



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SRI RAMAKRISHNA SARADA ASHRAMA TEACHER'S TRAINING COLLEGE

**SRI RAMAKRISHNA SARADA ASHRAMA TEACHERS TRAINING COLLEGE,
RABINDRA PATH, HAZARIBAG- 825301.**

825301

www.saradaashramattc.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Swami Tapananda, the founder President of Sri Ramakrishna Sarada Ashrama (SRSA), inspired by his *Gurudev* Shrimat Swami Himangshu Maharaj, a direct disciple of Holy Mother Sarada Devi, took up the mission of fulfilling Swami Vivekananda's dream of upliftment and spiritual growth of human beings irrespective of caste, creed and religion, particularly of this region of Hazaribag (Ref. Plan of work for India; Sl No.28; Rules and Regulations of the Ramakrishna Math, Belur, framed by:- Swami Vivekananda 1897-98).

Considering Swami Vivekananda's principles of life that education is the backbone of society and realization that teachers play pivotal role in making of ideal citizens who can build the Nation, Swami Tapananda, accompanied by his dedicated and highly motivated team, established the Teachers Training College (SRSATTC) in Hazaribag in 2012.

SRSATTC is recognised by the **NCTE ERC**, Bhubaneswar and is affiliated to the prestigious **Vinoba Bhave University, Hazaribag** and **Jharkhand Academic Council, Ranchi** which is the apex body for the colleges in Jharkhand.

The college is a co-educational, located in the heart of Hazaribag town, spread over an area of 0.99 acres maintaining green ambiance. It is situated at about 3 KM from Hazaribag Railway Station and 0.5 KM from Hazaribag Bus Stand.

Since its inception, the institution has been serving for the cause of quality Education through empowering teachers with the objective of catering to the need of proper education to the common people of the region.

The belief that every man and woman has the capability of becoming a teacher; they need to be chiselled and polished their potentiality to the best capacity for delivering quality education, lead us to design suitable curriculum. This Institution teaches pupils' teachers to be, equipping them with the best of tools for communication, knowledge for developing life-skills and personality of each individual student, in their way, so that they turn out to be an ideal citizen of the society of 21st century India. **SRSATTC** solemnly dedicates itself to share the challenging job of producing ideal class teachers who may raise class-one human resource and would thus contribute generously to the Nation Building.

Vision

- SRSATTC aspires to imbibe Swami Vivekananda's viewpoint of education (manifestation of perfection already in man); enabling the students (pupil-teachers) to be self-confident and self-esteemed in mentoring the school students.
- The Institution visualises to build up characters with moral and spiritual values.
- SRSATTC intends to stress on mass education including that of underprivileged sections and facilitate them to join the mainstream of the society.

Mission

The Organization (Sri Ramakrishna Sarada Ashrama) has a great missionary zeal of Swami Tapananda Ji Maharaj, inspired by Swami Vivekananda and Swami Tapananda Ji's Gurudev Swami Himangshu Maharaj. Swami Tapananda Ji felt intensely to the crying call for establishing Institutions with modern facilities to cater to different educational and co-curricular needs of the pupils, and teachers. As a part of the organization mission, the Teachers Training College, beside the CBSE affiliated Higher Secondary School, aims at **empowering the teachers with all modern tools to become ideal trainers for the future citizens of the country and thereby contribute towards Nation building.**

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The faculty members are well qualified and highly dedicated with diversified knowledge and skill.
- The college is situated at a well accessible location in the town with well-designed & Eco-friendly campus.
- The institute is also easily accessible from any corner of the state
- The college has sufficient classrooms, laboratories, well-furnished library, central hall and all the necessary amenities.
- Appreciable Student- Faculty Ratio (7:1).
- The campus is Wi-Fi enabled with 100 MBPS Internet Bandwidth.
- The institution has well-developed language laboratory.
- Adequate sports facilities including indoor / outdoor, sports field.
- Dynamic support and encouragement from the Management and the Principal for Faculty Development Programmes.
- Very active placement cell of the college enables the students to get absorbed immediately after the courses. The outstanding students are inducted in the Sister Institution; Vivekananda Central School.
- Strong career guidance and special classes/ remedial classes for weaker students facilitate empowering the students for their success in career competitions.
- Strong collaboration with other Institutions like SBM Teacher's Training College, Hazaribag; Rajakyaa Teacher's Training College, Hazaribag; Ramakrishna Mission Ashram, Ranchi; Srinivas Dental College & Res. Centre, Hazaribag; Gurukul Coaching Centre, Hazaribag etc.

Institutional Weakness

- There is no foreign collaboration yet for enhancement of faculty and students progression.
- Being exclusively self-financed, infrastructure modernization activities are slightly slow.

Institutional Opportunity

- Autonomy of the Institution
- Institution with potential for Excellence
- Introduction of M.Ed. & Integrated courses (B.A. B.Ed., B.Sc. B.Ed.) are in the process
- Extreme autonomy in curriculum construction following guidelines of the applet body
- Ample scope for academic/professional enrichment
- Promotion of institution-community network

- Stronger placement services
- National networking linkages
- Involvement in social/educational extension services
- Varied experience and opportunities for the faculty members to improve their skills for professional growth
- Best practices and training methods that would attract the best minds into the institution

Institutional Challenge

- Student friendly fee collection methods and fellowships to help students with financially weaker background
- Enable vernacular medium students to successfully cope up with the curriculum in English medium

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college, affiliated to the Vinoba Bhave University, Hazaribag & JAC, Ranchi ensures quality education. Based on guidelines of curriculum formulation designed by the University, SRSATTC has adopted different teaching methods and strategies to impart knowledge to the learners.

