



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SHAMSHUL HAQUE MEMORIAL TEACHER TRAINING COLLEGE

JHUNAI PAHARI AMBONA DHANBAD

828201

www.shmttc.co.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shamshul Haque Memorial Teacher Training college was established in 2015 and is run and managed by Khurshida Foundation a society registered under society registration act 1861. The college is to Binod Bihari Mahto Koyalanchal University, Dhanbad, Jharkhand and has sanctioned intake of 100 in Bachelor of Education.

SHMTTC is an only women led organisation of its affiliating university running under the able leadership of **Mrs. khurshida Khatoon Mallick** (Secretary) and **Dr. Puja Singh** (Principal).

The college is located at Jhunai Pahari, Ambona, a remote and tribal village of Dhanbad, Jharkhand, which is connected through railways as it has a local railway station called Chota Ambana in its vicinity and is also connected with pucca roadways. The environment here is challenging yet supportive with lots of growth opportunities for the students coming from diverse backgrounds. Serene atmosphere and peaceful surroundings make SHMTTC ideal for academic pursuits.

The institution is intended to cater the educational need of the rural and tribal population as the college runs free classes for the children of its surrounding and also encourages them to pursue higher education.

The unique feature of the college is its diversity in language, culture, religion etc among its staffs and students. The college regularly celebrates different festivals and also offers its students linguistic flexibility to overcome the language barrier, wherein they can opt for English or Hindi language as the medium of instruction. The college offers the different languages like English, Hindi, Urdu, Sanskrit, Bengali as pedagogy subjects. The IQAC cell of the college continuously strives for achieving the standard of excellence with the institutional academic calendar prepared at the beginning of the year to ascertain that the curriculum transaction process is systematic and coordinated.

Vision

The vision of the institution is to provide the best learning experience to the students through creating an environment where the relationship between our Students, Parents, Faculty members, Staffs, Management and society builds on love, respect, trust, wellbeing, enlightenment and growth thereby empowering each stakeholder with civic virtues and spirit of universal well-being.

Mission

SHMTTC is building the nation builders with following missions:-

- Making its students a good informed citizen so that they can work for the welfare of society.
- Nurturing the students to help them acquire necessary skills and competence for quality living.
- Helping the students inculcate traditional Indian values.
- To ignite the minds of the students to discover their individuality, improvise and acknowledge diversity.

- To pledge a commitment to build a bond with nature and strive for sustainable development.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Located in a tranquil and eco- friendly environment.
- Locational advantage in attracting both urban and rural youth.
- Well-equipped library with sufficient number of text books, general books, reference books, Journals,
- The College uses Sweedu ERP software which has mobile application for students and teachers. This application have different module like library, online exam, e resources, attendance and Leave management, inventory management etc.
- Adequate infrastructure for existing strength.
- Well qualified staff (as per NCTE norms).
- All the Faculty members are well versed in use of computers/laptops and multimedia.
- Encouragement to faculty members to participate in seminars, workshops, refresher and orientation.
- Duty leaves for professional growth.
- Annual structured feedback is obtained from stakeholders about the institution.
- Good inter-personal relations among staff members as well as in hierarchy with the management and the authorities.
- The College has Anti-ragging cell, Grievance cell and committee against sexual harassment etc.
- Various activities are organized by clubs and societies which facilitate all round development of the students.
- Student support services, such as post matric, SC/ST, OBC and minority communities' scholarships provided by Jharkhand government
- Book Bank facility is also provided.
- Emphasis on Value education System
- Wi-fi Campus.
- Green campus with Clean water facility.
- Solar Panel and waste management System implemented in college campus.

Institutional Weakness

- The College has no role in planning and development of Curriculum and syllabus of the B.Ed. course because the same is designed and developed by the University.
- That lack of representation of college in the decision-making bodies of the university has great impact on various factors of college.
- There is no promotion policy in college because it is not permitted by the Government and University, every time the college has to start a fresh recruitment process, if a faculty member is to be promoted.
- Lack of government grants.
- Need to strengthen more placement activities and drives in the institution.

Institutional Opportunity

- To add new courses, market-oriented courses like IELTS, life skill development programmes.
- Developing more linkages with reputed public schools.
- Developing collaborations with Institution and universities.
- To strengthen the placement cell.

Institutional Challenge

- Unemployment/under-employment among trained graduates.
- Motivating faculty for research by getting research grants from various funding agencies.
- Linkages with Government organisations and various institutions at National and International levels.
- The initiation of any new academic programme requires a long and complicated procedure for getting permissions from multiple authorities which often delays the process.
- The self-financed nature of course and change in the societal values present a challenge to the servicemotto of the College.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college strictly follows the curriculum prescribed by the affiliating University.

The college plans, actions and strategy of implementation are in tune with its duly stated purpose, vision, mission and values. It obtains and uses feedback from stakeholders, in curriculum and institutional planning. The exposure of faculty in recent advances through participation in and organization of National/ International conferences, seminars and workshops and feedback from students, alumnae and academic experts give the right impetus and direction for necessary change. The one day symposium organised in March, 2024 on NEP being the most recent one.

Academic Calendar is planned before commencement of each academic session. Efforts are made by the faculty members in designing and developing curriculum to local context through the preparation of college calendar, semester plan, curricular activities, action plan etc. keeping in focus of programme learning outcomes and course learning outcomes. Every academic year the commences with orientation day programme for students. The curriculum is transacted to develop qualities, competencies, skills etc. to transform student teachers to academically excellent and professionally competent teachers for the 21st century and to perform their role effectively. Curriculum of the institution provides ample opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas through multifaceted activities and supplementary enrichment programmes to make them ready for the professional field.

The Institution has taken initiative to start a Value-Added Course on Teaching Aids which helped the student teachers in providing hands on experience to prepare improvised teaching aids and proper use of teaching aids in teaching learning process that are useful for effective internship programme.

While planning, institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs), which are stated and communicated to teachers and students through the college Website of the Institution. The Principal orients the students and faculty at the beginning of the session.

Teaching-learning and Evaluation

Teaching learning process is the heart of entire education process. It includes the sharing of knowledge , skills, experiences , attitudes mindsets from teacher to the students and in some cases from students to teacher also. We, adopt a student centric approach regarding teaching learning process.

As this criterion relates to how the course assigned by the University is fully completed or enriched by an institution,

Salient features of our Teaching Learning Process

- 1) Traditional way of teaching with the help of blackboard and chalk is used on regular basis along with smart class with use of power point presentation time to time.
- 2) Different tools of ICT are used for different subject specific areas
- 3) Power Point presentations are prepared by teacher educators during their classroom sessions and student teachers are asked to prepare their own.
- 4) Classroom environment is made in such a way that the learning of the student teachers will be effective i.e. through positive classroom interactions and analyzing them.
- 5) The students are placed in different schools for practice teaching sessions and internship program to get live experience of administering a school.
- 6) The students are provided with different sessions on assignments, quizzes and preliminary examination prior to the university annual examination.
- 7) Students are provided with model answer paper of their internal examination.
- 8) The students are provided with all kinds of necessary learning material in the form of textbooks, Reference books, periodicals, research journals, encyclopedia, etc. so as to keep them in line with the developments around.
- 9) The results and feedback of assignments, preliminary examination, and University examination are provided to all students with opportunity to give improvement internal examination.
- 10) The students are admitted to the college through State level entrance examination conducted by Jharkhand state government for which free preparatory classes and assistance in counselling is provided to the entrance appearing students.

Infrastructure and Learning Resources

Infrastructure and Learning Resources

- The institution has all adequate facilities for Teaching-Learning. The college campus has a total land area of about 0.73 acres. Built up Area is about 3000Sq.M.
- The College uses Sweedu ERP software which has mobile application for students and teachers. This application have different module like library, online exam, e resources, attendance and Leave management, inventory management etc. is fully automated.
- The ICT facilities are updated regularly with recent developments to meet the new demands as per changes in the technology and society.
- College has auditorium with 250 capacity and seminar room with smart class facilities.
- The College is wifi enabled and has different labs such as curriculum lab for science and social science separately, psychology lab, Art and craft resource centre, Health and Physical resource center and library cum reading room.
- College has Fire safety hydrants system with multiple fire extinguishers installed at each floor.
- The college has ramp facilities and wheel chair for PwD and has separate washroom. Institution has energy and water conservation policy with solar light facilities and rainwater harvesting and ground water recharging facilities.

Student Support and Progression

The students are admitted to the college through State level entrance examination conducted by Jharkhand state government for which free preparatory classes and assistance in counselling is provided to the entrance appearing students. 24x7 assistant is provided to the newly admitted students to make their stay comfortable and ragging free.

- Students are exposed to a range of capability building and skill enhancement activities.
- A number of student support facilities such as free transportation facilities, Free book bank facilities with sufficient large copies of books where each students can keep the books for the entire semester. Common rooms, recreational facility. first aid and medical aid, Transport, Book bank, Safe drinking water, ambulance, Canteen etc. and separate toilets for girls as well as for disabled are available.
- Regular Health check-up camp are organised for students.
- The Institution provides support in assisting them to apply for various state and central government scholarship for which the students are eligible. In addition to it, the students are also provided with guidance in national level examinations like NET / SLET / TET/ CTET and the percentage of students qualifying in these

examinations and large numbers of students have cleared these examinations during the last five years.

· Student representatives are nominated in different college bodies which play a proactive role in the institutional functioning.

Governance, Leadership and Management

- The college management always work for the development of the poor and for bringing the marginalized communities to the mainstream. The management has a clear vision about the college and ensures the smooth functioning of the college. As the vision and mission state democratic form of leadership is executed giving priority on wellbeing of all stakeholders.
- Participatory mode of management exists wherein all faculty members and administrative staff members function in various capacities. A remarkable feature of the institution is the existence of high degree of transparency in financial administrative set up.

The college management are quite conscious about the quality aspect in education with following highlights

1. Institute has functional feedback mechanism where suggestions of all stakeholders are considered and implemented.
2. The institutional office and other departments work on the principles of participation, equality, transparency, efficiency, hierarchy, uniformity of command and division of labor.
3. Academic and administrative planning is done strategically.
4. We have a mechanism for redressal of grievances of different stakeholders like faculty, students and others.
5. The management are involved in different activities conducted by institution and motivate the institution
6. Financial resources of the institution are allocated and used effectively.
7. Income and expenses of the institution are audited by certified auditor appointed by the trust for every financial year.
8. Important committees like IQAC , College Development Committee (CDC) , Grievance Redressal committees, etc are active.

Institutional Values and Best Practices

The college has always aspired for sustainable development where wellbeing of all stakeholders including of the Mother Nature is of the highest concern.

- Every members of the college feel connected to this place and hence the iteration rate is among the lowest of this sector.
- The activities and programmes organised by the students helped them develop social consciousness.
- Students teach the children of the surrounding villages for free.
- For the first time 3 students from the locality went for higher studies with the effort of B.Ed trainees who guided them and prepared them for competitive exam i.e government polytechnic entrance exam.

- Surrounding villagers feel connected to the college as they participate in cultural events and festivals like Saraswati Puja, Sarhul etc.
- There is diversity and abundance of local flora and fauna in the campus and focus is always for sustainable development.
- College is well lit and use minimum power of lights. Solar lights are also used to reduce dependence on electricity.
- Sustainable Transportation Data – Increase in sustainable transportation options including reduced single-occupancy vehicle trips and increased usage of car-pooling and improved public transportation engaging.
- Community Engagement and Support– High levels of participation and support from students and staff in eco-friendly initiatives.
- Green Spaces Development– Documented success (visuals) in the creation and maintenance of green spaces on campus including flourishing native plants, well-maintained gardens and preserved natural habitats.
- Water from the campus is used by surrounding villagers for drinking and household purpose. Ground water table are continuously recharged to meet the requirement of surrounding villagers.
- The quality of water at our campus is equivalent to packaged mineral water as it is evident from water testing report.
- Student-led Initiatives – Demonstrated impact of student-led initiatives like plantation etc. contributing to the college's sustainability goals with tangible outcomes and measurable results.

Research and Outreach Activities

This criteria seeks information about the institutional policies, practices and outcomes in the context of research and outreach activities. The institution has currently 3 PhD holder faculty members and another 2 are pursuing.

- 1) Institution has a research policy encouraging teachers and students to attend seminars, workshops, conferences, webinars, Symposium etc.
- 2) Institution encourages the teachers to be associated with different research organizations, institutions Etc.
- 3) The institution conducts National, State level seminars, conferences to promote an environment of research in the institution.
- 4) The institution support professional development activities that engage its teachers in research and the institution encourages its faculty to publish their work in educational forums.
- 6) Institution encourage the student community to participate in different research activities and present their

work.

7) The institution encourages outreach and community based activities.

8) Institution is responsible for community needs and conducts relevant extensive programs like social service rallies, Educational literacy campaigns , Girl education , voter awareness, cleanliness drive etc.

