By streamlining our governance structure, we ensure informed decision-making, efficient implementation of strategic plans, and a focus on continuous improvement. This translates to a well-managed teacher training program that effectively prepares future educators.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any 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: E. Any 1 or none of the above

File Description	Document
Screen shots of user interfaces of each module	[View Document](#)
Data as per Data Template	[View Document](#)
Any 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:

Our teacher training program demonstrates the effectiveness of its various committees through:

- **Clear and Actionable Minutes:** Committee meetings result in well-documented minutes that capture key decisions, assigned responsibilities, and timeframes for implementation. This ensures transparency and facilitates follow-up.
- **Implementation and Evaluation:** We prioritize translating committee decisions into action.

Action plans are developed based on minutes, with clear ownership assigned for each initiative. Regular progress reports are monitored to assess the effectiveness of implemented decisions.

- **Continuous Improvement:** The success of initiatives is evaluated through committee discussions and feedback mechanisms. This allows for adjustments and improvements to future practices based on outcomes.

By focusing on clear decision-making, implementation, and ongoing evaluation, our committees contribute to a culture of continuous improvement within the teacher training program. This ensures we remain responsive to evolving needs and deliver the best possible educational experience for our students.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	[View Document](#)
Action taken report with seal and signature of the Principal	[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:

Our teacher training program recognizes the crucial role that faculty and staff play in student success. We are committed to providing a supportive work environment through effective implementation of welfare measures:

- **Professional Development:** We offer opportunities for faculty to enhance their skills and knowledge through workshops, conferences, and access to professional development resources. This ensures our faculty remains current with educational trends and best practices.
- **Financial Well-being:** We provide competitive salaries and benefits packages to support the financial well-being of our staff.
- **Work-Life Balance:** We promote a healthy work-life balance by offering flexible work arrangements or time-off policies when possible. This helps our staff manage their personal and professional commitments effectively.
- **Positive Work Environment:** We foster a culture of respect, collaboration, and open communication. This supportive environment contributes to staff well-being and job satisfaction.
- **Grievance Redressal:** A clear and accessible grievance redressal mechanism allows staff to voice concerns and seek resolutions promptly and fairly.

By implementing these measures, we demonstrate our commitment to staff welfare. A well-supported and motivated staff translates to a more positive and productive work environment, ultimately benefiting our students and the overall success of the institution.

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: 0

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

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

File Description	Document
Data as per Data Template	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: 17

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	6	3	4	0

File Description	Document
List of participants of each programme	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

6.3.4

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

Response: 0

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

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

File Description	Document
Data as per Data Template	[View Document](#)

6.3.5

The institution has a performance appraisal system for teaching and non-teaching staff

Response:

Our teacher training program recognizes the value of ongoing performance evaluation for both teaching and non-teaching staff. This system fosters professional growth and ensures staff members are equipped to contribute effectively to the institution's goals.

- **Performance Appraisal System:** We have a well-defined performance appraisal system that evaluates faculty and staff based on pre-determined criteria aligned with their roles and

responsibilities.

- **Faculty Evaluation:** Faculty performance may be assessed through factors like teaching effectiveness, curriculum development, research contributions, and student feedback.
- **Non-Teaching Staff Evaluation:** Non-teaching staff performance may be evaluated based on their specific roles, considering aspects like efficiency, accuracy, adherence to procedures, and contributions to departmental goals.
- **Development-Oriented Feedback:** Performance evaluations provide constructive feedback to identify areas for improvement and guide professional development opportunities.

By implementing a comprehensive performance appraisal system, we aim to:

- Motivate staff to continuously improve their skills and knowledge.
- Identify strengths and weaknesses to optimize staff performance.
- Make informed decisions regarding career development, promotions, and professional support.
- Enhance overall institutional effectiveness by fostering a culture of continuous learning and growth.

This commitment to performance evaluation ensures our staff remains well-equipped to deliver high-quality services and contribute to the success of our teacher training program.

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](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Our teacher training program prioritizes financial accountability and transparency. To ensure the integrity of our financial operations, we conduct regular external audits by independent Chartered Accountant (CA). These external audits provide an objective assessment of our financial statements and compliance with accounting standards.

Benefits of External Audits:

- **Accurate Financial Reporting:** External audits verify the accuracy of our financial records, fostering trust and transparency with stakeholders.
- **Early Detection of Issues:** Regular audits can help identify potential financial risks or areas of non-compliance at an early stage, allowing for timely corrective actions.
- **Informed Decision-Making:** Insights from audits inform sound financial decisions regarding resource allocation and budget management.