The vision, mission and objectives emphasize on holistic development through comprehensive education. This empowers the students with professional skills and competency to meet the challenges of the society through proper mentoring the school students.

The college, right from its nascent days, has encouraged the faculty members to participate in various workshops, seminars related to the curriculum design to facilitate updating knowledge. To inculcate scientific temper and critical thinking, learners are encouraged to take up case studies and real time projects. The value based components are incorporated in the curriculum through the courses such as Foundation course, Teaching Ethics, Environmental Studies and Teaching Practices. The semester pattern and CBCS is introduced in all courses.

Opportunities are available in the college for students to undertake courses such as Computer Literacy Programme and Basic Communication Skill to enhance their employability prospects. These courses are designed to equip students with additional skills and to imbibe interdisciplinary studies. The institution has designed a formal system of feedback from all stakeholders for proper evaluation and monitoring.

Teaching-learning and Evaluation

Teaching, learning and evaluation are important aspects of any academic system. SRSATTC believes on value based education along with practical learning. In this regard, the institution adopts appropriate and innovative strategies.

Teachers play pivotal roles in shaping the learners' (pupil teachers) overall development to ensure transforming young minds (school students) to knowledgeable and socially responsible citizens. SRSATTC facilitates

capacity building for nurturing the school students. For this, teachers (faculty) are appointed through rigorous selection process following concerned guidelines to ensure appointment of highly qualified and well experienced faculty members. The College provides ample opportunities for the faculty members to excel in their teaching by facilitating them to conduct and attend various capacity building workshops and trainings.

The students' admission process is transparent and is as per the University and Government guidelines. The students are admitted from diversified cultural set up for which mechanism is in place. The students are also given ample opportunity to learn through effective use of library resources, ICT facilities and also are encouraged to take part in real time projects. In order to achieve good result, the remedial lectures are arranged for the benefit of students. The Evaluation process of students (examination and declaration of results) is maintained under timely schedule as per the academic calendar. The college follows the regulation for evaluation as prescribed by the N.C.T.E. All grievances, if any, of student are addressed timely by the respective committee which is in place. Based on Student Satisfaction Survey the college continuously strives to improve the Teaching Learning Processes. The Institute promotes experiential learning with active involvement of students and faculty members.

The IQAC plays a vital role in analysing the teachers' and students' outcome based performances. The analysis enables the committee to suggest introduction of required bridge course to help the learners to get familiarized with the courses. IQAC has formulated robust system of all-round evaluation of teaching and learning activities of the college and suggest evaluation-based required mid-term changes for improvement..

Infrastructure and Learning Resources

The institution is conscious of the need for enhancement and modernization of infrastructure from time to time for ensuring effective teaching, learning and research.

The college provides a well-equipped infrastructure housed within a green campus, as given below:

1. Spacious building (The built-up area for academic building is 5308.21 sq.m.)
2. Huge play-ground (multipurpose play field) with sports facilities & In-door sports facilities
3. ICT Resource Centre & ICT enabled smart class rooms
4. Library facilities
5. Teaching-Learning and Art & Craft Resource Centre
6. Curriculum Laboratory
7. Huge parking space
8. Health & Physical Education Resource Centre
9. Conference cum meeting Hall with VC facility

10. Multipurpose hall
11. Rooftop solar power plant for the Institute building
12. Water harvesting system for entire rain water collection of the campus (catchment area of the whole campus including building roofs)
13. Green waste-management system
14. Laboratories (Science, Physical, Biology, Mathematics, Language, Psychology, Music)
15. Fire safety system of the building (as per Fire safety norms)
16. Jharkhand PHED certified quality drinking water supply system of the campus
17. Movable canteen facility
18. Fitness centre
19. Separate rooms for other activities like; NSS, Eco-club, Sick room, rest rooms (common room) for boys, girls & faculty, IQAC, visitors waiting, well equipped examination control, common room for faculty
20. Ambulance facility for critically sick student and staff for shifting to nearby Hospital
21. Hostel facility for girls
22. Transport facility for students from distant places (shared with the sister Institution; Vivekananda Central School)

The system of regular maintenance of buildings, fixtures and instruments are in place for which adequate funds are allotted.

Facilities for students to undertake community centred activities like NSS, WDC and Eco Club are in place.

A family environment is experienced by the staff and the students amidst natural ambience for integrated development of the students with various life oriented skills.

The college maintains computer-students ratio of 1:1. All the computers are uploaded with licenced OS and softwares, networked through LAN and the campus is Wi-Fi enabled. The library is also well resourced to meet the demand of students and teachers.

Student Support and Progression

The College extends all possible support to students in academic guidance supported by necessary counselling programs for progression to higher studies and career. Requisite information regarding administration,

departments, offices, admissions, programmes with outcomes, examinations, infrastructures and amenities are provided on departments/central notice-boards and website. Orientation programmes are arranged to get new students acquainted with information on courses, faculty, curricular/co-curricular activities, career opportunities and e-resources. Besides classroom interactions, tutorial, remedial classes, term papers, field study/projects, workshops, seminars and internships are integral components of curricula. Updated ICT infrastructure with licensed Microsoft Office application and other useful tools are provided in all computers.

Every student is encouraged to participate in all college activities. The student's council members work relentlessly with dedication to successfully carry out several programs throughout the year. Students work with various underprivileged and marginalized sections of the society with the aim to spread awareness and educate them about various useful topics like health, finance, self-empowerment etc. The students also conduct remedial teaching, student's leadership programs and computer literacy programs.