9) Institution regularly plans for educational trip to Shanti Niketan, West Bengal known for educational setup of Nobel laureate RabindraNath Tagore.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHAMSHUL HAQUE MEMORIAL TEACHER TRAINING COLLEGE
Address	Jhunai Pahari Ambona Dhanbad
City	DHANBAD
State	Jharkhand
Pin	828201
Website	www.shmttc.co.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	PUJA SINGH	0326-8797911803	9708616139	-	shmttc@gmail.com
IQAC / CIQA coordinator	BIKRAM KUMAR DAS	0326-9608154305	9608154305	-	shmttcoffice@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority 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	24-05-2015	106	Permanent Recognized

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	Jhunai Pahari Ambona Dhanbad	Rural	0.73	3000

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,Bachelor Of Education,	24	UG	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	6	7	0	13
Yet to Recruit	0				0				3			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				12
Recruited	10	2	0	12
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				16
Recruited	6	7	0	13
Yet to Recruit				3
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 Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	2	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	5	0	9
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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	84	0	0	0	84
	Female	110	6	0	0	116
	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	3	7	11	8
	Female	2	7	10	4
	Others	0	0	0	0
ST	Male	3	15	14	3
	Female	8	16	17	4
	Others	0	0	0	48
OBC	Male	60	46	56	54
	Female	44	27	30	0
	Others	0	0	0	0
General	Male	17	20	18	20
	Female	44	43	43	58
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		181	181	199	199

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Our college conducts seminar and symposium on NEP regularly. The recent seminars conducted are as follows:- 1.Seminar on Understanding of NEP on 16.09.2022 2.Seminar on The challenging scenario of Teacher education in the light of NEP2020 on 25-26 Feb, 2023 3. Symposium on Indian Knowledge Tradition and National awakening and reforms in school education @ revisiting teacher education on 31st march , 2024. Multidisciplinary concept does exist in B.Ed. curriculum. The syllabus at present includes unique educational approach which allows the students to learn & explore distinct subjects or curriculum from various disciplines. We offers various optional subjects and value added courses to</p>
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	our students.
2. Academic bank of credits (ABC):	The institution already offers credit-based courses. Students of our college are guided to enroll in ABC . Keeping in view the objectives of NEP 2020, our institution roots for implementation of academic bank of credit in B.Ed. curriculum and believes that it will help: to promote student centric education; learners' friendly teaching approach; develop interdisciplinary approach; provide opportunities to choose courses of one's own interest and learn at own pace.
3. Skill development:	college promotes Value-based education and provide various short term certificate courses like computer education, yoga, fire safety, Health education and communication skill enhancement. These course enhance the skill sets of our students. We also have MOUs with ITI college where the students get to learn the various vocational skills. College has MOU with Dhanbad Paramedical College where the students get to learn on various health issues and their remedies. The college also celebrates various programmes like World Environment Day, World Health day, Swatchta Abhiyan, Voter awareness campaign, street show on various social issues etc. These events prepares students to learn various life skills.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Located in a multilingual region, the institution promotes the exchange of linguistic and cultural traits of heterogeneous groups. Students get an opportunity to develop their multilingual capacity in Hindi, English, Bangla, Urdu. College promotes local products. We are blessed to be born in India as we have been bestowed with the treasure of knowledge. In order to incorporate Indian knowledge system among our trainees we organize field visits to places of historical, ecological, cultural, commercial importance. The visit to Shantiniketan which exhibits the crystallisation of the ideas of Rabindranath Tagore. Students are assigned with task to survey and document their local knowledge. The report made by students are presented in seminar and are uploaded on website to make the knowledge global. College organize exhibition for handicraft and local handmade products made by our students and locals our surroundings. The professional competencies of the trainee teachers are enhanced through theoretical and practical knowledge of art, music and drama

	<p>existing as apart of core curriculum. The existence of cocurricular activities in the B.Ed. programme offers endless opportunities to the trainee teachers to showcase their differential aptitudes. The community based activities and awareness programs give an array of exclusiveness to the traditions and values inherent in our cultural system.</p>
5. Focus on Outcome based education (OBE):	<p>In align with NEP 2020; the B.Ed. syllabus in our college at present emphasizes the explicit declaration of learning outcomes. The trainee teachers at the entry level are apprised of the tasks which they are expected to perform during and after completing the course, and to measure what standard they have achieved professional excellence. The trainees are taught how to identify requisite learning outcome for their respective content areas and how they are going to assess their respective future students on the basis of the prescribed learning outcomes. Students of our college qualifies for various competitive exams like TET/ CTET/ NET and state public service commission. In the year 2021 , 25 students cleared the CTET exam.</p>
6. Distance education/online education:	<p>NEP 2020 recognizes the importance of leveraging the advantages of technology wherever traditional and in-person mode of education are not possible. Our institution takes initiation to work ICT based education to meet the current challenges of providing quality education. ICT is incorporated in various aspects of teaching learning (online teaching, online assessment and use of e-resources).During the period of Corona we conducted the online classes through youtube and online module of our ERP software. Each students have individual login ID to login into the SHMTTC application. We also conduct were awareness workshop which are online like financial awareness programme conducted by SEBI. we encourage students to register on swayam and enroll in different online course. we have incentive policy for students, teacher and staffs for undergoing online education through swayam.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been	Electoral Literacy Club (ELC)has been set up in the
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<p>set up in the College?</p>	<p>institution in 2018 and is functioning along with National Service Scheme (NSS). The Principal is the Chairperson of the Club with NSS Program coordinator Mrs Shahla Parween as the Faculty Coordinator. Two students are also appointed as student coordinators. 30 students are members in it. The primary objective of the club is sensitizing the student community about democratic rights which includes casting votes in elections</p>
<p>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?</p>	<p>Yes. The ELC has both faculty coordinator and student coordinators, appointed by the Head of the Institution The ELC is functioning with the following Objectives. •To create awareness and interest among faculties and students through awareness activities and camps. •To educate the targeted populations about voter registration, electoral process and related matters. • To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner. •To facilitate voter registration for its eligible members who are not yet registered. •To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every Vote Counts' and 'No Voter to be Left Behind'.</p>
<p>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.</p>	<p>The following are the initiatives undertaken by the ELC of the institution. Right to Vote - Pledge Right to Vote - Awareness in the institution and in nearby villages Right to Vote - Drawing Competition to School students Right to Vote awareness - Poster Competition Promotion of Voting among Citizens</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Students conducted rally for voter awareness</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to</p>	<p>The students above 18 years age are cultured to be the registered voter by way of awareness camps and pledge.</p>

institutionalize mechanisms to register eligible students as voters.	
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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
181	181	199	199	200
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		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	100
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
60	60	60	50	50
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
89	100	101	92	101
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
89	100	101	92	101
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	81	100	99	100
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

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

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

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

2.2

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

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

File Description	Document
University letter with respect to sanction of p	View Document
Any other relevant information	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
65.471778	58.3882051	41.401734	46.69596	36.8975866

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:

Shamshul Haque Memorial Teacher Training College is self-financed, non-aided, teaching unit affiliated to “Binod Bihari Mahto Koyalanchal University Dhanbad (Jharkhand). The University provides us the Syllabus which is realistic, keeping in view the local conditions, student diversities and school requirements, with clearly laid down regulations. The mechanism for their implementation is well defined.

We understand that curriculum is the epicenter of any educational institution around which the entire things revolves. All faculty members of the college actively participate in curriculum restructuring where subject wise courses are discussed with them.

We believes that all round development of students is our prime responsibility. Our Curriculum provides enough space for development of Physical, Intellectual, practical, aesthetic and moral dimension of the students.

To achieve the “graduate attributes” we periodically organize meetings/workshops etc. with various stakeholders and review the results before implementation, focusing on institutional goals and infusing the value system amongst students to enable them to be competitive in national/global environment.

Our Curriculum has ample space for debates, talks on educational issues, music, dance etc. to enable students for their all-round development.

The Institution has established a Curriculum Committee in collaboration with Staff & Student council with core focus on: -

- 1.Syllabus implementation in merit
- 2.ICT Enableness
- 3.Ethical Education
- 4.Physical Education
- 5.Social/Political/Cultural awareness
- 6.Value addition courses
- 7.Social Responsibilities
- 8.Others (need based and mid-term improvements)

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
Any other relevant information	View Document
Paste link for additional information	View Document

1.1.2

At the institution level, the curriculum planning and adoption are a collaborative effort;

Indicate the persons involved in the curriculum planning process during the last completed academic year

1. Faculty of the institution
2. Head/Principal of the institution
3. Schools including Practice teaching schools
4. Employers
5. Experts
6. Students
7. Alumni

Response: A. Any 5 or more of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
List of persons who participated in the process of in-house curriculum planning	View Document
Data as per Data Template	View Document

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution,

which are stated and communicated to teachers and students through

1. Website of the Institution
2. Prospectus
3. Student induction programme
4. Orientation programme for teachers

Response: A. All of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 80.95

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
17	17	17	17	17

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
21	21	21	21	21

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
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: 2.4

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	3	3

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	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: 29.58

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
56	50	54	58	66

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
Paste link for additional information	View Document

1.2.4

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

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

Response: B. Any 3 of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View Document
Data as per Data Template	View Document

1.2.5

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

Response: 0

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
0	0	0	0	0

File Description	Document
Data as per Data Template	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:

The curriculum is transacted to develop knowledge, qualities, competencies, skills and values to transform prospective teachers to academically excellent and professionally competent teachers appropriate for the 21st century.

1. Fundamental or coherent understanding of the field of teacher education

Individual assignments, library work, seminar presentations, quizzes, debates, discussions, brain storming, diary maintenance etc. help them to develop Meta-cognitive skills.

Theoretical and practical aspects in the curriculum help student teachers to develop understanding of the various psychological, sociological, and philosophical principles as well as practices.

The institution provides learning experiences to address the challenging career of a teacher as a Nation builder, agent of social change, and international perspectives of education through orientation programmes and workshops in their pre internship programmes, group discussion, debates, practicum, assignments, seminars, mock interviews, role play, NSS camps etc.

2. Development of Competencies and Procedural knowledge

Micro teaching workshops and simulated teaching, Link Classes, Demonstration Classes, Lessons based on Models of Teaching, Sessional Work during internship workshops provide skills, Macro teaching workshops to understand the methodology, strategies, knowledge of procedures and importance of lesson planning.

Competencies to transact school curriculum that are specific to optional teaching subjects. Core paper provides technological basis of education. (Blog creation, E content, online learning, quizzes, assignments, ICT integrated lesson templates etc. are provided). Subject curriculum provides sufficient theoretical and practical experiences in pedagogic content knowledge. Participation in various college level, zonal and Inter-Zonal Skill-in Teaching and teaching aid preparation competitions.

The college has 13 pedagogical subjects (English, Hindi, Urdu, Sanskrit, Social Science, History, Civics, Geography, Economics, Commerce, Mathematics, Biological Science, Physical Science) and teacher in

charges organizes programmes and competitions to develop competencies of different pedagogical aspects.

Internship (16 weeks) helped the student teachers to improve and apply competency and skills in chosen specialization which they have already practiced in theoretical and practical classes.

Problem based practicum helped to develop critical thinking and problem - solving ability.

invited talks/ lectures of experts on different themes, training on the preparation of learning aids by experts in the field contribute much to the methodology of teaching. The curriculum provides understanding on Objective based evaluation, preparation of Test based lessons, preparation of different tools of evaluation and school /community-based project to successfully complete their internship and in future service as a teacher.

3. Values, Attitudes, Skills

The institution provides the following activities and programmes to develop Emotional intelligence, Communication Skills and to inculcate Values and Attitudes:

- **1. Emotional intelligence:**
 - Knowledge on EQ, Competency building, and Self-Awareness Activities are provided in the core paper classes.
 - Workshops on life skills, soft skills and Stress Management are provided.
 - Reading and reflection of texts are provided in all Core classes.
- **2. Negotiation and Communication skills:**
 - Provided collaborative environment to communicate freely in all core paper, pedagogy subjects and optional classrooms.
 - Activities through clubs, committees and college union provide student teachers to engage in teamwork and environment for Negotiation to settle their differences.
 - Reading and reflecting from the texts, Peer review of classes during internship, debates and brainstorming, Problem based practicum, Project etc. provided through curriculum helps to develop critical thinking ability of student teachers.

4. Values, attitude and Collaboration with others

- The college provides opportunities for social visits of different institutions, conscientisation programmes, remedial programme for school students, participating in inter-college competitions, organising inter- school programmes, social networking.
- The core paper Gender, School and Society provides understanding of gender perspectives in education, socio-cultural perspectives of gender bias in India, legal provisions to empower women and girl children etc. The college organises programmes on women empowerment, ways to eliminate gender bias, human rights with respect to family, society, work culture etc with special emphasis on women's issues.
- The propagation of an environment friendly culture through activities like campus cleaning, plastic free- eco-friendly campus life, planting and protection of trees, related programmes, development of medicinal plant garden etc. Relevant competitions and campaigns are organized to inculcate naturalistic intelligence among student teachers.

- The college provide opportunities to the students by organising Yoga camps and celebrating International Yoga Day every year and also demonstrations on Yoga done by various experts and Talks by Art of Living faculty on Self-awareness and self-management activities through practice.
- Observation of International days such as environment day, water day, earth day, women’s day, literacy day,Hindi Day,Yoga day, world Tribal Day, Human Rights Day, Health day,Science day friendship day, Mother’s Day etc. to inculcate Global Perspectives and Integration.
- Observation of National days for promoting National Integration: - To inculcate Patriotism and national values important days like Independence Day,Ambedkar Jayanti, Netaji Jayanti, Republic Day, Gandhi Jayanthi, Teachers Day, etc are celebrated.
- To develop values among students Hawan, morning assembly and celebration of important days are the integral part of the curriculum. College also encourages the students to participate in youth festivals.
- Theoretical knowledge and Programmes to promote attitude against Terrorism as a part of Peace Education and concept of anti-corruption for developing the right economic value are provided in the core paper classes.
- Celebration of religious and cultural fests:- Basant Panchami, Sarhul, Deepawali, Holi, Christmas, etc are celebrated to promote cultural and social values.
- Community Extension: - Teacher trainees take classes on cleanliness, health and hygiene, nutrition, alcoholism, drug abuse, population explosion, corruption, terrorism and environmental issues to the school students during their internship.
- To develop collaboration among students, donation drives, visit to old age homes, awareness rallies through NSS and Talent Hunt programmes are organised every year.

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
Paste link for additional information	View Document

1.3.2

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

Response:

Looking at the recent reform in teacher education – the political recognition of Universalization of Elementary Education (UEE) as a legitimate demand and the state commitment towards UEE in the form of the Right of Children to Free and Compulsory Education Act, 2009 it becomes necessary to familiarise students with various school system exists nationally and globally.