By undergoing external audits by Chartered Accountants, we demonstrate our commitment to responsible financial stewardship and ethical resource utilization. This focus on financial integrity strengthens public trust and allows us to continue providing a high-quality teacher training program.

File Description	Document
Report of Auditors of last five years signed by 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)**

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

File Description	Document
Data as per Data Template	[View Document](#)

6.4.3

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

Response:

Our teacher training program is committed to securing and optimizing resources to support our educational mission. We achieve this through a combination of strategic fund mobilization and efficient resource utilization:

Securing Funds:

- **Tuition Fees:** Student tuition fees are a primary source of income for the institution. We strive to maintain a fair fee structure while ensuring financial sustainability.

Optimizing Resource Utilization:

- **Budget Planning:** We develop a comprehensive annual budget that allocates resources efficiently across academic programs, administrative operations, and infrastructure development.
- **Cost-Effectiveness:** We prioritize cost-effective solutions when making purchasing decisions and strive to maximize the return on investment for all resources utilized.
- **Resource Sharing:** We encourage collaboration and resource sharing between departments to maximize the use of equipment, facilities, and other resources.

Transparency and Accountability:

- **Financial Reporting:** We maintain transparent financial records and prepare annual audited reports to ensure accountability to stakeholders regarding the use of funds.
- **Regular Monitoring:** Regular monitoring of resource allocation and expenditure allows for adjustments and course corrections as needed.

Benefits of Strategic Resource Management:

- **Sustainable Funding:** Our diverse funding strategies ensure a steady flow of resources to support the institution's long-term goals.
- **Optimal Resource Allocation:** Effective resource utilization allows us to provide quality education and maintain a well-equipped learning environment for our students.
- **Focus on Educational Mission:** By managing resources efficiently, we can prioritize investments that directly impact student learning and faculty development.

By implementing these strategies, we demonstrate a commitment to responsible financial management and optimal resource allocation. This focus ensures the long-term sustainability of our teacher training program and empowers us to continue providing future educators with the necessary skills and knowledge to succeed.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Our teacher training program is committed to continuous improvement in all aspects of its operations. A key contributor to this ongoing quality assurance is our well-established Internal Quality Assurance Cell (IQAC).

The IQAC's Role:

The IQAC functions as a central body responsible for driving institutional quality enhancement initiatives. Its core activities include:

- **Developing and Implementing Quality Assurance Strategies:** The IQAC plays a crucial role in formulating quality assurance policies and procedures aligned with the institution's mission and strategic goals.
- **Monitoring and Evaluation:** The IQAC regularly monitors various academic and administrative processes to identify areas for improvement. This may involve analyzing student feedback, faculty performance data, and curriculum effectiveness.
- **Promoting Quality Initiatives:** The IQAC actively promotes initiatives that enhance the quality of teaching, learning, research, and infrastructure development within the institution. This may involve organizing workshops on pedagogy, facilitating faculty development programs, or promoting student engagement activities.
- **Preparation of Self-Assessment Reports (SARs):** The IQAC plays a key role in gathering data, collating feedback, and preparing Self-Assessment Reports (SARs) required for accreditation processes.

Benefits of the IQAC:

The dedicated efforts of the IQAC contribute significantly to our institution's quality assurance framework:

- **Systematic Quality Enhancement:** The IQAC provides a systematic approach to quality improvement, ensuring continuous evaluation and refinement of our educational programs and services.
- **Data-Driven Decision-Making:** The data and feedback gathered by the IQAC inform informed decision-making regarding resource allocation, curriculum development, and faculty development initiatives.
- **Culture of Quality:** The IQAC fosters a culture of quality within the institution, where continuous improvement is valued by all stakeholders, including faculty, staff, and students.

Conclusion:

By establishing and empowering a dedicated Internal Quality Assurance Cell, our teacher training program demonstrates a strong commitment to ongoing quality enhancement. The IQAC's systematic approach ensures that we remain focused on delivering a high-quality education that prepares future educators for success.

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:

Our teacher training program prioritizes a dynamic and effective teaching-learning environment. To ensure continuous improvement, we conduct regular reviews of our teaching and learning processes. This is achieved through a collaborative approach, leveraging the expertise of our Internal Quality Assurance Cell (IQAC) or other designated mechanisms.