Internal Complaints Committee responds to complaints of sexual harassment and other sensitive issues according to relevant Acts. Online Student Grievance Redressal System, and student feedback system are in place. Committees for anti-ragging, anti-discrimination have also been formed and are highly active. College NSS unit devises various academic and cultural activities. Placement Cell and Department-specific cells assist students in career counselling.

SRSATTC is well equipped with Laboratories of Physics, Biology, Chemistry, Maths, ET/ICT, Social Studies, and Language. The main objective of laboratories is to help student-teacher connect with their respective pedagogies at a higher level and indulge in other diverse, stimulating and fun methods of learning a subject.

Governance, Leadership and Management

The College has dynamic and participative administrative structure with a strong leadership drive geared to facilitate accomplishing excellence in academics, research and social outreach programs. SRSATTC promotes a culture of participative management as reflected in the composition of its Statutory Bodies viz., Finance Committee and Planning Board, which include representatives from all concerned stakeholders. New positions have been instituted from time to time as per requirement to encourage decentralization and enhanced administrative efficiency. Internal audit and external audit by Comptroller and Auditors General of annual accounts and balance sheets of the college are conducted regularly.

The College departments function within the aegis of faculties. They conduct curricular/co-curricular activities, determine core areas of research & social outreach and design/revise curricula, as per guidelines of NCTE. The IQAC has representation from Organization management, experts from local society and academics, teachers and students of the college. The IQAC, based on evaluation and monitoring, reviews the progress attained in all concerned areas, identifies the areas for further progress, and suggests various measures.

The principal spearheads the strategies for implementing the quality policies and also attaining academic excellence. The college undertakes several measures in addition to the above framework to monitor the implementation of the quality policy. Formation of various committees which are active to monitor and implement different activities, facilitate the management in smooth implementation of the quality policy.

The perspective plan of the college provides direction and the IQAC team monitors the implementation of the same. The IQAC provides support to academic and administration team by planning, monitoring and reviewing the progress in order to attain academic excellence.

Institutional Values and Best Practices

SRSATTC maintains the culture of adopting best practices and innovations in its academic and administrative endeavours.

The key academic practices include: (i) Adaptation of advancement in teaching-learning pedagogy and research; (ii) advancing knowledge through research, innovation and corporate social responsibilities; (iii) promoting inter/multi-disciplinary and applied research; (iv) encourage taking up Department/ individual innovative research projects/Grants; (v) arrange to conduct annual academic auditing of Departments/units. Some of the best administrative practices being implemented include:

- Implementation of e-governance
- Utilization of renewable energy
- Promotion of Gender equality
- Encourage maintenance of Communal harmony
- Adopting activities endorsing National integrity
- Encouraging Clean and green India movement
- Sponsoring Environmental care drives through practices and offering courses
- Facilitating environment of Honesty and inclusiveness,
- Birth anniversary celebrations of national leaders.
- Organizing Oath taking ceremonies on national values Implementation and promotion of digital India initiatives.

Research and Outreach Activities

In modern concept of competency based education (CBE), it is not just text book and class room learning. Over and above it should stress on practical learning linking to traditional system ensuring life-skills development to face the challenges in the dynamic society. The college imbibes the research culture to develop analytical skill and critical thinking for the faculty members and students by providing various avenues for practical learning. The college atmosphere has encouraged the faculty members to organise seminars/webinars and conferences/workshops to strengthen the research culture. The students are also encouraged to take up the real time projects. Moreover, the management plays a proactive role in developing research based analytical academic environment. The human values and commitment to society are inculcated through extension units such as National Service Scheme, Women Development Cell etc. The extension units conduct various community oriented activities like; Seminar, Workshop, Debate, Quiz & Co-curriculum activities. Facilities for students to undertake community centred activities like NSS, WDC and Eco Club are in place.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SRI RAMAKRISHNA SARADA ASHRAMA TEACHER'S TRAINING COLLEGE
Address	SRI RAMAKRISHNA SARADA ASHRAMA TEACHERS TRAINING COLLEGE, RABINDRA PATH, HAZARIBAG- 825301.
City	HAZARIBAG
State	Jharkhand
Pin	825301
Website	www.saradaashramattc.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Samapti Paul	06546-275301	9431333265	06546-275301	rksattc_hzb@rediffmail.com
IQAC / CIQA coordinator	Parikshit Layek	-	9693255540	-	parikshit.layek2011@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Jharkhand	Vinoba Bhave University	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	31-05-2015	82	

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?	Yes
If yes, name of the agency	Mahatma Gandhi National Council of Rural Education Department of Higher Education Ministry of Education Government of India
Date of recognition	30-08-2020

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	SRI RAMAKRISHNA SARADA ASHRAMA TEACHERS TRAINING COLLEGE, RABINDRA PATH, HAZARIBAG-825301.	Urban	0.99	5308.21

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	Graduation	English,Hindi	100	100

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				15			
Recruited	0	0	0	0	0	0	0	0	8	7	0	15
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest 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	3	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	8	7	0	15
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	Others	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	27	0	0	0	27
	Female	73	0	0	0	73
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	2	3	1	6
	Female	8	6	13	4
	Others	0	0	0	0
ST	Male	0	0	0	4
	Female	5	1	7	21
	Others	0	0	0	0
OBC	Male	22	19	26	13
	Female	48	47	40	29
	Others	0	0	0	0
General	Male	1	5	3	4
	Female	14	19	10	19
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		100	100	100	100