Development of school system

SBC addresses diversities in school in all its entirety by taking/sending students to different schools governed by different boards viz. JAC, CBSE, ICSE etc. to attend programs held and organized by them and keenly observe the school settings, the group dynamics, diverse groups, different ethnicities and diverse mindsets, post which, they are expected to replicate the same in organizing our internal competitions, programs, stage-shows where they collaborate with the diversities showcasing a true team spirit with their peers in an international and comparative perspective

Functioning of various boards of school education

SBC provides end to end knowledge about varied education boards viz. JAC, CBSE, ICSE etc. popular/available in our area which despite being diverse are equally qualitative and competitive in providing an all-encompassing education. The introduction and functioning of all boards that are in the Indian education are provided in the curriculum also.

Assessment systems

Assessment is a crucial process of systematically gathering information as part of an evaluation. The student teachers are made aware of the different types of assessments followed by different schools to assess students' capabilities and work upon their areas of improvement.

International and Comparative Perspective.

Lack of resources do not permit or physical movement to international institution but the students are given overview of working through material available on digital platform and they learn a lot by their visits to different school system which exists in India. Working with diverse groups and their multiculture plays an eminent role for our teacher students to get the international perspective. Also, the education system in India is divided into pre-primary level, primary level, elementary education, secondary education, undergraduate level and postgraduate level. The international schools also have similar setups and standards of schooling around the globe, thereby, providing for an easy transition between different schools.

File Description	Document
Documentary evidence in support of the claim	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	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:

Shamshul Haque Memorial Teacher Training College Dhanbad promotes an amalgamation of

theoretical knowledge with the right blend of research-based activities. Our students at Shamshul Haque Memorial Teacher Training College Dhanbad are presented with ample amount of opportunities to combine the theories and the concepts to the practical functionality of various professions, thereby, deriving professionally relevant understandings resulting to a wide gain and a rich experience of professional acumen through our Teacher Education Program. It enables our students to build approaches that help students learn pathways to become expert learners whose conceptual frameworks are deeply interconnected, transferable. The teachers help the students to assess and clarify prior knowledge, facilitate social environment through active learning activities that interconnect ideas and varied approaches to knowledge and invite students to reflect, co-construct the course road maps. The teachers demonstrate by role-playing to students on how they brainstorm and think through different issues or problems that they face on a regular basis, which further value add to our student's professional acumen.

We also provide training on resume writing, interview etiquette and other workforce skills, provide career guidance counselling, project-based learning where the students develop their skills to work independently or collaboratively. Further to this, we also give them opportunities to collaborate with local experts, businesses, community centres and other organization to give them an opportunity to apply the knowledge gained through education, thereby, not just limited ourselves to imparting knowledge but also equipping the prospective teachers with professional acumen.

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: A. All of the above

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

1.4.2

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

Response: D. Feedback collected

File Description	Document
Any other relevant information	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: 96

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

2.1.2

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

Response: 111.4

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
71	49	69	69	52

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

2.1.3

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

Response: 3.54

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
01	06	10	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:

At the entry level assessment, college prepares itself for freshers. The college facilitates the students with best possible chances of success in attaining the academic goals of institution. Assessment results

are used in the placement. The college has a comprehensive admission process catering to the needs of students belonging to various categories. Students are counselled at the time of admission and are guided to choose the particular subject combination by assessing their needs. Scholarships, financial aid, book bank facility also available in college. Each teacher in college is having 10-12 students under tutorials where they guide the pupil teachers individually as per their learning needs and has a WhatsApp group for content sharing and personal guidance.

The institution assesses the learning levels of the students, after admission through Orientation Program organized for the freshers to acquaint them with the B.Ed. curriculum, college infrastructural and library facilities. The students are familiarized with the faculty, syllabus, course plan, academic calendar, examination system and internal assessment criteria. To overcome the language barriers the college provides them the opportunity to choose any medium (English, Hindi). The students also visit language lab and use the equipment's to have better understanding about concepts of language. After identifying their learning needs, the students excelling in various fields of creativity are encouraged to represent the college at different levels and to participate in Youth festivals for their readiness towards B.Ed. program.

The college provides academic support to the students by providing various facilities like reference books, journals in library. The college also has well equipped Educational Technology lab where get to interact through various electronic gadgets like OHP, LCD Projector, Interactive board, CDs, have internet access in ICT and ET lab where they can prepare their lessons, CVs and topics related to syllabus. Special facilities are provided to physically challenged students like separate class rooms on the ground floor, ramps etc.

Recognizing the need of the hour and requirement of skill development, different courses have been introduced for their academic support. Periodic oral and written tests for pupil teachers are conducted to enable them to perform better in examinations. Peer learning is encouraged where the students discuss the topics with slow learners, real life examples are used, extensive use of audio-visual aids are used for better comprehension while teaching. Guest lectures, House meetings, Remedial teaching and Tutorials are arranged from time to time. Guidance and placement Cell provide opportunities through special career talks and placement opportunities. College creates educational WhatsApp group in every session and send many messages regarding employment and competitive exams.

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: B. Any 4 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
Data as per Data Template	View Document
Any other relevant information	View Document

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 18.1

2.2.4.1 Number of mentors in the Institution

Response: 10

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

The main objective of our teaching is all round development of the trainee teachers that includes physical, mental and moral development.

Participative learning mode (form of a reflective teaching), is used by teacher educators to instil confidence and positivity and to ensure physical and mental development of the trainee teachers. It also evokes interests, develops mental ability and encourages trainee-teachers to participate actively in the teaching learning process and learn simultaneously. We motivate our trainee-teachers by various participative methods such as initiating group work through cultural programme, be responsible for community work, organising debates, discussion and seminars, participation in physical development activities, and teamwork during field/ school visits and educational tours. Our educators provide opportunities for self-assessment and peer- assessment which improves the structured learning process.

Problem solving methodologies are used while taking classes and it helps in developing good study habits, analytical, critical and generalization abilities, and in transfer of knowledge. The trainees learn to identify and define the problem. The educators use a variety of examples to make the trainees understand the problem in respective courses. During internship the trainee teachers single handily undertakes several initiatives to ensure better coordination between the school and their institution. Problem solving methods learn how to act in new situations and solve future classroom problems.

Experiential learning which focuses on the learning process of the individual, is one of the other teaching methods used by our college faculty. Some examples of experiential learning which is organised in our college are educational tours and field visit (to ecological, historical and economic places). One of the most important part of experiential learning opportunities is an internship session of four months where trainees experience a real life classroom. Our trainee teachers gain a lot of teaching experience when they go for community service such as Road safety programme, Blood donation camp, and various awareness programmes. Through these programmes trainee teachers gain a better understanding of course material; develop insight into their own skills, interests, passions, and values; receive

opportunities to collaborate with diverse organizations; develop positive professional practices and skill sets as well as self-confidence and leadership skills.

Focused group discussions are also used by teacher educators to enhance student learning on various topics related to B.Ed. course. Teacher educators ask various questions about the issue which leads to discussion on possible answers, free thinking and generation of ideas among trainee teachers. Our teacher educators support a blended form of learning. The trainee teachers are often encouraged to maximise use of ICT in teaching learning process, through commonly available technologies such as Google class room, Google meet, you tube, power point or interactive websites for enhancing their learning.

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: 31.25

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
5	5	5	5	5

File Description	Document
Data as per Data Template	View Document
Any other relevant information	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: 55.25

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

Response: 100

File Description	Document
Programme wise list of students using ICT support	View Document
Landing page of the Gateway to the LMS used	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any additional Links	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: B. Any 3 of the above

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

2.3.5

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

Response:

Teacher Trainees of our college are divided into groups under mentors, mentors assigned in the beginning of the course continue to be the mentor till completion. Mentors encourage and nurture mentees under their guidance (to enjoy learning, taking time to listen to what trainees have to say, and imparting a sense of belongingness in the classroom) which helps them to be successful and develop team spirit. Community outreach initiatives also help in understanding the importance of teamwork.

Mentors are allotted with students from first and second year each as mentees and first semester students are enquired about their personal details as they come from varied socio-economic, religious and language backgrounds. Staff of our college also represent the diverse environment which often helps in handling diversity and teaching them to work in teams.

Mentors update the Teachers' Council in case of a problem related to a student regarding the attendance, performance in the internal assessment, and University examinations. The mentor meets all the mentees under his/her mentorship at least once a month or as and when needed. Records of all such interactions are kept confidential. Counselling is organised by the guidance and counselling cell through a pool of academicians, alumni and inhouse faculty who are willing to provide career and personal counselling and teach teamwork.

Diversity is nurtured through active learning, Group learning, Group discussions, individualised feedback, and independent learning. Consistent communication, practice of cultural and religious sensitivity, freedom and flexibility in the teaching learning environment, acknowledgement of individual differences, bilingual interactions in the classroom, rich teaching learning materials in Hindi and English, provide ample space for respecting student diversity

The code of conduct guidelines provided by the college help in ensuring the correct way of actions and behaviour in the college. All students and teachers are encouraged to treat their colleagues and authorities with courtesy at all times irrespective of their professional status. Stress Management- For meeting diversified learner needs we have a recreation room, gymnasium and a beautiful garden and an open terrace area which reduce feelings of stress and frustration.

The trainees are encouraged to keep themselves abreast with the recent development in the field of education and life through Wi-fi enabled campus, ICT lab and rich library e-resources. We often conduct seminars and inhouse workshops by collaborating with the academicians, faculty and professionals related to the field of education.

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

2.3.6

Institution provides exposure to students about recent developments in the field of education through

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

Response: A. Any 5 or more of the above

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

2.3.7

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

Response:

Wall Magazine:

A wall magazine gives a platform in an educational institute where trainees can express their creative, literary and artistic sides through articles, poems, drawings which form a collage representing a common theme. The college organises a wall magazine annually where trainees of all methods contribute their ideas. Creativity and innovativeness are given a platform as trainees often present known content with a creative twist of their own. Innovativeness in every aspect of the magazine from its external appearance, decoration and presentation of content are undertaken by trainees. The trainees come up with relevant themes and this is done by group discussion with convenors of the Magazine Committee. Intellectual and thinking skills are nurtured and nourished when the trainees brainstorm to develop a framework of the magazine. The wall magazine is a collaborative group work and teachers always encourage participation of maximum trainees. In this collaborative process the trainees get acquainted with each other and develop a sense of belonging to peers. The bond gets stronger with the successful completion of their endeavour. This platform acts as a medium of interaction between students, teachers and staff by showcasing their ideas and making it widely known. It also acts as a source of encouragement for

learners who see their works published for the very first time.

Cultural Initiatives

Cultural activities increase opportunities for social interaction and help in building new relationships. These activities are generally group-oriented which have students from different niches and gives them a chance to know more about people of different passions and cultures. Interaction among trainees helps in development of interpersonal skills of students. The trainees often learn on how to work for a common goal and this ultimately develops a sense of responsibility in them. It increases the level of confidence and also teaches them how to co-operate and work with people in different conditions. They learn to face the challenges that will come in their professional life. Sustained involvement in more than one activity reflects the talent and potential of the trainee teachers. The trainee teachers along with B.Ed. training learn prioritization and time management skills. These academically and co-curricularly talented trainee teachers have a well-groomed personality, which helps them to face the world in a better way. The value and enjoyment resulting from cultural activities, also gives our trainee teachers a chance to develop important life skills such as creativity, confidence, self-discipline, effective communication and the ability to work in teams.

File Description	Document
Documentary evidence in support of the claim	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: B. Any 6 or 7 of the above

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

2.4.2

Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**
- 9. Mobilizing relevant and varied learning resources**
- 10. Evolving ICT based learning situations**
- 11. Exposure to Braille /Indian languages /Community engagement**

Response: B. Any 6 or 7 of the above

File Description	Document
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
Any other relevant information	View Document

2.4.3

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

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

Response: A. All of the above

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

2.4.4

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

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

Response: A. All of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: B. Any 4 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: B. Any 4 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
Any other relevant information	View Document

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

1. Selection/identification of schools for internship: participative/on request: Our college has ten designated schools where we send our trainee teachers for completion of Internship. Every year schools are assigned keeping in mind the place of residence of trainees. Trainees are given the option to either accept or raise objections in adverse cases. In case any trainee is unwilling to accept assigned schools, counselling is done by Teacher's Council. Trainees are motivated to accept the allotted school. Change in allotment of schools is only made in special conditions. Most of the schools allotted for practice teaching are within one kilometre radius from the college. The list of designated schools is reflected in College Website.

2. Orientation to school /headmaster/principal/teachers: Before school internship begins, an Introductory Meeting is scheduled with the headmaster/headmistress and Teacher-in-Charge of designated schools. The agenda of this meeting includes discussion regarding requirements of the schools from this Internship Program. We also brief trainees about the nuances of the Internship Program and the code of conduct to be maintained during internship. We also solicit feedback from participating schools regarding specific requisitions and suggestions for further improvement.

3. Orientation of students going for internship: An Orientation programme is conducted for the trainees before they are sent for completing their internship. The sessions focus on roles and responsibilities of trainees such as Time-Table preparation, attending PTA meetings, assessment of student learning including home assignments & tests, preparation of progress reports, organizing academic activities, co-curricular activities, and cultural events; maintaining documents, registers and records; administrative responsibilities. The trainees are given the opportunity to select a Group leader among themselves who will be acting as a chord between the practice teaching school and the College during the Internship. Group leader assigned to the respective school is responsible to take care of all the immediate needs of trainees.

4. Defining role of teachers of the institution: Faculty members are also assigned as mentors for each practice teaching school. Any problem experienced by trainees is to be immediately reported to group leader and respective school mentor. Every method teacher has responsibility to approve learning designs of trainees before its delivery.

5. Streamlining mode/s of assessment of student performance: Mentor teachers have to maintain hand written records of the classes observed during internship. These records help in further improvement. The mentors assess a minimum of five practice teaching classes of each trainee teacher. The trainees are evaluated on criteria's such as blackboard skill, questioning skill, use of teaching aids, classroom management and so on. Teacher educators make efforts to understand and solve difficulties faced by trainees during internship.

6. Exposure to a variety of school set ups: Seminars and special lectures are organised in the first semester to provide exposure to trainees regarding different school systems currently in practice in India. As a part of practicum in second semester, trainees are given opportunity to visit government and private schools where they get hands-on experience of working nature of different schools and interact with teachers and administrative staff.