Collaborative Review Process:

- **IQAC as a Facilitator:** Our IQAC plays a central role in facilitating the review process. They gather data, analyze feedback, and generate reports that provide insights into the effectiveness of our teaching and learning methods.
- **Stakeholder Involvement:** The review process actively involves various stakeholders, including faculty members, students, and (if applicable) alumni or external experts. This ensures a comprehensive evaluation from diverse perspectives.
- **Data Collection Methods:** Multiple data collection methods may be employed, such as:
    - **Faculty Self-Assessment:** Faculty members reflect on their teaching methods and student learning outcomes.
    - **Student Feedback Surveys:** Students provide feedback on their learning experiences, course content, and instructor effectiveness.
    - **Analysis of Learning Outcomes:** Assessment data is analyzed to gauge student mastery of course objectives.
    - **Classroom Observations:** Trained observers may be involved in observing teaching practices and student engagement in classrooms.

Utilizing Review Findings:

- **Identification of Areas for Improvement:** The review process helps identify strengths and weaknesses in our teaching and learning approaches.
- **Action Plans for Enhancement:** Based on the findings, specific action plans are developed to address identified areas for improvement. These plans may involve revising curriculum content, implementing new teaching strategies, or providing faculty development opportunities.
- **Monitoring and Evaluation:** The implementation of action plans is monitored and evaluated to assess their effectiveness in enhancing the teaching and learning experience.

Benefits of Continuous Review:

- **Improved Teaching Effectiveness:** Regular review allows faculty to identify areas for improvement and adopt more effective teaching methods.
- **Enhanced Student Learning:** By addressing areas for improvement, we ensure our teaching and learning processes are optimized to promote student success.
- **Alignment with Educational Goals:** The review process helps ensure our teaching and learning practices are aligned with the institution's overall educational goals and objectives.

By fostering a collaborative review process through the IQAC or other mechanisms, we demonstrate a commitment to continuous improvement in our teaching and learning environment. This focus ensures our teacher training program equips future educators with the necessary skills and knowledge to create engaging and effective learning experiences for their own students.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)

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.**

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

Our teacher training program is committed to demonstrating steady progress and achieving incremental improvements in all aspects of its operations. We achieve this by actively tracking the impact of our quality assurance initiatives on both academic and administrative domains.

Monitoring and Evaluation Mechanisms:

- **Data Collection:** We utilize various data collection methods to assess the effectiveness of our quality assurance initiatives. This data may include:
    - **Analysis of student learning outcomes** to gauge improvement in knowledge, skills, and critical thinking abilities.
    - **Faculty self-assessment reports** on teaching methods and student engagement.
    - **Student feedback surveys** on course content, instructor effectiveness, and overall learning experience.
    - **Evaluation of administrative processes** to measure efficiency, accuracy, and responsiveness to stakeholder needs.
- **IQAC as a Central Hub:** Our Internal Quality Assurance Cell (IQAC) plays a central role in collecting, analyzing, and interpreting data from various sources. This data is then used to track progress and identify areas for further improvement.
- **Benchmarking:** We benchmark our performance against established standards or compare ourselves with similar institutions. This allows us to identify areas where we excel and areas where we can learn from others' best practices.

Utilizing Data for Improvement:

- **Action Planning:** The data and feedback gathered through quality assurance initiatives inform the development of action plans for continuous improvement. These action plans address identified areas where academic programs, teaching methods, or administrative processes can be enhanced.
- **Resource Allocation:** Data analysis helps us prioritize resource allocation to support effective initiatives and address areas needing additional attention.
- **Programmatic Refinement:** Based on the data, we may refine our academic programs to ensure they remain relevant, current, and well-aligned with the evolving needs of the educational landscape.

Benefits of Tracking Incremental Improvements:

- **Measurable Progress:** Monitoring progress allows us to demonstrate the concrete impact of our quality assurance initiatives on both academic and administrative domains.
- **Data-Driven Decision Making:** Data analysis informs sound decision-making regarding curriculum development, faculty development, and administrative process improvement.
- **Culture of Continuous Improvement:** Tracking progress fosters a culture of continuous improvement within the institution, where all stakeholders are committed to achieving excellence.

By actively tracking the incremental improvements achieved through quality assurance initiatives, we ensure our teacher training program remains dynamic and responsive to the evolving needs of our students and the educational field. This ongoing focus on improvement translates into a well-equipped learning environment that empowers future educators to excel in their own classrooms.