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	All academic, co-curricular, skill & personality development programs of the Institute have been formulated in multidisciplinary approach making it well prepared for the new NEP. Interdisciplinary concept of organizing events has already been adopted by the Institute.
2. Academic bank of credits (ABC):	NA
3. Skill development:	The Institution is in full practice of identifying skill gap of both students and faculties and ensuring develop these skills. For this, regular monitoring and evaluation system for both groups are in place. Finally, it is ensured that developed skills should

	<p>determine ability to execute plans and achieve goals. The system of skill development and training has been established as integral part of all students and faculties in SRSATTC. Separate programs of Webinar, Seminars, workshops, guest lectures for students and faculty are arranged. Faculty members are also deputed to attend such out station programs. All these make the Institute fully prepared for skill development approach of NEP to adopt conveniently.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>SRSA TTC is well equipped and prepared for appropriate integration of Indian knowledge system to adopt the NEP for this component. The teaching medium is Hindi considering Hindi speaking background of students. The local (Chotanagpur) cultural events are celebrated beside national events. The students and faculties are encouraged to take part and conduct on-line courses on several related topics. For example, Webinar on National Education Policy, 2020 & sustainable development was organized by the IQAC of SRSATTC on 2nd October 2021.</p>
5. Focus on Outcome based education (OBE):	<p>In SRSATTC, emphasis is placed on clearly articulated idea of what students are expected to know and be able to do, that is, what skills and knowledge they need to have, when they leave the college system ensuring outcome based education (OBE). For this, focused system of initial assessment analysis is in place by Admission committee (for students) and IQAC (for new, inducted faculty members). Based on analysis of base-line status, knowledge & skill gaps are identified and curriculum is designed accordingly to attain OBE.</p>
6. Distance education/online education:	<p>During COVID lockdown and subsequent restrictions for offline classes, online classes were introduced w. e. f. 4th May 2020. The teachers, during the process, also experimented with several online methods which were reviewed by the Institute Management Committee (IMC), on regular basis through meetings on virtual platform. The best methods were identified making the Institute well prepared on this aspect of NEP.</p>

Extended Profile

1 Students

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
100	100	100	100	100
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		
Other Upload Files				
1		View Document		

1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
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..

2020-21	2019-20	2018-19	2017-18	2016-17
60	60	50	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..

2020-21	2019-20	2018-19	2017-18	2016-17
100	97	99	95	100
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..

2020-21	2019-20	2018-19	2017-18	2016-17
100	96	97	93	99
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
100	100	100	100	100
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1**

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

2020-21	2019-20	2018-19	2017-18	2016-17
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..

2020-21	2019-20	2018-19	2017-18	2016-17
16	16	16	16	16
File Description		Document		
University letter with respect to sanction of p		View Document		

3 Institution

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
54.09153	129.1970	103.1080	89.47774	29.65451
File Description		Document		
Audited Income Expenditure statement year wise d		View Document		

3.2

Number of Computers in the institution for academic purposes..

Response: 61

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:

SRSA-TTC strictly follows the curriculum guidelines issued by NCTE endorsed by Vinoba Bhave University (VBU), Hazaribag, and Jharkhand Academic Council (JAC) Ranchi. The Institute Quality Assurance Committee (IQAC) of the college, comprising President of the organization (Sri Ramakrishna Sarada Ashrama) as Chairman, members of the Board of management (3-4), senior faculty members including the Principal, Principals of Practice Teaching Schools, representative of VBU (nominated by the competent authority), alumni representative, student representative from the senior most batch, meets prior to (at least one month) commencement of each academic session. The curricula stipulated by VBU is discussed, revisited and based on feedback analysis is reviewed in the perspective of the students' (mostly local) background and are amended (within permissible limit) for the convenience of students and making the academic atmosphere more attractive. The amendments, however, are being informed to the concerned authority of VBU following endorsement and approval of the Institute Management Board.

IQAC initiates, plans and supervises various activities that are necessary to increase the quality of the education, which include;

- Finalization of curriculum for each academic year
- Monitoring the process of Teaching-learning and evaluation
- Maintaining quality standards in teaching learning and evaluation.
- Encouraging and promoting Co-curricular, extracurricular activities.
- Overall administering academic activities.
- Maintaining proper coordination with the management.
- Promoting, stimulating and monitoring the internal evaluation of the students eg; tests, tutorials, assignments, practicum and projects.
- Facilitating the various activities of best practices.

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

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

Response: C. Any 3 of the above

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

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

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: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
01	01	01	01	01

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

2020-21	2019-20	2018-19	2017-18	2016-17
01	01	01	01	01

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: 0****1.2.2.1 Number of Value – added courses offered during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

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:** 0**1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

File Description	Document
Upload any additional information	View Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document

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

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

Response: A. All of the above

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

1.2.5 Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years**Response:** 100**1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the**

curriculum) during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
100	100	100	100	100

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

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

Curriculum, designed by the IQAC of the college provides opportunity for the students to acquire knowledge and capability to demonstrate following value based life skills and positive attitudes in various learning areas.

- During the two years session trainees acquired understanding about Child Development and their different age groups through the close observation and interaction with children.
- Student Teachers have learnt to prepare various Teaching Learning Materials (TLM) to achieve desired learning-teaching objectives.
- Enhanced the ability to 'read', 'think', discuss and communicate, it laid a foundation of becoming self-learners, reflective and expressive teachers.
- Enhanced the learner's aesthetic sensibility through visual arts and crafts.
- Performing arts dance, and music inculcated skills among learners to learn different art forms across school curriculum that enhanced awareness of the rich cultural heritage.
- Students have been encouraged to participate in Theme-based projects, integrating various arts and crafts form.\

Trainees also are trained to perform various tasks during the course period of B.Ed:

- Students have learnt to prepare various Teaching Aids i.e. Chart Model and TLMs etc.
- Presentation in various seminars and workshops etc.
- ICT enabled students to monitor and manage their own learning, think critically and creatively,

solve simulated real-world problems, work collaboratively, engage in ethical decision making and adopt a global perspective towards social issues.