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

2.4.9

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

Response: 3.87

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

Response: 23

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

2.4.10

Nature of internee engagement during internship consists of

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**
- 4. Student counseling**
- 5. PTA meetings**
- 6. Assessment of student learning – home assignments & tests**
- 7. Organizing academic and cultural events**
- 8. Maintaining documents**
- 9. Administrative responsibilities- experience/exposure**
- 10. Preparation of progress reports**

Response: A. Any 8 or more of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	View Document
School-wise internship reports showing student engagement in activities claimed	View Document
Data as per Data Template	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Internship is a process of training by which interns can develop aptitude for their future job performance. It is essential to acquire proficiency by the trainee-teachers during their internship in B.Ed. College. University prepares a calendar of school internships. The first phase (2nd sem.) is pre-internship, where they carry out works like real teachers, observation of school activities and observation of peer lessons etc. The second phase (3rd sem.) is the internship phase where they have to teach lessons in their respective pedagogic subjects.

Our institution takes the following steps for effective monitoring mechanisms during internship programme:

Our college organizes orientation–cum-consultation meetings with the school headmaster/headmistress or TIC. The Teacher Council of our college organizes a meeting with school principals and mentor teachers every year before the internship programme. In this meeting, our Teacher Council puts forth some rules regarding the participation and contribution of trainees in all the activities such as school assembly, cultural activities, PTA meetings, games, inter-house competitions, etc., and guide in the subject practice teaching by student-teachers. The headmasters/headmistresses/TICs are requested to evaluate the trainees in all the above activities.

The headmasters/headmistresses of all the schools follow the rules prescribed by the affiliating university to evaluate the trainee teachers. Teacher educators of our college visit the practice teaching schools for observing the trainee teachers during internship programmes and a minimum of five classes of each trainee is observed by them. Alternate mentor teachers other than the one assigned for a particular school also go for class observation.

In the school where the trainees go for internship, the experienced school teachers also guide them how to teach, use teaching strategies and teaching learning methods appropriately and provide feedback in the feedback form if correct strategies are not followed.

Peer monitoring is also done during the internship programme by other trainee teachers. The group leader also monitors daily attendance and code of conduct of each peer.

Our college Principal also visits the schools regularly and observes some of the demonstrations presented by trainee-teachers.

The senior teachers of our college also go to the schools separately to evaluate the performance of trainee teachers.

The basic principle which helps in conducting assessment during internship programme is based on constructive criticism. All the stakeholders of the internship programmes are provided with enough opportunities to discover and bring out the best among the trainees.

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

2.4.12

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

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

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

Response: A. All of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	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: D. Any 1 or 2 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document

2.5 Teacher Profile and Quality**2.5.1**

Percentage of fulltime teachers against sanctioned posts during the last five years**Response:** 100

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:** 37.5**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 6

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

2.5.3**Average teaching experience of full time teachers for the last completed academic year.****Response:** 6.25**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 100

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document
Any other relevant information	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:

The expectations from teachers are high and rising each day. The teachers are expected to have a deep understanding of what they teach and to keep up with the rapidly expanding knowledge base. The college time to time provides the opportunities to the teachers to enhance their skills and update them professionally.

1. In house discussions on current developments and issues in education:

During pandemic the teachers experienced totally a new way of teaching that was online. For that the college gave teachers the exposure to teach online. The teachers got the training by computer instructor of the college how to take classes online and create google classroom, use of Google Meet, how to make Google forms, how to make YouTube channel etc. the college have our YouTube channel and our teachers have posted their lessons of particular subjects. After that teacher also shared the links of the YouTube channel with the students after taking online class. In a way this is very beneficial for the students. Our college organized a Faculty Development Programme and all the teachers of the college participated.

Through In-house discussions our college teacher educators learn to improve their skills and, in turn, they can boost trainee teacher's learning outcomes. In-house discussions in our college takes several forms such as formal seminars, teacher induction programs and informal discussions during leisure hours. We organise formal seminars to celebrate various occasions such as World Book Day, World Consumer Rights Day, World Environment Day and so on. In such In-house seminars teachers of our college give presentations following which there is discussion by all teachers and even trainees participate. Every year we organize teacher induction programs (focus on curriculum, communication skills, knowledge of learner's psychology) which is followed by extensive In-house discussions between experienced and new appointed faculties. We organise counselling sessions which are followed by Inhouse discussions regarding recent and innovative ways to enhance mental health of trainees and educators. During leisure hours our faculties often engage in informal discussions criticising and analysing recent developments in the field of education from NEP 2020 to Blended learning, on how to apply higher thinking skills for improvement of trainee teachers, how to improve trainee teacher's classroom management techniques during internship.

2. Share information with colleagues and with other institutions on policies and regulations:

.The faculty of the college values its diversity and tries its best to maximize its benefit from the rich resources at hand. Every year we try to organise small workshops, lectures or seminars from the faculty for our faculty. The logic behind these sessions is to value and recognise the inherent potentialities within the institution. Apart from this programme the different bodies of the college like the IQAC and Governing Body of the college includes noted personalities who are helpful in making us abreast with changes in policies and regulations. We have a friendly rapport with other faculty members and we always feel comfortable to use them as our support system in academic works. The working environment of the staff room is friendly and supportive and it really helps in building a conducive environment for learning and discovery. college motivate the teachers attend seminar, conference and Faculty Development Programmes organized in other institution. And our college provides proper support to the

teachers participating in such programmes.

File Description	Document
Documentary evidence to support the claims	View Document

2.6 Evaluation Process

2.6.1

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

Response:

The basic purpose of doing the internal evaluation is to use the outcome of evaluation for improving the performance of students. For improving the performance of the students, the following steps are taken.

- 1. The marked answer sheets are given to the trainee teachers to give them the opportunity to look into the weaknesses of their performance.
- 2. When the trainee teachers have seen their performance; the teacher educators discuss each and every question-attempt made by the majority of the trainee teachers and then explain the correct way to answer those questions.
- 3. The trainee teachers are given one assignment in each course of the programme and the way in which they complete it helps in understanding the comprehension regarding the particular unit.
- 4. The college also follows criteria laid down by the University for the internal evaluation system. The college displays all the circulars regarding examinations on notice boards and WhatsApp group from time to time. The faculty informs and elaborates the syllabus, its objectives and paper patterns to trainee teachers at the beginning of each semester. The faculties provide extra guidelines and counselling to trainee teachers.
- 5. Special tests are taken for slow learners.
- 6. School Internship: During school Internship a lot of assessment is done on the basis of internal evaluation. Internal Evaluation of Intern is evaluated by the Mentor, Method teacher and Principal/ Head of the Institution to assess the progress during practice teaching sessions. Microteaching demonstration classes are also evaluated by method teachers to monitor the development of teaching skills in trainee teachers. Peers also evaluate and give verbal feedback during micro-teaching, simulated demo classes before internship and practice teaching classes.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	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: B. Any 3 of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Any other relevant information	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

- At the beginning of the semester, faculty members inform the trainee teachers about the various components in the assessment process during the semester.
- Internal Examination in the college is conducted, as per rules and regulations of the affiliating Training University. Examination related grievance complaints are readily accepted by the college. If there is any examination related grievance, in relation to physical resources, such as improper sitting arrangement, insufficient light etc, immediate action is taken to resolve the issue.
- In case of sudden illness during the examination, first aid is given to the student, and if necessary, the services of nearby hospitals are taken.
- At the Institution level, Examination committee is appointed by Principal to look into examination related matters and solve student issues.
- Our college plans its examination schedule based on the Academic Calendar provided by the affiliating University.
- Before the examination, there are some Common grievances of trainee teachers such as late application form filing, non-receipt of admit card of examinations or wrong entries in the same.

In either case, grievances are communicated to the University Examination Section and resolved at its earliest. College supports the trainee teachers to fill the Examination form, make payment and download admit cards for examinations.

- After declaration of result by the university, if any trainee teacher has an objection with the result, he/she comes to college for the same. The College addresses their issues by sending an application to university for photocopy of answer script, revaluation and recounting of marks etc. options are provided to trainee teachers to exercise. After receiving photocopies, if trainee teachers are not satisfied about their marks, he/she may apply for revaluation. The application is forwarded to university for corrective action.

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:

Before the commencement of each academic year the college prepares its own Academic Calendar, which contains a detailed schedule of working days, events to be organised and dates of examination. A copy of the same is published on the college website to inform the students and other stakeholders regarding the nature of activities which are scheduled for the semester. The Teacher Council initiates this academic plan and tries to ensure that a strict adherence to the same is maintained by all the faculty members. The College Examination Committee decides on the dates within which the internal assessment is to be conducted and dates within which the marks are to be submitted to the office. These dates are to be strictly adhered to during each semester. The convener of the College Examination Committee issues notices to all teachers to submit their chosen dates for practicum examinations and written internal tests. A notice regarding the same is issued after receiving notification regarding examination from the University. Trainee teachers are informed about specific dates for submission of assignments, practicum, and so on. Before starting each internal assessment test, assignments are given to the students for each course which includes homework, problem solving, group discussion and quiz. Seminars are carried out by the students on a particular topic in a course during the respective subject hour.

Usually in the 1st semester and 3rd semester, the dates for the first evaluation for theory papers lies in the 1st week of December while for the second Sem. and 4th Sem. in the 1st week of June. For the practical papers the internal evaluation is conducted in almost all practical classes according to the nature of assignment. A sample of circular announcing dates for conduction of assignments and submission of marks is uploaded. The decision regarding dates for conduct of assignments depends on gazetted holidays as well as other planned activities of the college such as the cultural programs, Foundation Day,

Sports day, etc.

File Description	Document
Any other relevant information	View 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:

After completing B.Ed. programme, trainees are able to:

- **1.** The knowledge of theoretical content and hands-on practice helps them to understand the very basics of the teaching learning process. This fundamental knowledge is essential to acquaint the trainee teachers with the essence of the teaching profession. The trainees learn to design appropriate teaching learning strategies, and become aware of teaching and learning of the subject concerned (method opted). They also develop concepts and skills regarding assessment and evaluation related to their respective method subjects, understand the individual differences among learners in the classroom, become competent in measuring the attainment, evaluating progress, and assessing learning abilities as a teacher, as well as become proficient in handling guidance programmes and administering psychological tools. Trainees learn the epistemological, sociological and the psychological bases of curriculum development, understand the different types of curriculums with respect to their main orientation and approaches, compare and analyse the educational policies over the years with respect to their foundation, considerations, concerns, priorities and goals. The trainees perceive and acknowledge linkage among curriculum framework and critical issues, which directly and indirectly are related to learning, and analyse the curriculum framework in the light of learners' needs. Trainees learn how to motivate others, learn about testing and non-testing tools, develop the knowledge about adjustment and maladjustment, understand the mental health, causes and remedy of depression, phobia, child psychology, concept of growth and development and stages of development with special reference to the stage of adolescence.
- **2.** The trainees are familiarized with the ICT process which enables them to become technologically proficient. It also helps to figure out integration of technological tools for teaching and learning, content development and developing collaboration and sharing in the field of education. They learn to use ICT as teaching aids in teaching their method subject, use ICT based communication in the classroom and use ICT in lesson planning.
- **3.** The Internship program in schools which include first-hand experience in observing the school practices, school administration, teaching learning environment, role of different stakeholders in education and practice teaching. All these real experiences of the school prepare the future

teachers before they enter the professional world. The whole of the Internship program is divided into two parts: Pre-Internship where the trainees are accustomed with school life and during Internship, they master the skills by constantly practising it. The trainees are accustomed to prepare learning design, instructional material for teaching and make teaching aids, toys, charts, before and during the Internship program.

- **4.** Trainees are also involved in a number of co-curricular activities which includes participation in cultural activities and involvement in different cells and committees in the college governance. These opportunities provided to the trainees help in nurturing a sense of leadership and developing accountability to the teaching profession. The trainees understand classroom diversities and are enabled to deal with diverse learners in inclusive classroom setup, become aware of human rights, acknowledge women empowerment, develop sensitivity towards environment and accept its role in teaching- learning process.

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

2.7.2

Average pass percentage of students during the last five years

Response: 95.65

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
81	89	100	101	91

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
Any additional information	View Document

2.7.3

The progressive performance of students and attainment of professional and personal attributes in

line with the PLOs and CLOs is monitored and used for further improvements**Response:**

The affiliating University has clearly defined PLOs and CLOs while developing the B.Ed. program, which are adapted by the college and implemented efficiently. The college website and the Brochure has the PLOs and CLOs listed for clarity of the trainees who wish to pursue this course. PLOs and CLOs help the trainees to become aware about the demands of the course as well as the qualifications expected out of them in their chosen profession. The B.Ed. program has CLOs for each paper upon achieving which the PLOs can be attained. For this purpose, the institution has an effective monitoring process which helps to determine whether trainees are attaining the prescribed CLOs. Each course paper has internal assignments, practicum and also external evaluation where performance of trainees is evaluated on both cognitive and professional grounds.

The college ensures holistic and progressive management of the students' performance in professional and personal attributes by adopting a wide range of strategies which includes both formative and summative assessment. At the very initial stage of entry, we create an individual learner's profile (mentoring book). The purpose behind this profiling is to ensure effective assessment of learning. We often provide feedback that is specific, informative and focuses on facilitating trainee teachers to evaluate their own learning performances and to gain mastery on the content areas. Purposeful self-assessment approaches are sometimes conducted and we often employ peer assessment techniques. Self-assessment is highly valued for its ability to build reflective lifelong learners.

The trainees' performance is evaluated by a number of stakeholders as the teacher educators, mentors, external examiners, Principal of the college, heads of practice teaching schools, experienced school teachers, and peers. All these stakeholders provide separate feedback in regular intervals, feedbacks are constructive and targeted towards improvement of performance. The feedback to the teacher trainees provides them advice on how to improve or move forward, understand the goals of their work, express and communicate their understandings and skills. We also encourage dialogue between teacher educators and trainee teachers that encourages reflection on their learning. The teachers using information about ongoing learning tries to adjust teaching so that all trainees have opportunity to learn. The results are timely reported and recorded and use evidence obtained when trainee teachers are involved in special tasks or activities in addition to their regular work. The evaluation outcomes are recorded in most of them cases in the form of marks on assignment, marks of practicum, internship marks, marks on microteaching, scores of theoretical papers.