File Description	Document
Relevant documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Our teacher training program is committed to environmental responsibility and sustainable practices. A key aspect of this commitment is our comprehensive energy policy. This policy outlines strategies for:

- **Energy Conservation:** We actively promote energy conservation measures throughout the institution. These measures may include:
  - Encouraging the use of energy-efficient lighting fixtures and appliances.
  - Promoting responsible energy usage practices among students and staff, such as switching off lights and electronics when not in use.
  - Regularly maintaining equipment to ensure optimal energy efficiency.
- **Renewable Energy Integration:** We explore and implement the use of alternate energy sources to meet our power requirements whenever possible. This may involve:
  - Investing in solar panel installations to generate clean electricity.
  - Prioritizing renewable energy sources for new infrastructure projects.

Benefits of Our Energy Policy:

Our energy policy translates to several advantages for the institution:

- **Reduced Environmental Impact:** By prioritizing energy conservation and renewable energy, we minimize our carbon footprint and contribute to a more sustainable future.
- **Cost Savings:** Effective energy management through conservation and renewable energy integration can lead to significant cost savings on electricity bills.
- **Promoting Sustainability Awareness:** Our energy policy fosters a culture of environmental awareness within the institution, encouraging students and staff to adopt sustainable practices in their daily lives.

By implementing this comprehensive energy policy, we demonstrate our commitment to responsible resource management and environmental stewardship. This focus on sustainability aligns with our values and prepares future educators to become environmentally conscious leaders in their own communities.

File Description	Document
Institution energy policy document	[View Document](#)
Any additional information	[View Document](#)

7.1.2

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

Response:

Our teacher training program prioritizes environmental responsibility and implements a comprehensive waste management policy with clear procedures for minimizing waste generation and promoting responsible disposal practices.

Waste Management Policy:

Our policy outlines a multi-pronged approach to waste management:

- **Waste Reduction:** We actively encourage practices that reduce waste generation at the source. This may involve:
  - Promoting the use of reusable water bottles and minimizing single-use plastics.
  - Utilizing double-sided printing for documents and encouraging paperless communication where feasible.
  - Educating students and staff on responsible consumption habits to minimize unnecessary waste generation.
- **Waste Segregation:** We have a well-defined system for segregating waste at designated collection points. This allows for proper recycling and disposal of different waste types:
  - Biodegradable waste (food scraps, garden trimmings) is composted for potential use as fertilizer in landscaping projects.
  - Recyclables such as paper, plastic, and metal are collected and sent to certified recycling facilities.
  - Non-recyclable waste is disposed of responsibly through authorized waste disposal companies.

Implementing Waste Management Procedures:

- **Clear Signage:** Signage is prominently displayed at waste collection points to guide proper segregation procedures.
- **Training and Awareness Programs:** We conduct regular training and awareness programs for students and staff on waste segregation practices and the importance of responsible waste management.
- **Monitoring and Evaluation:** The effectiveness of our waste management system is regularly monitored and evaluated. This allows for adjustments and improvements to ensure optimal waste reduction and responsible disposal practices.

Benefits of Our Waste Management Policy:

- **Reduced Environmental Impact:** By minimizing waste generation and promoting recycling, we contribute to a more sustainable environment and resource conservation.
- **Cost Savings:** Responsible waste management practices can lead to cost savings on waste disposal fees.
- **Fostering Environmental Awareness:** Our waste management policy fosters a culture of environmental responsibility within the institution, encouraging students and staff to adopt sustainable practices in their daily lives.

By implementing this well-defined policy and procedures, we demonstrate our commitment to environmental stewardship. This focus equips future educators with the knowledge and skills to promote sustainable practices within their own classrooms and communities.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any 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: D. Any 1 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geo-tagged photographs	[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](#)

7.1.5

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

Response:

7.1.5: Cultivating a Clean, Green, and Healthy Learning Environment

Our teacher training program is committed to providing a healthy and sustainable learning environment for all students and staff. This commitment is reflected in our dedication to maintaining cleanliness, sanitation, green cover, and a pollution-free atmosphere.

Cleanliness and Sanitation:

- **Regular Cleaning:** We maintain a clean and hygienic environment through regular cleaning schedules for classrooms, common areas, and administrative offices.
- **Proper Waste Disposal:** A well-defined waste management system ensures proper waste segregation and responsible disposal practices (see prompt 7.1.2 for details).