- Exploration and experimentation with different methods of visual art like (painting, clay modeling, wall magazine etc.)
- Various activities in adopted village.
- Explored new information through village survey and educational tour.

Capability to extrapolate from what one has learnt and apply acquired competencies

- Trainees learnt to develop and use teaching aids in the classroom both print and audio-visual material and ICT.
- Sensitized teacher students about emerging issues in social context.
- During the Course, Practice Teaching is an essential part of the whole Training Programme in which trainees go to the real schools and teach in real classroom settings, but before that they are evaluated by the teachers/supervisors and provided feedback to rectify the skills.

Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc. are also promoted to develop.

B.Ed trainees also are encouraged to take active part in various activities such as:

- Blood donation camp on the occasion of Youth Day in collaboration with Red Cross Society.
- Plantation on the occasion of various important days
- Cleaning activities in community
- They have been encouraged to participate in different awareness activities in local society.
- Trainees have participated in different activities such as seminars, debates, quizzes, speech competitions & sports.
- Organised National Webinar during the COVID-19 pandemic
- Students have performed campus cleaning activity regularly.
- During the school internship trainees have organized environmental awareness program in schools.
- Trainees organized several literary activities during their school internship such as; Debates, Seminars, Quizzes etc.

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

Response:

The students are get to be familiarized with the diverse school systems in India and also of International systems to enable them, respectively, to acquire skill to be comfortable with any national system and enforce suitable system components from International systems. For example, the Institute provided appropriate and relevant resources to English language learners in order to assist them enhance their English comprehension abilities. Rather than class room lecture system, college has built learning experiences that are more dynamic and involve participation. These factors contributed to ensuring that every student felt

included, has the opportunity to study in their own way, and has a chance to succeed.

In the classroom, awareness is raised and formed personal connections with pupils from all cultures, preventing them from acquiring prejudices later in life.

The Institute naturally promoted students to be more open-minded later in life by exposing them to a varied spectrum of perspectives, thoughts, and cultural backgrounds. This made them more focused to develop new ideas and enabled them to gain a better understanding of a subject by considering many points of view.

Students learned about diverse cultures as part of their education so that they would feel more comfortable and confident dealing with these differences later in life. This enabled them to interact in a broader range of social groupings and to feel more secure in themselves and their relationships with others. These are promoted through;

- Lessons on practice of Cultural Sensitivity
- Language Lab exercises more empathetic
- Encouraged to actively take part in Cultural events
- Students are indulged to develop a more open minded thinking process
- Celebration of various special DAYS
- NSS activity

Assessment Systems followed in SRSATTC

- The Course are divided in four semesters
- The evaluation of each course contains two parts: Internal & External
- Assessment through Assignment (paper wise)

Norms and Standards (SRSATTC)

- The institution has a transparent admissions process and ensures that the defined admission criteria are equally applicable to all applicants.
- The institution provides clear information to students about admission and completion requirements, fee structure and refund policies, financial aid and student support services for all programs.
- The institution engages its students in active learning.
- The instructional approach and learning experiences are extensive and in keeping with the stated objectives of the program.
- Practice teaching plans are developed in partnerships that cooperatively involve school staff and custodial teachers.
- Student teachers are prepared to manage the diverse learning needs of students in schools.
- The assessment and evaluation plan is comprehensive, reliable, objective and transparent and students are well informed in advance.
- Evaluation and evaluation results are used to improve the performance of students and course transactions.
- The college incorporates new technologies into its programs and encourages students and teachers to use and adopt technology in teaching-learning.

File Description	Document
Any other relevant information	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:

The institution regularly organized and encouraged students to attend several webinars and workshops on inter-personal relationship. For this provisions have been kept in the academic curricula.

Several group activities (competitions, functions, stage performances, sports & games) have been regularly organized, in several occasions, to create congenial atmosphere for developing brotherhood and comradism among the trainees and with all stakeholders of the Institution.

The Alumni association of the institution also keeps strong linkage with the present students through organizing meetings and workshops which are strongly encouraged and facilitated by the college management body.

The Institution also organized several guest lectures, attended by the students and faculty to facilitate interconnections.

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: B. Any 4 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	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: A. Feedback collected, analysed and action taken and feedback available on website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 100

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: 31.04

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

2020-21	2019-20	2018-19	2017-18	2016-17
80	86	76	85	92

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
Any other relevant information	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: 2.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
11	1	0	0	1

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
Any other relevant information	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:

During academic sessions 2016-18, 2017-19 and 2018-20 the applications from aspiring and eligible candidates were invited (through advertisement in local News Papers & Institute website) and selection of candidates were done on the basis of merit following criteria set as per guidelines issued by the Human Resource Development Dept. (vide.; Letter No. 1382 dt. 5 January, 2004), Jharkhand Ministry of HRD. From session 2019-20, as per new guidelines, selected/short-listed candidates were allotted colleges in Jharkhand as per merit list of examination conducted by the Jharkhand Combined Competitive Exam. Board (JCECEB) and options (by candidates). This system of admission will likely to be continued, henceforth.

For initial three years (2016-18, 2017-19 and 2018-20), intakes of students from all social segments were assured following concerned guidelines. The short listed candidates were invited for informal interview to assess levels of learning of the candidates. Based on the report / analysis by the interview board, IQAC made provisions for several co-curricular and additional academic activities (beside regular curriculum) during first two to three months to bring uniformity, as far as possible, in the level of learning of the group. This hastened and eased subsequent teaching-learning process for the whole group.