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

2.7.4**Performance of outgoing students in internal assessment**

Response: 101.12

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

Response: 90

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

2.7.5

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

Response:

At the beginning of course, learners are provided with objectives in the prospectus so that they can identify whether the program is aligned with their learning needs. After admission during the induction program, we try to assess learning needs of trainee teachers through an Aptitude test, a Personality Test and a cultural program. Learning needs are evaluated by judging the gap that exists between PLO and CLO and knowledge of trainees. We have learners coming from diverse backgrounds who have different entry level knowledge and learning needs.

For assessment to be meaningful, we feel that it must be well-aligned to the type of learning that is valued. Our trainees along with the academics are involved in a list of extra-curricular activities which are significant in developing competencies such as critical thinking, creativity, managerial skills, social and communication skills, adaptability, problem solving, ability to co-operate which are needed for actively shaping a peaceful future. We try to focus on competencies for life. The whole of the curriculum experiences highlights that trainee teachers use these competencies to live, learn, work and contribute as active members of their communities. We love to focus that we value competencies based on knowledge, attitudes, and values which will lead to action.

The formative evaluation assesses what students do when they are in the classroom, how well they are progressing towards CLOs, whether they follow code of conduct, whether they show active participation in extracurricular, community-based activities, and as members of different committees. The Summative evaluation on the other hand, emphasizes whether academic and cognitive learning needs are met. Teacher educators try to judge the trainee teachers on the basis of their performance. The Practicum in each course gives the opportunity to assess whether trainees have developed skills or competencies needed in real life situations. The Field Work assessment provides an opportunity for judging collaboration, discipline and presence of mind. The Participation marks engagement with course learning and develop trainee teacher's ability to communicate and discuss ideas. The Written preparations of

assignment encourage reading and teach academic reading and writing skills. The seminars allow trainee teachers individually or with a group, provide a presentation to class and help to judge communication skills. Group work such as co-curricular activities emphasise collaborative learning, problem-solving and critical evaluation, and is a valuable preparation for professional and personal life. The Formal tests, quizzes, debate, work games, survey, different practicum, individual seminar presentation, assignment submission are the methods for assessing student performance by college. We try our best to evaluate whether our trainee teachers have developed personal and professional skills of teaching and imbibed the right values as per their initial learning needs and whether the intended PLOs' and CLOs are achieved. The performance of the trainees is well reflected through their achievements in examination, Performance during Internship, punctuality and attendance in college, job placement and modification of behaviour. In case progress is unsatisfactory, remedial classes are provided to fulfil the learning needs.

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: 3.87

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: A. Any 4 or more of the above

File Description	Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Any additional information	View Document

3.1.4

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

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

Response: E. None of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document

3.2 Research Publications**3.2.1**

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

Response: 0.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	03	01	01	0

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
E-copies of outer jacket/content page of the journals in which articles are published	View Document
Data as per Data Template	View Document

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

Response: 0.13

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	02	0	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: 3.4

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
03	03	01	05	05

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
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: 100

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
181	181	199	199	200

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: 89.06

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
160	157	176	182	180

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:

The College has made its noteworthy contribution to the society and environment by making a participation to promote College-Neighbourhood-Community network. Major emphasis is given on student engagement, service orientation and holistic development of students contributing to good citizenship. Rural India has been facing uncleanliness, unhygienic, malnutrition conditions and the most important problem is open defecation. Lack of awareness is noted among the villagers about such problems like health, cleanliness and diseases. Fortunately, idea of the cleaning the campuses, the surroundings, the furniture are also included in our uniform 2year B.Ed. curriculum as community-based activity. The whole of the B.Ed. syllabus is a perfect amalgamation of theories and practical concerns (social concerns, cleanliness and beautification, celebrations of important dates, awareness of cultural diversity) which are taught and discussed throughout the session. Due to such activities students also get conscious about sanitization. For abatement with deforestation and pollution problem the college focused on tree plantation.

The physicians are invited to deliver their talk on health, nutrition and female related issues. These activities involving students make positive impact on health awareness and personal hygiene. Working together with other individuals, students learn to negotiate, communicate, manage, analyse and lead

others. Such programmes sensitize the student volunteers towards the social issues and take challenges of the lesser privileged sections of the society. Through involvement in these extension and outreach activities, the students develop critical thinking skills and time management. The engagement of teacher trainees in community outreach programmes including visits to different places provide exposure and understanding of the diversities existing in our society. Working outside the college campus and with diversified social groups of peoples allows students to gain more self-confidence, autonomy, and appreciation for others. These activities help them to become good leaders and well-mannered citizens.

File Description	Document
Report of each outreach activity signed by the Principal	View Document

3.3.5

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

Response: 1

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

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

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

3.4 Collaboration and Linkages

3.4.1

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

Response: 0.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
04	0	0	0	0

File Description	Document
Report of each linkage along with videos/ photographs	View Document
Data as per Data Template	View Document

3.4.2

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

Response: 4

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

Response: 04

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

3.4.3

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

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

Response: C. Any 3 or 4 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Shamshul Haque Memorial Teacher Training College Ambona Dhanbad has adequate infrastructure facilities and resources to conduct the curricular and co-curricular activities that enable it to contribute in holistic development of the learner.

Classrooms: College has 8 classrooms including one seminar hall. The campus is fully wi-fi enabled. Learners use ICT facilities in attending webinars, presentations, preparing technology enabled lesson plans and thus become competent to match the needs of the global sector.

Library: It has a wide collection of books, reference materials, journals, e-resources and a special reading area for teachers and students with internet connectivity.

Laboratories: Curriculum laboratories available in the college consist of Psychology, Mathematics, Science and Social Science Laboratory. Computer lab is equipped with the software and internet connectivity to make the students proficient in a wide range of computer applications, and thus make them competent in the present scenario of requirement of technology enabled teachers.

Equipment's: In the science and mathematics laboratory a variety of equipment are available that pupil teachers use to perform experiments on their own. Social science laboratory contains models, charts on various concepts to use in teaching. The Psychology laboratory is well equipped with materials and psychological tests to know the different behaviours of the persons.

Computing facilities: Computer laboratory is well equipped with the updated MS Office software. Each faculty has a separate desktop with a facility of Microphone webcam and speakers for online classes. A common attached printer is also available for printing the documents.

Art & Craft Resource Centre and Teaching learning resource centre for work experience: It provides students to encourage arts practices and develop aesthetic value.

Girls Common Room: It provides female students a place to relax, study, and have informal discussions in free time available.

Sports field and Badminton play ground: To support sports activities one sports field and Badminton playground are available in the college

Fitness Centre: Various health related activities are done by the students in the centre to develop more strength and stamina in themselves. Indoor games like chess, carrom-board etc. are also available in the

centre.

Canteen: The college canteen provides hygienic food to students and staff.

Parking area: The campus has a wide parking area to accommodate two as well as four-wheeler vehicles.

Ramp: Ramp and wheelchair are also available for differently abled persons.

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: 20

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

Response: 01

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

Response: 05

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	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: 10.28

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
5.016898	10.42501	4.16732	5.31905	0.66073

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:

The college library act as the Knowledge Resource Centre, for the institution and its stake holders. Reading room with a reasonable collection of journals, periodicals and newspaper.

The college library was established in 2015 with a humble collection of books. However, the present library room has been extended, modernized and updated over the years.

The College Library houses many collections of books, journals, reports, and other resources, offering a ready platform for the students, teachers and other stakeholders to pursue learning and research.

SHMTT COLLEGE is a knowledge hub that provides comprehensive access to text and reference books, journals, magazines, audio/videos, CD-ROMs and much more. The rich collection covers diverse disciplines of educational Psychology, Teaching Learning Process, Information Technology, Health sciences and Sciences, Humanities and its related field.

The library has sweedu ERP softwair which entire LMS system is available and in use.

The Fully computerised internet equipped library of the college has a collection over 5620 books with subscription of magazines, journals, newspapers in English and Hindi.

The library is developing a comprehensive collection of print, digital and media resources on education, philosophy, psychology, sociology, English literature, History, Geography, Economics, political science, varied disciplines of sciences, health and Physical Education to fulfil the teaching and research needs of the teacher education community. The teaching and research work of the institution is also supported by online resources and e-library.

Functions of Library Committee

- Purchasing of new books
- Forwarding proposals for renovation
- Collection of material resources
- Access, use and security of library materials
- Annual Stock verification
- Preparing Annual Budget
- Reviewing the working of the committee
- Availing new trends in library management
- Utilization of donated books and other facilities
- Adopting measures for motivating staff and students for strengthening reading habits

The library has computer and internet facilities. There is a computer with Laser Printer and xerox machine. An active internet connection is also available in college library. Library is easily accessible to the staff at any working hours and the trainees can access books any working hours. The library is kept open on all working days from 9.00 a.m to 4.30 p.m.

The new arrivals are displayed in the display stand which is kept in the library. The list of new arrivals is displayed in the Notice board and the staff room.

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:

Almost all of the University Libraries' e-journals, e-books, and other electronic information resources accessed from any computer on the campus network. The students on use online access for their projects, assignments and seminars etc. Faculty member use online access for their publications, seminars, conferences, subject related material and preparation of lectures. This is possible with the help of ICTs using remote access tools.

Peculiarities of the library

- The library has institutional membership of Information and Library Network Centre
- Each student is given a unique bar-coded ID card.
- Students can borrow only 2 books at a time for a period of 14 days.

- Faculty can borrow 15 books for a period of one month.
- Books of the reference section will not be issued.

Readers will be responsible for any damage caused to the book If a book is damaged or lost by anyone, he/she is responsible to replace it or pay three times the cost of the book including postage.

Late return will be penalized.

All books must be returned to the library 3 days before the close of each term.

The library is freely accessible (on request) to staff and students of other institutions.

The new arrivals are displayed in the display stand which is kept in the library.

File Description	Document
Details of users and details of visits/downloads	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
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: 0.95

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
2.24910	0.41294	0.62050	1.10800	0.36743

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: 7.83

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: 225

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: 457

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: 402

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: 233

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: 226

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: E. None of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Usage of Wireless infrastructure in the college is to enhance the accessibility of internet for academic purposes and to browse exclusive online resource (licensed online journals) of the institution.

Institution has Sweedu ERP Software for Students and teachers.

The connection strength has been progressively increased over the years to meet the changing demands of the situation.

To meet the growing demands of technically skilled professionals in the modern competitive world, the college ensures that its students and faculty are facilitated with latest computers and software. College frequently upgrades the IT facilities including Network, Internet and WI-FI in college campus.

The college upgrades its IT infrastructure and facilities in order to ensure effective teaching learning process. Feedback and suggestions are sought from the faculty for improvements in infrastructure and action is taken accordingly. The college has 1 ICT resource centre. 23 Computers and three Laptop with internet facility and Licensed Software like Windows and Antivirus are provided in laboratory. Scanners, Printers, Projectors, Photostat Machines, 25 UPS and 16 CCTVS are also being used effectively in both the sections. Internet facility is made available in the entire campus at a high speed leased line connection of 40 MBPS. In 2020-21, the college took a giant leap in upgrading IT infrastructure. Visual Studio has been installed to facilitate research on multi-media data base

. Availability of the signal will vary from place to place for students/faculty members and staffs. The signal strength also may vary from location to location

It is not mandatory that each and every area in each floor of every block will have the same kind of signal strength.

Each floor has a network router.

Password protection is ensured for security and safety.

Access to Wireless internet is only an extended service and either students or staff can access it on demand with support of the ICT resource Centre.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 7.24

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

4.3.3**Internet bandwidth available in the institution****Response:** 40**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 40

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

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: A. All 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
Link to the e-content developed by the faculty of the institution	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 15.19

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
17.230438	10.42501	4.16732	5.31905	0.66073

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:

Proper care is given to the maintenance of equipment and infrastructure, so that optimal utility can be obtained.

Library:

All new books and journals are entered into library accession registers. Damaged /lost books are removed as per procedure mentioned in BBMKU Calendar. Annual stock taking of the library resources is duly carried out and the reports are submitted to the principal. The Librarian is ably assisted by her support staff of a Restorer, and a Cleaner in the efficient and smooth running of the library.

Science Laboratories: The maintenance of these laboratories falls under the supervision of Alock Bauri for routine management. The outdated equipment and chemicals are disposed of as per the rules of the district administration or of BBMKU. Stock registers are methodically maintained and checked by the teachers in charge and are verified by the principal.

Sports:

An efficient ground staff is attached with the Department of Physical Education for the proper

maintenance and marking of tracks and grounds. Proper stock registers of sports equipment procured and in use are maintained. Every year the facilities are upgraded and new equipment is added.

ICT Resource Centre:

The College has One ICT Resource centre with Wi-Fi facilities. The college has engaged the services of a System Administrator for the upkeep of its infrastructure.

Construction & Purchase Committee:

To ensure proportionality, transparency, accountability and fairness in procurement of necessary articles for college use, a purchase committee has been set up. A group of staff members in this committee independently review and evaluate the purchasing documentation like quotations and recommend the most appropriate supplier on basis of price and quality.

College Cleanliness & Sanitation Committee:

Regular cleaning schedule in college is a must ensuring that college is well maintained and is conducive to productivity. So, a cleanliness committee has been formed to inspect various parts of the college campus from time to time and to take necessary measures for ensuring hygiene and cleanliness.