Green Cover and Pollution Reduction:

- **Landscaping and Green Spaces:** We prioritize landscaping and maintaining green spaces on campus. This promotes cleaner air, reduces noise pollution, and provides a visually appealing and calming environment.
- **Energy Conservation:** We actively promote energy conservation measures throughout the institution (see prompt 7.1.1 for details).

Benefits of a Healthy Environment:

- **Improved Health and Well-being:** A clean, green, and pollution-free environment promotes the physical and mental well-being of students and staff.
- **Enhanced Learning Environment:** A healthy and comfortable learning environment fosters better focus, concentration, and academic performance.
- **Promoting Sustainability Awareness:** Our commitment to a healthy environment educates

future educators to become responsible stewards of the environment and instill sustainable practices in their own communities.

By maintaining a clean, green, and healthy learning environment, we contribute to the overall well-being of our students and staff. This focus on sustainability equips future educators with the knowledge and values to create healthy and environmentally conscious learning spaces for their own students.

File Description	Document
Documents and/or photographs in support of the claim	[View Document](#)
Any 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](#)
Income Expenditure statement highlighting the specific components	[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: 1.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.47	0.37	0.08	0.07	0

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	[View Document](#)
Data as per Data Template	[View Document](#)

7.1.8

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

Response:

7.1.8: Rooted in Community: Leveraging Local Assets for Learning

Our teacher training program recognizes the unique value of our location and strives to leverage the local environment, locational knowledge, resources, community practices, and challenges to enrich the educational experience of our students.

Harnessing Local Assets:

- **Field Trips and Community Engagement:** We organize field trips to local historical sites, cultural centers, environmental areas, or businesses relevant to the curriculum. This allows students to connect classroom learning with real-world applications.
- **Guest Speakers and Local Experts:** We invite local experts, practitioners, or community leaders to share their knowledge and experiences with our students. This provides insights into local issues, cultural traditions, and career opportunities.
- **Service Learning Projects:** We encourage students to participate in service learning projects that address local community needs. This fosters a sense of social responsibility and allows students to apply their knowledge and skills to make a positive impact.

Leveraging Locational Knowledge:

- **Curriculum Integration:** We integrate local geography, history, and culture into the curriculum

whenever possible. This helps students develop a deeper understanding of their place within the broader context.

- **Contextualized Learning:** We strive to present course content in a way that is relevant to local issues and challenges. This allows students to see the practical applications of their learning in their own communities.

Addressing Community Challenges:

- **Needs Assessment:** We conduct regular needs assessments to identify the educational and social challenges faced by the local community.

Benefits of Local Engagement:

- **Enhanced Learning:** By leveraging local resources and addressing community challenges, we create a more relevant and engaging learning experience for our students.
- **Developing Social Responsibility:** Our focus on community engagement fosters a sense of social responsibility and civic awareness in our students.
- **Building Relationships:** By collaborating with local stakeholders, we build bridges between the institution and the community, fostering mutual understanding and support.

By actively engaging with the local environment and community, we demonstrate our commitment to providing a well-rounded education that prepares future educators to become responsible citizens and effective leaders within their own communities.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any 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
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	**View Document**
Details of the Monitoring Committee, Professional ethics programmes, if any	**View Document**
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	**View Document**
Any 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:

7.2.1: Institutional Best Practices Highlighting Innovation and Impact

Our teacher training program is committed to fostering a dynamic learning environment and continuous improvement. We achibeve this through a focus on innovative practices that enhance student learning and contribute to the institution's overall success. Here are two examples of our best practices:

Best Practice 1: Technology-Enhanced Pedagogy

- **Context:** In today's technology-driven world, preparing future educators to effectively integrate technology into their classrooms is crucial.
- **Description:** We have implemented a comprehensive program for technology-enhanced pedagogy. This program includes:
    - Faculty development workshops on integrating various educational technologies into lesson plans and course delivery.
    - Equipping classrooms with interactive whiteboards, tablets, and other technology tools.
    - Encouraging the use of online learning platforms and collaborative tools to facilitate student engagement and personalized learning.
- **Impact:** This focus on technology-enhanced pedagogy fosters a dynamic learning environment for our students. They gain hands-on experience with educational technologies, developing the necessary skills to create engaging and tech-savvy classrooms for their own future students.