The additional co-curricular and academic programs, organized during initial months, included Group discussion, Webinars, guest lectures, various competitions (debate, painting, extempore, games & sports etc.). This also promoted strong connections among the students which facilitated developing habit group activities as part of life-skill.

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

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

Response: D. Any 2 of the above

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

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 20:1

2.2.4.1 Number of mentors in the Institution

Response: 5

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:

To facilitate successful teaching-learning process for the students, value based education policy has been adopted by the college to promote competency based education making the students well prepared to face the real life challenges.

Beside traditional class-room-lecture based teaching process the college emphasized more on practical oriented curriculum with the help of several available (with the college) facilities, aids and systems like subject laboratories, rich library with provisions of reading time for the students, audio-visual aids, ICT supported by wifi enable campus, spiritual discourses (for which huge central hall with all public address facilities are available), huge play ground etc.; all housed within a green ambiance.

Students are kept involved in experimental learning through field trips, art projects, scientific / social / art experiments, interactive class-room and out-door games, group activities (arts, sports & games, stage performances etc.), reflection and journaling (through annual magazine and wall magazine) to elevate thought process and emotional response of the students.

To promote participative learning, the students are encouraged to become actively involved in their learning process, for example, participation in social survey programs (through National Service Scheme (NSS), Women Development Cell etc.) to know about ground realities of rural and urban life.

The students are also encouraged to acquire problem solving skills through exercise on defining and prioritizing problem, listing and evaluating solutions, selecting best options & implementations and effectively communicating the whole process.

Within curriculum, activities like brain storming, group discussion, workshop, on-line webinars etc. on several burning topics have been accommodated for over-all mental and intellectual development of the students.

To promote all-round education, the college has undertaken several extra-curricular, co-curricular, and extension activities through National Service Scheme (NSS), Women Development Cell, students' placement cell and Alumni association. The students from economically weaker families are provided with financial assistance and meritorious students are awarded to encourage them.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Link for additional information	View Document

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

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

Response: 97

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: 97

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: C. Any 2 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
Link of resources used	View Document

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

Response:

The Institute management regularly organizes group discussions, guest lectures and meetings to preach healthy mentoring to the faculty to enable them to develop professional attributes (like competence, up-to-date knowledge, conscientiousness, integrity, proper respect to all, emotional intelligence, appropriateness, confidence etc.) in students. The teachers are motivated to be enthusiastic about their role, should be capable to mold themselves to fit with the students, conscious about values, capable of guiding students to perform from out of their comfort zones, be active listener beside deliberations, competent to provide useful feedback and above all be expert in their subjects.

To inculcate professional attributes in students, the faculty members meet every month in presence of

Principal to monitor and assess progress. They also work out need based mid-term correction proposals in curriculum and teaching strategy which, after due approval of the competent authority (IQAC) are implemented. The new introductions are also re-evaluated to decide on continuity. So, in this college, research is continuously being conducted to improve teaching-learning process.

File Description	Document
Documentary evidence in support of the claim	View Document
Link for additional information	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: D. Any 2 of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View Document
Data as per Data Template	View Document

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

Response:

The teaching-learning process adopted by SRSA-TTC has put sincere efforts to accommodate the essential components of nurturing creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students

To foster developing **creativity** among students, inclusion of the following basic principles has been taken care of in the curriculum.

1. Creating friendly environment
2. Practicing exercises promoting generation of more Ideas irrespective of apparently meaningful or not
3. Students are encouraged to adopt new skills
4. Model Creativity lessons are taught about in the Classroom. ...

5. Use of several modern methods of manifestation of natural creativity, for example the Jigsaw Classroom Method.

Inculcating intrinsic **innovativeness** of the students is another important aspect of teaching-learning process has been taken care of in the institute curriculum. This involves adopting new ways to facilitate learning and analyzing the impact of those ways of facilitating learning. The major approaches adopted are Constructivist, Collaborative, Integrative, Reflective and Inquiry Based Learning. For example, during COVID period students were engrossed and encouraged to learn more in: Flipping the Pos -COVID through Online Classroom conducted by several organizations.

To develop **intellectual and thinking skills**, all standard methods adopted viz.; (i) Teacher-centred methods, (ii) Learner-centred methods, (iii) Content-focused methods, and (iv) Interactive/participative methods are adopted either individually or in several combination depending on need. Students are encouraged to ask question, make decisions, work in groups, incorporate different view-points, connect among themselves with different ideas, focus on their own creativity and are also make them actively involved in brainstorming sessions organised by the Institution.

Teachers of this Institution are mentored in such a way by the college authority so that the students can learn how practicing and showing **empathy** to strengthen their life skills. The teachers are encouraged towards (i) Perspective taking; i.e. putting aside their own feelings, reaction, judgement while taking a different perspective and (ii) trying to understand student's feelings and communicating this to the students (that teachers have understood) to realize the situation through students' eyes.

All the above strategies help the students to develop their major **life skills** like; Emotional Intelligence (EQ) Skills; Money Management Life Skills; critical Thinking Skills; Daily Living Skills and Communication Skills. Thus the Institute attempts to develop overall personality of the future pupil-teachers empowered with all essential life skills to become a successful mentors of the young minds (school pupils).