Gardening Club:

Gardening Club of the college ensures the maintenance & proliferation of green cover in the college. Regular plantation is conducted and gardeners are instructed regarding proper upkeep of lawns Measures taken at Administrative Level The college has engaged the services of two full time electricians to supervise the upkeep and maintenance of all inverters, generators, sound systems, electrical fittings and appliances.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: B. Any 4 or 5 of the above

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

5.1.2

Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

File Description	Document
Geo-tagged photographs	View Document

5.1.3

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

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

Response: B. Any 5 of the above

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

5.1.4

Institution provides additional support to needy students in several ways such as:

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**

4. Placement Officer is appointed and takes care of the Placement Cell**5. Concession in tuition fees/hostel fees****6. Group insurance (Health/Accident)****Response:** C. Any 2 of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	View Document
Data as per Data template	View Document
Paste link for additional information	View Document

5.2 Student Progression**5.2.1****Percentage of placement of students as teachers/teacher educators****Response:** 14.7**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
10	22	13	15	11

File Description	Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 22.47**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 18

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.

Response: 2

File Description	Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document

5.2.3

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

Response: 6.83

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
01	04	25	3	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:

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

Yes, the institution has a student council. The student council consists of meritorious students and they play a proactive role in the functioning of college as they are the future teachers of the nation and they are required to develop the qualities among themselves. The functioning of the following students' councils is:

- **Houses** There are 5 houses of students in the college. In every house of students there is 1 captain and 1 vice-captain who takes care for proper functioning of morning assembly as her their turn and duty.
- **TP Group Leader** There is 1 Teaching practice group leader in every school who reports the presence or absence of the pupil teacher as well as the activity of each and every pupil teacher under his leadership to the mentor teacher.
- **Class Representative** Every year 2 boys and 2 girls are elected as class representative by way of voting by the students.
- **NSS Camp** The institute conducts NSS Camp in the month of June and December every year and the class representatives look after the activities of students in NSS Camp.
- **Discipline** The institution gives much attention towards discipline in the college and for proper discipline, duties have been assigned to the house captain and vice captains. The tutorial leaders, TP group leaders, festival leaders, Class representatives, who are working for proper discipline in the college under the supervision of teaching staff and principal of institution.

Refreshment For each and every function performed in the college, the duties for refreshment has been assigned to the leaders/captain/ CR's who manage the refreshment under the supervision of teaching staff and principal.

Each tutorial is made in charge of all the functions to be organized in that week or to assist any Association which is holding its function on that week.

This council Also has student representative as president, vice president (one male and one female), general secretary, secretary executive members. This council organizes cultural activities, extension lectures, sports and games, involving grievance redressal mechanism.

COMMITTEES AND CELLS

Many committees have been established in the college in which current students and alumni are also added.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document

5.3.2

Average number of sports and cultural events organized at the institution during the last five years**Response:** 11**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
26	8	7	7	7

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

5.4 Alumni Engagement**5.4.1**

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

Response:

The alumni association jointly believe in creating and maintaining association with its alumni. The Alumni Association provides an interface for establishing a link between the alumni, staff, and students of the institute. The alumni are currently working at various positions all over the globe and proving their mettle in all spheres of teaching.

- **The Alumni Association Contribution through various means:**

Book Donation: Contribution by donating Books.

- **Alumni Interaction:** Alumni give inputs to aspiring B.Ed. graduates. They are invited as resource persons at various events, guest lectures and panel discussions. They provide inputs and share their experiences regarding skills, recent technologies in teaching world.
- **Placement & Career Guidance Assistance:** Alumni are working in organizations at various capacities. They keep the faculties and the placement officer abreast about the available job opportunities. They assist and guide the students to crack the interviews. They also share their experience with the students and motivate them for their career development in various domains.
- **Job opportunities:** Alumni provides innumerable opportunities in various companies to the students.
- **Awareness:** Some of our Alumni have established startups in different sectors. They decided to become teacher during their academic span at our college. Through the journey as a teacher, they

learnt various skills & knowledge. They enlighten the students with their success stories and challenges faced.

- **Alumni Meet:** The alumni get chance to reconnect with the new students and old friends. This is the best platform for networking and sharing current happenings in the teaching world. These inputs are helpful to academicians for moulding the aspiring students.
- **Promoting Institute Events:** Alumni associates with various events conducted at our college.

Alumni take active role in planning and organizing any activity, competition or events.

- **Institute Social Responsibility:** Our Alumni in association with Shamshul haque Memorial Teacher Training College are engaged in conducting social activities for the welfare of the society through Donations in the form of Books, clothes, Stationary etc.

Communication

- Social Networks (Facebook/What's App).
- The alumni association not registered but functional very actively under the patronage of the principal
- . This association meets from time to time and arranges get to gathers, functions and other events involving the alumni. Alumni are encouraged to visit the college and maintain their link with the staff and colleagues. They are encouraged to work towards college development. The alumni provide inspiration and motivation for trainees to perform well during the training period.

Contribution of Alumni

- Alumni are continuously in touch with the college. Various suggestions are received in the light of which improvements are made in teaching learning practice and staff-student support.
- Alumni conduct guest lecturers for students, which leads to productive interaction and experience sharing. Alumni interact with the students on regular intervals for directing them for developing professional competencies and also for carrier guidance.
- Alumni also strengthens the placement cell of the college for job opportunities and for generating references in the job market for the placement of the students.

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document

5.4.2

Alumni has an active role in the regular institutional functioning such as

1. **Motivating the freshly enrolled students**

2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

Response: B. Any 4 or 5 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Documentary evidence for the selected claim	View Document

5.4.3

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

Response: 5

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	01	01	01	01

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:

The ‘Alumni Association of Shamsul Haque Memorial Teacher Training College provides dedicated support in all activities of the institute.

- Short lectures on Soft Skills, Spoken English, Personality Development and skills to face Interviews, Resume Writing, basic Computer study in ICT lab.
- The Alumni members are invited in faculty development programme.
- The Alumni cell guides the students on educational, vocational or personal basis.
- Alumni helps in pre-Internship of new students as they tell them the nature in schools and everything related to it.
- Active members of various academic and administrative bodies of the Alumni also help the students in many ways.
- The institute takes feedback from all Alumni members in surveys that motivates the students.
- Provide counselling to students for employment.
- They are also active in IQAC cell.
- Act as judges in cultural and sports competitions.
- Actively help in organization and management of extensive outreach activities of the Institute.
- Alumni give their creative ideas for brochures and conference proceedings.
- Offer honorary services to teach, guide, action research of students.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The institution has a well-defined vision and mission to make concrete and dedicated efforts for quality and value-based education. For the fulfilment of the mission, the leadership strives to maintain an open and interactive environment. All stakeholders are actively encouraged to participate and voice their perspectives for effective decision making and policy formation. The governance of the college is reflective of the effective leadership as it addresses the needs of students and society it seeks to serve by:

- (a.) Developing attributes as per the need of the discipline.
- (b.) Developing overall personality of the students to be good citizens.
- (c.) Inculcating human values and having regard for heritage and culture. The college has well qualified faculty members and competent administrative staff who work under the constant guidance of the principal and the patronage of the managing committee to provide effective leadership and management at various levels.

The Principal, Administrative staff steer the college through appropriate planning and efficient review mechanism for achieving broad based goals. The leadership ensures the compliance of academic & administrative processes and procedures along with continual improvement through regular monitoring. It adheres to the Academic calendar of BBMKU , DHANBAD to accomplish its objectives. The college administration relies heavily upon its Internal Quality Assurance Cell comprising senior faculty members, members of the management, representatives of the alumni and social outfits. Some of the major areas which the cell deals with are: The administrative and academic committee collects feedback from students and other stakeholders and this feedback is considered for future action of the institution. At the commencement of each academic session the administrative and academic committee comes out with different proposals for the effective delivery of curriculum as well as for the general improvement in efforts to impart social skills and awareness regarding environmental issues

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

6.1.2**Institution practices decentralization and participative management****Response:**

“Shamshul Haque Memorial Teacher Training College ” Under Khurshida Fondation Trust is quite sensitive to latest management concepts like decentralization, teamwork, decision making, participative management etc. That is why it has adopted the policy of decentralization and the same is ensured through participatory management of the institution. The principal with the support of Conveners of various committees initiates the decision-making process which creates an organizational climate of participatory democracy. The faculty plays a significant role in the planning and effective implementation of the college administrative process. Responsibilities are delegated to them based on their competence, commitment and aptitude to meet the institutional objectives. It facilitates them to balance workload and provide development opportunities to staff to create positive and motivating environment, to inculcate team spirit to take initiatives and to make learning a more interesting and rewarding experience.

At the institutional level, various committees are formed which take decisions regarding their respective fields. They hold meetings at regular intervals and take into account the opinion of all members. The resolutions are passed with the consent of majority of members. Through committees such as administrative committee, Academic Committee, Time table Committee, Anti-Ragging Committee, Examination Committee, Code of conduct Committee, Purchase Committee, Maintenance Committee, Press Committee etc. The college encourages a culture of participative management. clubs and societies, teachers and students work in a cooperative spirit, helping and motivating each other and encouraging every individual to grow. The governing body also includes two staff representatives to look into the overall policy and governance.

CASE STUDY - PURCHASE COMMITTEE

One case study of Purchase Committee of the institution which shows that the institution is following the policy of decentralization and participative management. Though it is the principal of the college who has the last say in the decisions of the committee, a senior assistant professor is appointed as the convener of the committee. The committee is constituted of a few full-time teachers, the office superintendent and one member from the office staff. Transparent working Procedure: Firstly, the demands and requisites are received by the office. Then the Principal marks those demands and requisites to the committee. The convener of the committee notifies the time and date of the meeting to all the members to discuss and decide about the demands received. On a fixed date and time, a meeting is called. After thorough discussions, Quotations are called. The quotations are opened and lowest quotation is selected based on comparative statement . Full transparency is taken care of in all the procedures undertaken. All members sign the comparative statement and then the order is placed to the lowest bidder. After the order is duly completed a cheque is issued to the supplier. The committee holds its meetings as and when required. The minutes of the meetings are maintained regularly.

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:

Financial Transparency:

The members of the Finance Committee discuss major matters relating to budget provisions of the College and finalize budget proposals to be presented before the Management Council for approval near the beginning of each financial year. The day-to-day income received and expenditure incurred is accounted and documented in the various registers of the college; It is being audited by competent authority and counter signed by the principal at regular intervals. The financial accounts are audited yearly under various heads at different strata like Management level and Chartered Accountants level. The financial transparency of the institution reflects in the following actions Preparation of annual statement of accounts Structured utilization of management funds, Auditing and documentation of the fund by internal and external system. Documentation of all financial transactions, Periodic filing of documents of income tax paid by staff members.

- **Academic Transparency:** The regulations, curriculum and syllabus are uploaded on the college website. There is an academic committee in the college which monitors the academic activities. The rules and regulations are made clear to the students through the college Annual Calendar; made available online or through Hard copies. Significant current events, including admission, examinations, seminars, timetables, workshops, training programs etc. are posted on the College notice board. They are circulated among the staff and students. The admission process is organized as per the norms laid down by the BBMKU DHANBAD in the Prospectus. The process is published through the College Website and also by one-to-one counselling on campus for those who seek information regarding admission. The mid-term examinations, assignments, and projects are verified and feedback is provided regularly.
- **Transparency in the Admission process:** Online process through Jharkhand Combined entrance test JCECEB Admission Portal on the basis of merit and reservation policies of Government of Jharkhand.
- **Interaction Session with parents and students:** Course curriculum explanation through interview, Proper documentation with receipts for official and in-house contribution by Students/Parents.
- **Transparency in Administrative and auxiliary functions:** Periodic review meeting at various levels, Periodic Faculty Meetings, Institutional IQAC, Class Representatives (CRs) Meetings, attendance and admission. Grievance Redressal mechanism for faculty, students and parents, timely handling of files and papers to various cells.

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:

In view of the strategic plans, the institute has perspective plan of advancement. This arrangement is made according to the necessities of the students and so as to oblige the requirements of the institute and the society.

Following Major areas are covered in the plan as mentioned below:

- 1. Academics
- 2. Co-curricular activities
- 3. Feedback from stakeholders

Academics:

Shamshul Haque Memorial Teacher Training . College is an affiliated institute from BBMKU Dhanbad . It receives curriculum as provided by the BBMKU Dhanbad.

The curriculum provided by the university focuses on various issues viz:

- To have insight into the concept, types and role of education.
- To understand the concept, principles, factors affecting human growth and development.
- To create an awareness about models of teaching and teaching-learning aids in Educational Technology.
- To acquaint with the Indian educational system in post-independence era.
- To provide knowledge about nature of Language.

Co-curricular activities:

As the modern educational theory and practice gives top most priority on all round development there is the vitality of the organisation of these activities, in the present educational situation. For bringing harmonious and balanced development of the child in addition to the syllabus which can be supplemented through curricular activities, but the co- curricular activities play significant role. These activities are otherwise called as extra-curricular activities. It is therefore said that the co-curricular are to be given importance like the curricular activities. So, the organization of co-curricular activities is accepted as an integral part of the entire curriculum.

Types of Co-Curricular Activities:

Co-curricular activities are categorized in the following heads.

- **Physical Development Activities:** These activities include games, sports, athletics and yoga.
- **Cultural Development Activities:** The activities like music, dancing, dramatics, folk song, Community activities, exhibition, celebration of important festivals comes under this category.
- **Emotional and National Integration Development Activities:** Under this category organization of educational tours, speech programmers, celebration of national and international days are included.

Feedback from stakeholders:

Proper supervision and evaluation procedures are adopted periodically by the institution for ensuring the quality of the course. The committee accepts the feedback and suggestions about the existing curriculum from all the faculty members, members of Alumni Association, student-teachers of the previous session, teachers & heads of schools. The curriculum focuses and offers diversity and flexibility to the learners based on the feedback analysis. End-term feedback is collected from students by the administrative committee from approximately 20 percent randomly selected students.

Strategic plan for an activity:

The College purchase committee discussed with principal of the college regarding white wash of the college campus. Staff representative initiated the process through principal and with worthy Secretary. Then agenda was put forward in Governing body meeting through college secretary. The governing body meeting was held and discussed to call for Quotations from various contractors. After calling quotations, again governing body meeting was held in which one lowest price sealed quotation was finalized in the presence of contractors and purchase committee of the college with some terms and conditions. Then white wash process completed within two months.