Best Practice 2: Mentorship Program for Beginning Teachers

- **Context:** Supporting new teachers during their initial years in the classroom is crucial for their professional growth and retention.
- **Description:** We offer a comprehensive mentorship program that pairs experienced and

successful teachers with new graduates entering the teaching profession. The program provides ongoing guidance and support through:

- Regular individual meetings between mentors and mentees.
- Observation and feedback sessions on classroom teaching practices.
- Access to professional development resources and workshops.
- A supportive network of experienced educators to help navigate the challenges of the first few years of teaching.
- **Impact:** Our mentorship program provides invaluable support to new teachers during a critical time in their careers. This contributes to increased job satisfaction, improved teaching effectiveness, and ultimately, a more positive learning experience for students in our partner schools.

These are just two examples of the innovative best practices implemented at our teacher training program. Our commitment to continuous improvement ensures we remain at the forefront of preparing future educators with the skills and knowledge to excel in the dynamic world of education.

File Description	Document
Photos related to two best practices of the Institution	[View Document](#)
Any 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:

7.3.1: Cultivating Culturally Responsive Educators: A Hallmark of Our Program

Vision, Priority, and Thrust:

Our teacher training program's vision is to prepare future educators who are effective, adaptable, and committed to fostering a love of learning in all students. Our priority is to equip our graduates with the skills and knowledge to succeed in diverse classrooms, reflecting the multicultural and multilingual realities of today's society. This focus on cultural responsiveness is a key thrust of our program.

Distinctive Performance in Cultural Responsiveness:

We have implemented several initiatives that contribute to our distinctive performance in preparing culturally responsive educators:

- **Curriculum Integration:** Diversity and inclusion are embedded throughout our curriculum.

Courses in educational psychology, pedagogy, and curriculum development address topics such as intercultural communication, understanding student cultural backgrounds, and developing culturally responsive teaching strategies.

- **Field Experiences:** We provide diverse field experiences for our students in a variety of school settings with varying student populations. This allows them to gain firsthand experience working with students from different cultural backgrounds.
- **Guest Speakers and Community Engagement:** We regularly invite guest speakers from diverse backgrounds to share their experiences and perspectives with our students.
- **Faculty Development:** Our faculty undergoes ongoing professional development opportunities to enhance their own knowledge and skills in culturally responsive pedagogy.

Impact of Our Focus:

Our commitment to cultural responsiveness equips our graduates with the following:

- **Cultural Competency:** Graduates develop an understanding and appreciation of diverse cultures, ethnicities, and backgrounds.
- **Effective Teaching Strategies:** They gain proficiency in culturally responsive teaching methods that promote inclusivity and address the unique learning needs of all students.
- **Strong Communication Skills:** Our graduates are equipped to build positive relationships and effectively communicate with students and families from diverse backgrounds.

A Hallmark of Our Program:

Our focus on cultural responsiveness is a hallmark of our teacher training program. It sets us apart from others by preparing educators who are well-equipped to succeed in today's diverse classrooms and ensure all students have an equal opportunity to learn and thrive. This focus aligns perfectly with our vision of fostering a love of learning in all students, regardless of their background or cultural identity.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View Document](#)
Any additional information	[View Document](#)

5. CONCLUSION

Additional Information :

TMTTI is committed to transparency and accountability. We welcome inquiries about our program, faculty, and student outcomes. Learn more about us by visiting our website www.tmtti.org or contacting us at:

- **Phone:** 06540-299993/4
- **Email:** info@tmtti.org

Concluding Remarks :

Executive Summary: Conclusion

TMTTI is a teacher training institute dedicated to fostering a well-rounded learning experience that equips future educators with the skills and values to become impactful changemakers. Our commitment to this mission aligns strongly with the core values outlined in Criterion VII: Institutional Values and Best Practices.

This summary has highlighted our focus on environmental responsibility, community engagement, continuous improvement, and cultivating culturally responsive educators. By nurturing these values, we prepare future educators who are not only knowledgeable but also environmentally conscious, community-engaged, and well-equipped to succeed in today's diverse classrooms.

A SWOT analysis revealed areas for improvement, such as limited resources and a potentially geographically-focused curriculum. However, TMTTI is well-positioned to address these through strategic partnerships, resource acquisition, and continuous improvement efforts.

Exciting opportunities lie ahead, including advancements in educational technology, a growing demand for qualified teachers, and the potential to deepen community engagement. By capitalizing on these opportunities and fostering a culture of innovation, TMTTI can solidify its position as a leader in teacher education.