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:** D. Any 2 or 3 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

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: D. Any 2 or 3 of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document
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: C. Any 2 of the above

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

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

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

Response: A. All of the above

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

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

Response: D. Any 2 of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	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: D. Any 1 or 2 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: A. Any 4 or more of the above

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

Other Upload Files

1	View Document
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2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

There are two internship programs the students undergo as per guidelines of NCTE and VBU. The first one is of one month duration conducted in the 2nd semester and the second one is of 4 months duration conducted in the 3rd semester. The students are allotted to different schools as per consent of the school Principals. In the first internship, the students take part actively and conduct several school activities and events while attend the class-room lectures for observation. In the second internship, they get actively involved in preparation of lesson plan and execution (class-room lecture deliberation and managing the class) on respective pedagogy subjects.

Prior to deputation of students to schools, pre-internship workshop (in-house) on following aspects are conducted to make the students prepare for successful completion of internship.

1. Techniques of conducting events and activities by school students
2. Lesson plan preparation and implementation
3. Micro-teaching and macro teaching techniques
4. Demonstration of practice teaching through simulating mock class-room environment
5. Several teaching skill adopting methods and techniques
6. Teaching through Chart paper and models
7. Class-room management

File Description	Document
Link for additional information	View Document

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

Response: 10

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

Response: 10

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:** C. Any 4 or 5 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
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.**Response:**

Both the internship programs (short-term of one month and long term of four months durations) are being regularly monitored by the faculty members of SRSA-TTC. The faculty members are deputed to the allotted schools who visit twice weekly during the internship period. While visiting the check attendance, class management and lecture deliberation by the trainees and other activities. The observers also monitor how different events are managed by the trainees. Regular feedback on performance of the trainees are obtained by the Examination committee for monitoring and evaluation. Monthly reports from the respective school Principals are also obtained for the same.

File Description	Document
Link for 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: C. Any 2 or 3 of the above

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

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

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

Response: D. Any 1 or 2 of the above

File Description	Document
Five filled in formats for each of the aspects claimed	View Document

2.5 Teacher Profile and Quality

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

Response: 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

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

Response: 18.75

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

Response: 3

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

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

Response: 5.47

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

Response: 87.5

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 Institute curriculum, based on NCTE guidelines, has been incorporated with suitable in-built mechanism to implement system of teachers' knowledge updating orientations through arranging in-house discussions, brain-storming sessions including faculty members of neighboring teachers' training colleges, lecture series by experts and provision (for teachers to attend) on-line Webinars/symposia/trainings on several professional aspects including relevant policies, regulations and current developments & issues in education related to NEP. MoU with SVM-TTC, another Teachers Training College in Hazaribag, has been signed to promote information and human resource sharing in all aspects of education policies and regulations. System has been established to conduct projects and research works on education related aspects in consortium mode which benefits both the Institutions.

2.6 Evaluation Process

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

Response:

A very robust internal evaluation system of students has been established in the form of Examination

committee for continuous evaluation strongly supported by the full-bodied Admission committee which provides baseline information on admitted students to facilitate proper evaluation throughout the curriculum.

The Examination committee is an apex body of the Institute which is headed by Examinations In-Charge (EI) and continuous students' evaluation is being facilitated by three sections: Examination, Record Maintenance and Administration. The main functions of this Committee are to timely conduct examinations, publish results and award certificates (provided by the University and Institute) to the students who pass the final examinations. Keeping the record of each and every issue related to the examination for the improvement of the examination system are also the responsibilities of this Committee. The committee performs following activities.

- The Exam Cell distributes the Exam. Forms of the University to regular students following serving of notice of collection
- The Examination Committee prepares the Seating Arrangement and display them on the concerned Notice Board/Website .
- The Exam Committee prepares and display an overall Supervision Duty List as well as Daily Supervision Duty List of the Staff .
- The Exam Committee ensures that adequate stationary are made available for proper conduct of examinations.
- The Exam Committee also holds a pre-exam meetings to brief the faculty members with regard to the examination procedures and their role and responsibilities. A report of same is submitted to the Principal.
- Committee collects examiners names for assessment and moderation of each subject.
- The Exam cell prepare the list of the Examiners depending upon their availability.
- The Examination In-charge ensures that the evaluation and moderation process is completed on time and the same be sent to the University.
- All the results (First Year to Final Year) are displayed on the respective student Notice Boards by stipulated date and time with copies to Principal.
- The Exam Cell also analyzes the exam results keeping in view the base-line information (supplied by the Admission committee) for verification. After due verification, copies of the result and report are sent to the Principal and Secretary.

The whole responsibility of smooth conduct of pre-examination activities, conduct of Examinations, evaluation and declaration of results, in time, lies with the examination committee.

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

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

the following in internal evaluation

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

Response: B. Any 3 of the above

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

2.6.3 Mechanism for grievance redressal related to examination is operationally effective**Response:**

A strong and efficient grievance redressal cell is actively operative in the college to address all grievances, including that related to examinations, promptly and as per rules. The system of registering complaint personally, submission of written complaint to the cell (in-charge), and dropping in complaint box kept in several places for easy access to the students, is in place. The complaints are addressed on regular basis by the cell to ensure timely redressal. The cell members are also kept updated about the examination rules and regulations through circulars issued time to time by NCTE and Webinars etc.

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

The academic calendar is prepared, semester wise, for each session, prior to commencement. The College authority spends enough time and sought suggestions from all concerned stakeholder for finalization of academic calendar keeping provisions for conducting internal evaluations in time so that it suits to meet the overall objective of the Institution. The college authority has set up an Examination Committee which is entrusted with responsibility of conducting the internal evaluations meticulously as the academic calendar beside successful conduct of examinations. The committee also keeps strict track of evaluation schedule by internal examiners so that results are published well in time.