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

6.2.2

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

Response:

Hierarchy of Administrative setup

The Institutional bodies form an effective and efficient as visible policies administration set up. Office Assistant is the authority of all administrative function. An office was setup for the proper functioning, placement, promotions and for managing the service rules and appointment. The academic committee frames policies and regulations and it is published in the academic Calendar of the college. Administrative committee review academic economic and physical facilities and other activities of the college and suggest remedial measures.

Functioning

Promoting the faculty for effective and efficient transaction of teaching and learning process in the institution. Promoting faculty to do research under faculty improvement program, to participate in refresher courses, orientation programs, seminars, workshops, conferences Resource persons to various institutions. Directing the administrative body to make the necessary provisions for maintaining the smooth functioning.

Recruitment of Faculty

The appointment of staff members, both teaching and administrative is made on procedural lines. Notification in registered newspapers Preparation of list Inviting university nominees after getting concurrence to the post. Constitute of interview board as per government norms. Issuing interview memo to all eligible applicants. Conducting interview and preparation of minutes signed by selection board members. Preparation of merit list with the approval by the Office Assistant. Issuing appointment orders on the basis of vacancies available. The College functions under the supervision of SHAMSHUL HAQUE MEMORIAL TEACHER TRAINING” Trust. The principal is the administrator of the college and he works in collaboration with the governing body to regulate and maintain a congenial academic environment. The principal along with members of the teaching and non-teaching staff implements the decisions and policies of the management. Faculty members report to the principal and carry out the functions of the college. The College has a well-defined organizational structure in the administrative staff also. Hierarchy of staff, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism are defined as per the rules of the BBMK University. In addition, a number of clubs and committees comprising students & faculty members are active in various committees to enable effective learning of students. The college has a democratic setup, where each unit is given full freedom to innovate and plan its perspective of development, operates through a structured organization for discipline and smooth functioning. Role and responsibility of various bodies are well defined to ensure accountability.

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

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

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

Response: B. Any 5 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Annual e-governance report	View Document
Link for additional information	View Document

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

The college has an effective committee of different body's cells/committees that function in a well concerted manner to perform plan and execute various works. The administrative functions of the college are carried out by the principal through a series of committees. These cells/ committees are formed by the governing body and Teachers' Council. The principal acts as a chairperson of these committees. The members of these committees are GB members, teaching staff non-teaching staff and student representative (wherever required). These committees always follow the standard practice of documentation and record keeping and these documents are considered to be one of the most important aspects of the college administrative setup. The Committees/Cells are entrusted with their particular duties and work towards the college aspired goals.

The committees/cells regularly meet to consider various agenda for discussions and its resolution. The suggestions of each cell / committee are analysed and proper decisions are taken. Suggestions taken at various meetings are properly documented and effective steps are taken to implement the decisions at the

ground level in reality. The minutes of different cells/committees are duly recorded for maintenance and transparency of records.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution gives dire importance for the welfare of its faculty members. Significant initiatives were taken for the teaching and non-teaching faculties in various dimensions such as

1. Academic
2. Professional
3. Social
4. Economic
5. Health and well being

Considering the above aspects, a multitude of programmes are envisioned. The management is vigilant to maintain the much-needed professional environment in the campus. The staff members cooperate with each other and extend support in times of emergencies. as per rules of Government of Jharkhand Canteen facilities available for students and staff. Institution encourages the staff to be resource persons in other institutions, Motivates the staff to take part in seminars, workshops, conferences and publications.

Realizing that a satisfied employee is an asset for the institution and can make college a productive place. Some of the initiatives towards the welfare of the staff and faculty. College has developed a healthy practice of providing salary to both teaching and non-teaching staff. Research facilities are available for faculties pursuing their Ph.D.

Casual Leave:

All employees are eligible for casual leave as per norm prescribed by bbmku per year at 1 day per month during the Academic Year.

Out-Station Duty (OD)/ Duty leave

- OD is granted, when staff members are required to go out on official duties or to participate in Seminars, Conferences, Workshops, for presenting paper etc. as approved by the Principal/Designated Authority.
- The Principal/Designated Authority shall have the right to cancel the leave sanctioned earlier, for any emergency work in the college.

Maternity Leave

- A woman employee of the institution, is eligible for Maternity Leave , subject to prior approval of the Principal/Designated Authority.
- The decision of the Principal/Designated Authority will be final in sanctioning of ML.

Medical Leave

- Medical leave as per norms .

Earned Leave

- Earned Leave is granted as per university norms.
- Loan against PF, ESI Gratuity for non-teaching staff as per the guidelines of BBMK University Dhanbad. Free uniform is provided to the non- teaching staff.

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: 2.5

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
1	0	1	0	0

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

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: 3

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
2	1	0	0	0

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	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: 1.25

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
1	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document

6.3.5

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

Response:

The performance appraisal system of teaching staff follows the guidelines of BBMKU DHANBAD For this purpose, the college has adopted pronged system. Self-Appraisal for ensuring quality performance by the staff, the institution has initiated a system of taking feedback from students. Thus, it is ensured that students can give their feedback without any pressure. The feedback is evaluated and necessary measures are recommended.

Teaching is an art which requires constant energy, practice and progress. Self-appraisal forms encouraging staff to evaluate their own performance. Every member of the teaching staff has to fill this form annually. It allows educators to identify their own academic strengths and weaknesses. It also helps the institution to achieve greater goals of teaching learning. It encourages the teachers to focus on their own professional development apart from their usual teaching work.

The principal holds regular meetings for result analysis with in each semester. The report on results of individual teachers is forwarded to the management. There is also an efficient in-built mechanism to check the work efficiency of non-teaching staff. The record of their performance is maintained in their personal files. The non-teaching staff is headed by an office Assistant. He supervises the office staff and reports the progress to the principal regularly.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

SHMTT College Dhanbad , Jharkhand conducts audit in accordance with auditing standards generally accepted. Those standards require College plan and perform the audit in collaboration with chartered Accountant. The financial audit is conducted annually at different levels Internal audit by management of the Institution. Internal Audit by Chartered Accountant. following:

- (a) all receipts from fee, donations, contributions, interest earned and returns on investments;
- (b) all payments to staff, vendors, contractors, students and other service providers. The income expenditure made on various heads and categorized and audited annually such as Infrastructure, Book and Journals, electricity and water charges etc. Regular audit is conducted in the institution. Audit may take 2-3 days. In the audit Objection will be attempted in time if needed. Chartered Accountant of the Institute conducts regular accounts audit and certifies its Annual Financial Statements. Work of Internal Audit of the Institute has been entrusted to the Internal Auditor of the Institute.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
Link for additional information	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
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View Document

6.4.3

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

Response:

Mobilization of Funds

The college is basically a self-financed private college and it doesn't receive any type of grant or aid from the Government. The college follows a well-defined strategy for mobilization of funds and optimal utilization of resources as directed by UGC.

The college Accounts office prepares an annual budget estimate. Fee is the major source of funding.

Other sources of funds are: Interest from savings of the institution. The financial resources are effectively and efficiently used in the institution.

Optimal Utilization of Resource

The resources are optimally utilized by preparing annual budgets. While preparing budgets due consideration is given to overall development of students as well as growth & development of the college. The principal recommends those budgets and forwards the same to the College Management and gets those sanctioned from them. Final payments are approved by the principal.

The main heads of utilization of resources are mentioned below: Infrastructural facilities including repair & maintenance charges including Internet and telephone expenses, Electricity bills as well as generator expenses, Purchasing of books and enrichment of library Various curricular as well as co-curricular activities. Tuition fee, development fund, library fund, Computer and internet fund, maintenance fund, depreciation replacement fund, conveyance fund, extra-curricular activities, faculty development fund, prize annual function, seminar/ club fund, Misc. fund.

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:

The IQAC continuously works on all the quality evolving facets of the institution. The institution through IQAC periodically reviews and continuously upgrades the quality of teaching and learning process

. The faculties in the college are encouraged to utilize modern information and communication technology (ICT) tools such as smart classroom, Power Point Presentations, video streaming, audio component for effective classroom teaching.

Academic Performance Indicator (API) of each faculty is scrutinized by IQAC. IQAC motivates the faculties to attend FDP, Seminar, Workshop, FIP, RC, Publications of Research papers. The IQAC organises Teacher Induction Programme for quality improvement of teaching staff. IQAC also organises Student Induction Programme and Lecture Series for learner quality upgradation. Staff Induction Programme is also carried out for upgradation of administrative facilities. The IQAC has initiated a policy of providing a token amount to each faculty for participating in seminars and workshops. Faculties are provided computer to carry out their academic endeavours. We have a provision of preparatory day for every faculty so that they can upgrade their content knowledge. We have set up a gymnasium and a recreation room for fostering physical and mental wellbeing of staff. The faculty members are also oriented with the ethos and culture of the institution.

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

6.5.2

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

Response:

The institution constantly strives to achieve excellence in teaching learning outcomes through IQAC. The institution aims to create and disseminate knowledge to keep in tune with time. With this aim, we have enabled wi-fi in the entire campus. The laboratories are upgraded and renovated with required instruments. An ICT Lab is established for acquainting learners with e-resources. The College has different types of laboratories/Rooms such as Language laboratory, Geography Laboratory, Physical Science Laboratory, Chemistry Laboratory, Psychology Laboratory, and Maths Laboratory. The college also has provisions for separate rooms for Fine arts and Work Education Room, Music Room, Gymnasium, Yoga Centre. Library has Journals subscribed. Smart Classrooms are also established. Teachers are encouraged to teach through LCD, PPT. Faculty and students are encouraged to use these regularly.

The remedial measures are also taken for the slow learners. Special sessions for mentoring and guidance are also conducted. Learners are also encouraged to develop the skill of reading for pleasure. We have prepared a list of books for the trainee teachers apart from their academic texts and often conduct Book Reading and Discussion sessions with them. This Book Reading and Discussion session helps in developing interest in understanding the human psyche and developing life skills among the trainee teachers.

Under IQAC instructions, Guidance and Counselling Cell helps the learners to deal with struggle of personal, professional and vocational life. Placement Cell guides them regarding future learners regarding employment opportunities considering their strengths and weaknesses.

The institution implements a system of obtaining feedback from the trainee teachers through IQAC. Every effort is made to remain in touch with trainee teachers to collect feedback from them, to ensure commitment and sincerity among the academic community. Feedback from students is collected by distributing a predesigned proforma. Alumni association has been actively involved in furthering academic development. The feedback obtained is placed before the IQAC for analysis and implementation in order to improve the teaching learning process. Feedback and institution appraisal is also done by teachers under directions of IQAC.

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: 3.6

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
08	02	0	04	04

File Description	Document
Report of the work done by IQAC or other quality mechanisms	View Document
Data as per Data Template	View Document

6.5.4

Institution engages in several quality initiatives such as

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

Response: C. Any 2 of the above

File Description	Document
Supporting document of participation in NIRF	View Document
Feedback analysis report	View Document
Data as per Data Template	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) 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:**

Shamshul Haque Memorial Teacher Training College always keeps track of the incremental improvements achieved in academic and administrative domain of its functioning through quality assurance initiatives. The IQAC always reviews and takes steps to improve the quality of teaching-learning.

Incremental improvements are made in the academic, research, governance and administrative domains by the college in the following:

- Formulation of vision and mission of the college
- College website creation and maintenance
- Online fee payment
- Wi-Fi Facilities
- Smart Classroom
- ICT Lab
- Journal Subscription
- Language Lab, Psychology Lab and other lab renovation
- Meetings of IQAC regularly
- Seminar, Workshops and Conference organized every Year
- Students support Cells-Students Grievance Redressal, Student welfare, Anti-Ragging etc.
- Prospectus
- Value-added Course
- Feedback collection to improve teaching Learning Process
- Opinion of Alumni- Valuable suggestion taking
- Mentor allotment for students' guidance
- The IQAC periodically reviews the quality assurance and suggests for gradual expansion.

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

The institution Shamsul Haque Memorial Teacher Training college, Ambona is concerned about conservation and sustainable development sources of energy.

The institution is sincerely and honestly consuming less energy while in classroom, laboratory and offices, All teaching and non teaching Staffs strictly follow the rule of conserving energy.

For the conservation of energy resources and its conservation through sustainable development as "sustainable development is the need of the hour" following steps are taken and strictly followed.

1. The classrooms are well ventilated, lighted naturally through the various windows and corridors, So there is less requirement of electrical lights / appliances.
2. LED lights are used for the conservation of electricity.
3. All the teaching, non teaching staff and students are instructed to switch off the lights and fan when leaving the classroom or when it is not in use.
4. Plantation work is taken up around the premises which keeps the environment cool and healthy such as no need for A.C.
5. In the ICT labs LED monitors are used for saving energy.
6. From time to time maintenance of Switches and Switch boards are done to prevent short circuiting.
7. Poster making competition / slogan Competition are being organized to create awareness for the conservation of energy. For this purpose awareness among mass regarding use of resources and its conservation i.e energy conservation poster presentation, slogan writing & rallies are organized.
8. Generator is available but it is used during exigency, Inverters and batteries are used at the time of emergency usually.
9. To promote Vedic medicine we have planted various types of medicinal plants such as Meethaneem, Tulsi, Patharchatta, Ashwagandha etc. The list of medicinal plant can be seen in our records.
10. We have installed solar light in our campus

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:**

Shamshul Haque Memorial Teacher Training College has a very hygienic class waste management system. for the disposal of waste from toilet and urinals a septic tank with soak pit has been provided which keeps the premises healthy and odourless.