In conclusion, TMTTI offers a unique and valuable teacher training program that prepares future educators to make a positive and lasting impact on the lives of their students and the world around them.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.5	**Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years** 1.2.5.1. **Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years** Answer before DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19 | |---|---|---|---|---| | 100 | 80 | 100 | 80 | 00 | Answer After DVV Verification : | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | |---|---|---|---|---| | 25 | 20 | 25 | 20 | 00 | Remark : DVV has made changes as per the report shared by HEI.

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**
	
	   Answer before DVV Verification : A. All of the above
	   Answer After DVV Verification: C. Any 3 of the above
	Remark : DVV has made changes as per report shared by HEI

2.1.2	**Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..** 2.1.2.1. **Number of students enrolled from the reserved categories during last five years..** Answer before DVV Verification: | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | |---|---|---|---|---| | 66 | 45 | 61 | 64 | 00 |

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
27	19	45	23	00

Remark : DVV has made changes as per report shared by HEI

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**

Answer before DVV Verification : A. Any 5 or more of the above
Answer After DVV Verification: C. Any 3 of the above
Remark : DVV has made changes as per report shared by HEI

2.2.4 | **Student-Mentor ratio for the last completed academic year**

2.2.4.1. **Number of mentors in the Institution**
Answer before DVV Verification : 16
Answer after DVV Verification: 9

Remark : DVV has made changes as per the report shared by HEI.

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**

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

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

	Answer After DVV Verification :

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

Remark : DVV has made changes as per the report shared by HEI.

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** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made changes as per report shared by HEI.
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** Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: C. Any 3 of the above Remark : DVV has made changes as per report shared by HEI
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)** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark : DVV has made changes as report shared by HEI.
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** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark : DVV has made changes as per the report shared by HEI.
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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 of the above Remark : DVV has made changes as per the report shared by HEI.
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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 of the above Remark : DVV has made changes as per the report shared by HEI.
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** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made changes as per the report shared by HEI.
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** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: C. Any 4 or 5 of the above

	Remark : DVV has made changes as per the report shared by HEI.
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** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made changes as per the report shared by HEI.
2.7.2	**Average pass percentage of students during the last five years** 2.7.2.1. **Total number of students who passed the university examination during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
0	76	96	78	0 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
0	76	96	79	0	 Remark : DVV has made changes as per the report shared by HEI.
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** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made changes as per the report shared by HEI.
3.3.1	**Average number of outreach activities organized by the institution during the last five years..** 3.3.1.1. **Total number of outreach activities organized by the institution during the last five**

years.

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made changes as per the report shared by HEI.

3.4.3	**Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes** 1. **Local community base activities** 2. **Practice teaching /internship in schools** 3. **Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education** 4. **Discern ways to strengthen school based practice through joint discussions and planning** 5. **Join hands with schools in identifying areas for innovative practice** 6. **Rehabilitation Clinics** 7. **Linkages with general colleges** Answer before DVV Verification : B. Any 5 or 6 of the above Answer After DVV Verification: C. Any 3 or 4 of the above Remark : DVV has made changes as per the report shared by HEI.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.56	0.59	0.11	0.52	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.03	0.03	0.11	0.52	0

Remark : DVV has made changes as per the report shared by HEI.

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**

Answer before DVV Verification : B. Any 4 of the above

Answer After DVV Verification: C. Any 2 or 3 of the above

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	8	8	0

Answer After DVV Verification :

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

Remark : DVV has made changes as per the report shared by HEI.

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**

Answer before DVV Verification : D. Any 2 of the above

Answer After DVV Verification: E. Any 1 or none of the above

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	6	5	4	0

Answer After DVV Verification :

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

Remark : DVV has made changes as per the data template and supporting documents shared by HEI.

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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made changes as per the report shared by HEI, The link for the website provided is showing error.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students on roll year-wise during the last five years..** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
100	80	100	80	

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
200	162	201	160	0

1.2	**Number of seats sanctioned year wise during the last five years..** Answer before DVV Verification:

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

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	0

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
60	60	60	50	50

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	1

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
100	76	99	79	

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
100	82	101	80	0

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
96	76	96	78	

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
96	76	96	79	0

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
100	80	100	80	

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
100	80	100	80	0

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	16	16	

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	16	16	0

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30.06	32.04	28.16	10.10	

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
28.41	30.76	28.16	10.09	0