- For disposal of dirt, garbage, leaves of Garden and other such type of waste a vermi compost has been provided in which this type of waste is decomposed and recycled and used as manure in the garden.
- For waste water of bathing and other goes into a rainwater Harvesting pit has been provided near the tube well , thus it solves the purpose of recycling of water and recharging the bore well.
- There is a very big and beautiful pond on the east side of the campus in which rain water is store which is used by the local villagers for bathing and washing.
- The college campus falls within the catchment area of the above mention pond which is adjacent to the boundary wall of our Institution. As such all rainwater is stored in the pond which successfully serves the purpose of rainwater harvesting.
- The institution allows the nearby villagers to fetch water from the tube well throughout the day .The villager gets good quality drinking water throughout the year.
- Chhota Ambona jhunai pahari is area of tribal's who are not capable investing money in borewell for good quality of water.
- Shamshul Haque memorial teacher training college is dedicated to fulfil their drinking water demand since its establishment.The poor tribal people admits that there is no such a good quality drinking water bore well in nearby their village ,so people from Manjhi Basti 1, ManjhiBasti2 , Dolabod & salukChapra covers and Fetch water from institutions tube well for drinking purpose.
- We promote plastic free campus and try to degrade all biodegradable waste.

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:** A. Any 4 or more of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Any additional information	View Document

7.1.4**Institution has water management and conservation initiatives in the form of**

- 1. Rain water harvesting**
- 2. Waste water recycling**
- 3. Reservoirs/tanks/ bore wells**
- 4. Economical usage/ reduced wastage**

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document

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

Institution is located in between the village surrounded by the forest. The lush green forest , plants, bushes, provides purified air green environment place melodious chirping of birds.

The institution has planted medicinal plants in its campus such as Aprajita, lemongrass ,meethaneem,

insulin,sadabahar,aloe Vera ,Amla, Tulsi, Ashwagandha, HarSingha, Tejpatta etc.

The institution has done the following-----

- (i)The building of the institution Is well designed and properly ventilated.It allows sun rays to inter every space.
- (ii) The college has lush green lawns and different plants/trees.
- (iii)We provide sapling of plants to our guest and visitor instead of bouquets of flowers.
- (iv) Air purifying plants, medicinal plants, flowering plants , fruit plants etc.have been planted,Which gives decent look of the premises.
- (v)Bird houses have been installed on the tree for their habitation.
- (vi)Water and food is also provided to the birds every now and then.
- (vii)The staff and students are encouraged to use public transport provided by the college to reduce the carbon emission and eco-friendly mode of travelling is enjoyed by them.
- (viii)College has banned the use of plastic by the students and staff and use jute bags or cloth bags.
- (ix)Smoking is strictly prohibited around and near the Campus.
- (x)Natural lightning is used whenever possible as Because the building Has sufficient windows, ventilate sand passages to allow the sunlight to enter in the classrooms, Labs, library and offices.
- (xi)Notices are sent through Emails ,WhatsApps etc to reduce dependency of paper and minimize the use of paper .
- (xv)Staff members use both sides of papers, to avoid wastage of paper.
- (xvi)The institution organises Safai Abhiyan , cleanliness pakhwara, time to time to keep the premises clean.
- (xvii) Sign boards and posters are used in the Premises for awareness of the people and specially for the visitors.

File Description	Document
Documents and/or photographs in support of the claim	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: A. All of the above

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

7.1.7

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

Response: 4.36

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
1.64870	2.68690	3.30356	1.58746	1.63250

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:

Shamshul Haque Memorial Teacher Training College is striving to imbibe the teaching learning process with unique blend of intellectual vigour and ethical Engagement.

The core belief of the Institution is the holistic vision that discount the past but at the same time embraces the future with unwavering confidence in the ability to shape it & harness its possibilities. We are committed to nurture & create teachers who are equipped to become world citizen who take pride in their heritage.

Shamshul Haque Memorial Teacher Training College is using locational Knowledge and resource in the following manner:

- During NSS camp of the college, various activities are done at nearby villages. So, students learn the feeling of cooperation, sharing, learn or understand our heritage, their life style, ethics, moral etc that is missing in the city.
- During pre-internship programme, B.Ed. Ist and 2nd year students learn the type of school, culture of the school, observe teachers while teaching, observe students.
- During Zonal and Inter Zonal Youth Festival there are many heritage items like Tokri making, Mitti Ke Khilouna, Rassa making, Embroidery: Bagh, Embroidery: Phulkari, Embroidery: Dasuti / Cross stitch, Pakhi designing, Crochet work, Knitting, mehendi designing Items are taught by villagers.
- Using the professors and faculties in the Neighbouring institutions of our surroundings as resource persons and judges during different college activities.
- Using halls of Shamsul Haque Memorial Teacher Training College for different functions and also providing our own to them.
- Using different schools for teaching practice and skill in teaching competition.
- A vast collection of old students who are well placed in the many of the neighbourhood schools and colleges also constantly used for supporting the curricular and co-curricular growth of our students.
- We participate in various cultural and educational activities in the nearby the institution.
- Local police officers help us in conducting procession and during camps.
- Local Political member participate in the major events the college.

File Description	Document
Documentary evidence in support of the claim	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: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

Shamshul Haque Memorial Teacher Training College has a very hygienic class waste management system. for the disposal of waste from toilet and urinals a septic tank with soak pit has been provided which keeps the premises healthy and odourless.

- For disposal of dirt, garbage, leaves of Garden and other such type of waste a vermi compost has been provided in which this type of waste is decomposed and recycled and used as manure in the garden.
- For waste water of bathing and other goes into a rainwater Harvesting pit has been provided near the tube well , thus it solves the purpose of recycling of water and recharging the bore well.
- There is a very big and beautiful pond on the east side of the campus in which rain water is store which is used by the local villagers for bathing and washing.
- The college campus falls within the catchment area of the above mention pond which is adjacent to the boundary wall of our Institution. As such all rainwater is stored in the pond which

successfully serves the purpose of rainwater harvesting.

- The institution allows the nearby villagers to fetch water from the tube well throughout the day .The villager gets good quality drinking water throughout the year.
- Chhota Ambona jhunai pahari is area of tribal's who are not capable investing money in borewell for good quality of water.
- Shamsul Haque memorial teacher training college is dedicated to fulfil their drinking water demand since its establishment.The poor tribal people admits that there is no such a good quality drinking water bore well in nearby their village ,so people from Manjhi Basti 1, ManjhiBasti2 , Dolabod & salukChapra covers and Fetch water from institutions tube well for drinking purpose.

File Description	Document
Photos related to two best practices of the Institution	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:

one area distinctive to its Vision, Priority and Thrust.

The college is a coeducational institution situated in an economically backward and tribal area of Dhanbad, Jharkhand. *The vision of the institution is to provide the best learning experience to the students through creating an environment where the relationship between our Students, Parents, Faculty members , Staffs ,Management and society builds on love, respect, trust, wellbeing, enlightenment and growth thereby empowering each stakeholders with civic virtues and spirit of universal well being.*

The college has always aspired for sustainable development where wellbeing of all stakeholders including of the Mother Nature is of the highest concern.

Every members of the college feel connected to this place and hence the iteration rate is among the lowest of this sector.

The activities and programmes organised by the students helped them develop social consciousness.

Students teach the children of the surrounding villages for free.

For the first time 3 students from the locality went for higher studies with the effort of B.Ed trainees who guided them and prepared them for competitive exam i.e government polytechnic entrance exam.

Surrounding villagers feel connected to the college as they participate in cultural events and festivals like Saraswati Puja, Sarhul etc

The vision of the college are as follows:-

- Making its students a good informed citizen so that they can work for the welfare of society.
- Nurturing the students to help them acquire necessary skills and competence for quality living.
- Helping the students inculcate traditional Indian values.
- To ignite the minds of the students to discover their individuality, improvise and acknowledge diversity.
- To pledge a commitment to build a bond with nature and strive for sustainable development

In this context it can be said that there is diversity and abundance of local flora and fauna in the campus and focus is always for sustainable development.

- College is well lit and use minimum power of lights. Solar lights are also used to reduce dependence on electricity.
- Sustainable Transportation Data – Increase in sustainable transportation options including reduced single-occupancy vehicle trips and increased usage of car-pooling and improved public transportation engaging.
- Community Engagement and Support– High levels of participation and support from students and staff in eco-friendly initiatives.
- **Green Spaces Development– Documented success (visuals) in the creation and maintenance of green spaces on campus including flourishing native plants, well-maintained gardens and preserved natural habitats.**
- **Water from the campus is used by surrounding villagers for drinking and household purpose. Ground water table are continuously recharged to meet the requirement of surrounding villagers.**
- The quality of water at our campus is equivalent to packaged mineral water as it is evident from water testing report.
- Student-led Initiatives – Demonstrated impact of student-led initiatives like plantation etc. contributing to the college’s sustainability goals with tangible outcomes and measurable results.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document

5. CONCLUSION

Additional Information :

Shamshul Haque Memorial Teacher Training college was established in 2015 and is run and managed by Khurshida Foundation a society registered under society registration act 1861. The college is to Binod Bihari Mahto Koyalanchal University, Dhanbad, Jharkhand and has sanctioned intake of 100 in Bachelor of Education.

SHMTTC is an only women led organisation of its affiliating university running under the able leadership of **Mrs. khurshida Khatoon Mallick** (Secretary) and **Dr. Puja Singh** (Principal).

Concluding Remarks :

- The college faces many inherent problems / challenges as per changing times, which affects its day to day functioning, at the same time this gives an opportunity to excel the quality, to contribute to the national development, to foster global competencies among the student community, inculcation a value system, integrating Technology in Teaching Learning Process and believing in the fact that, Quality is a continuous journey.
- College is trying its level best to emerge as a premier higher learning institution by creating, advancing and disseminating knowledge with collective wisdom, through value imbued holistic education for peaceful, sustainable and humane society.
- College proactively pursues its mission of educating and empowering the learners to realize their potential through righteous blending of knowledge, skills, and values for serving the society.
- College is committed to its best as per its Vision and Mission to build the nation builders.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.4	<p>Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through</p> <ol style="list-style-type: none"> 1. Provision in the Time Table 2. Facilities in the Library 3. Computer lab facilities 4. Academic Advice/Guidance <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made the necessary changes basis the supporting shared</p>																				
1.2.5	<p>Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years</p> <p>1.2.5.1. Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>181</td> <td>181</td> <td>199</td> <td>199</td> <td>200</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes basis the supporting shared by HEI, DVV has not considered the values since the certificates has not been provided</p>	2022-23	2021-22	2020-21	2019-20	2018-19	181	181	199	199	200	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
181	181	199	199	200																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	0	0	0																	
1.4.2	<p>Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: D. Feedback collected Remark : DVV has made the necessary changes basis the supporting shared by the HEI</p>																				
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..</p>																				

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
127	134	148	121	110

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
71	49	69	69	52

Remark : DVV has made the changes basis the supporting shared by the 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: B. Any 4 of the above

Remark : DVV has made the necessary changes basis the supporting shared by the 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: B. Any 3 of the above

Remark : DVV has made the changes basis the supporting shared

2.4.1	<p>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</p> <ol style="list-style-type: none"> 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) <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above Remark : DVV has made the necessary changes basis the supporting shared by HEI</p>
2.4.2	<p>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</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above Remark : DVV has made the necessary changes basis the supporting shared by HEI</p>
2.4.6	<p>Students develop competence to organize academic, cultural, sports and community related</p>

	<p>events through</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has made the necessary changes basis the supporting shared by the HEI</p>
2.4.7	<p>A variety of assignments given and assessed for theory courses through</p> <ol style="list-style-type: none"> 1. Library work 2. Field exploration 3. Hands-on activity 4. Preparation of term paper 5. Identifying and using the different sources for study <p>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 the necessary chnages basis the supporting shared</p>
2.4.13	<p>Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 or 2 of the above Remark : DVV has made the changes basis the supporting shared by HEI</p>
2.5.2	<p>Percentage of fulltime teachers with Ph. D. degree during the last five years</p> <p>2.5.2.1. Number of full time teachers in the institution with Ph.D. degree during last five years</p> <p>Answer before DVV Verification : 14 Answer after DVV Verification: 6</p> <p>Remark : DVV has made the necessary changes basis the supporting shared by HEI</p>
2.6.2	<p>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</p>

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: B. Any 3 of the above

Remark : DVV has made the changes basis the supporting shared by the 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: E. None of the above

Remark : DVV has made the necessary changes basis the supporting shared by HEI

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**

3.3.3.1. **Number of students participated in activities as part of national priority programmes during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
181	181	199	199	200

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
160	157	176	182	180

Remark : DVV has made the changes basis the supporting 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 basis the supporting shared by HEI

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: E. None of the above

Remark : DVV has made the necessary changes since the necessary supporting have not been attached

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
34	13	12	12	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
26	8	7	7	7

Remark : DVV has made the necessary changes basis the supporting shared by the 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 : A. Any 6 or more of the above

Answer After DVV Verification: B. Any 5 of the above

Remark : DVV has made the changes basis the supporting shared by HEI

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**

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	1	8	0	0

Answer After DVV Verification :

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

Remark : DVV has made the changes basis the supporting shared by the HEI, the amount below 2000 has not been considered

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

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 the necessary changes basis the supporting shared by HEI

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has made the changes basis the supporting shred by the HEI

2.Extended Profile Deviations

ID	Extended Questions																				
1.3	<p>Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>127</td> <td>134</td> <td>148</td> <td>121</td> <td>110</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>60</td> <td>60</td> <td>60</td> <td>50</td> <td>50</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	127	134	148	121	110	2022-23	2021-22	2020-21	2019-20	2018-19	60	60	60	50	50
2022-23	2021-22	2020-21	2019-20	2018-19																	
127	134	148	121	110																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
60	60	60	50	50																	
1.4	<p>Number of outgoing/ final year students who appeared for final examination year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>97</td> <td>100</td> <td>101</td> <td>95</td> <td>101</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>89</td> <td>100</td> <td>101</td> <td>92</td> <td>101</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	97	100	101	95	101	2022-23	2021-22	2020-21	2019-20	2018-19	89	100	101	92	101
2022-23	2021-22	2020-21	2019-20	2018-19																	
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2.2	<p>Number of Sanctioned posts year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>100</td> <td>100</td> <td>100</td> <td>100</td> <td>100</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	100	100	100	100	100	2022-23	2021-22	2020-21	2019-20	2018-19					
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100	100	100	100	100																	
2022-23	2021-22	2020-21	2019-20	2018-19																	

16	16	16	16	16
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