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

2.7 Student Performance and Learning Outcomes

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

Response:

Both the 'Program' and 'Course' learning outcome (PLO & CLO) concepts (of Students' teaching-learning Outcome; SLO) have been taken care of while finalizing the curriculum of the Institute. The issue of improving students' knowledge, skills, behaviors and 'habits of minds' (the basic components of SLO) is given top most priority while formulating overall students' annual program. The programs are modeled in such a way that while students are trained to be capable of demonstrating any acquired skill with consideration of social and environmental factors (PLO), also be able to articulate the reasons behind designing their decisions and document the process.

All possible methods of PLO assessment of evaluating the extent to which students have developed certain key skills through course work and learning activities within the program curriculum are listed, prioritized based on students' base-line standard (information provided by the Admission committee) and are incorporated in the curriculum in each session. This enables the students to inculcate "big ideas," skills, or competencies and articulate, put into action, or utilize (theoretically or pragmatically) after their course experience (CLO). As a general institutional practice, the faculty members are recommended to construct 2-3 CLOs per course. The measurable statements that concretely and formally state what students are expected to learn in a course are first provided to students prior to commencing any course.

File Description	Document
Link for additional information	View Document

2.7.2 Average pass percentage of students during the last five years

Response: 78.41

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	96	97	93	99

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

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

Response:

Monitoring progressive performance of students and attainment of professional and personal attributes is another important aspect of teaching learning system of the Institute which indicates both extents of success of implemented strategy and weak points to formulate mid-term corrections in the strategy/policy. Mainly for methods, of students' performance monitoring in line of PLOs and CLOs viz.; (1) Curriculum based monitoring tests (the teacher uses Teachers made tests that include all the material presented over the duration of the year), (2) Observation and interaction, (3) Frequent evaluations and (4) Formative assessment. These are based on basic principles of surveillance, implementation, effectiveness, and ecological effects

Students' performance, in the line of CLO, is also tracked regularly and systematically through a whole-institute system which involves all staff. The system is in place of cyclical process of data gathering and analysis which informs target setting, the reviewing of teaching programs and the use of intervention, booster and revision of programs for further improvements.

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: 3

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

Response: 3

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

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

Response:

The institute has a well developed and robust system of generating base line information and analysis about fresh entrants' level of knowledge by the Admission committee which are reviewed by the Institute management committee (IMC) while finalization of session curriculum in consultation with the IQAC. Regular performance analysis of students, as mentioned in section 2.7.3., enables the IMC to review performance of set curriculum for need-based, mid-term corrections. The provisions of such mid-term corrections are well in place in the Institute Rules. Thus, the Institute maintains a transparent and open environment of continuous, students'-batch-specific improvement in curriculum. The systematic assessment procedures, as per University (VBU) guidelines, are in place, to ascertain performance of students reflecting how far their identified learning needs have been met.

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response: 3.68

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..

2020-21	2019-20	2018-19	2017-18	2016-17
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)

2020-21	2019-20	2018-19	2017-18	2016-17
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: C. Any 2 of the above

File Description	Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Data as per Data Template	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
Documentary evidences in support of the claims for each effort	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: 1.63

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

2020-21	2019-20	2018-19	2017-18	2016-17
16	2	6	1	1

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
Any additional information	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: 0.63

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	0	0	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
Any additional information	View Document

3.3 Outreach Activities

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

Response: 1.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	1	1	0	0

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

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 53.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
89	86	92	0	0

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

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

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

Response:

There are three very active units for outreach activities functional in the Institution viz.; (i) RKSA-TTC unit of National Service Scheme; the NSS of Ministry of Youth Affairs & Sports, GOI; Institute's own (ii) Eco-club and (iii) Women's Cell, which regularly conduct camps (attended by students, faculty and coordinated by the respective In-Charges) in nearby villages and urban localities on several awareness programs including education, health & hygiene, eco-friendly social activities, spiritual discourse etc. The camps are conducted in the form of interactive workshops and demonstrations (e.g. Plantation) to obtain feedback from folks on several issues like ITKs (Indigenous Technology Knowledge), beside knowledge dissemination & demonstrations, for improvement of future camp sessions, in terms of attraction and knowledge dissemination techniques. While NSS and Eco Club organize camps for all genders, Women's cell organizes exclusively for women folks on women related issues. The Institute also has developed collaboration with some active NGOs and conduct camps in association with them to facilitate easy entry and robust effectively. The camps provide ample scope to the students to acquire down-to-earth life-skills on social issues and firsthand knowledge about real situations of rural *vis-à-vis* urban India.

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

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

Response: 6

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	2	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: 0.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	0	0	0	0

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

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

Response: 1

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

Response: 1

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

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

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

Response: C. Any 3 or 4 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The key strength of SRSA-TTC which facilitates the very strong faculty team to create and very congenial Teaching-Learning environment of the institute is the required infrastructure. This environment is also sustainably maintained, over period, by the positive attitude of Institute management to update and modernize the infrastructures based on changing requirements, on regular basis. For this IQAC, based on review of requirements, time to time, recommends the Institute Management Committee for early updating and modernizing infrastructures. At present following infrastructures are available with the Institution.

1. Spacious building (The built-up area for academic building is 5308.21 sq.m.)
2. Huge play-ground (multipurpose play field) with sports facilities
3. In-door sports facilities
4. ICT Resource Centre
5. ICT enabled smart class rooms
6. Library facilities with adequately required reading materials and room space
7. Art & Craft Resource Centre
8. Curriculum Laboratory
9. Health & Physical Education Resource Centre
10. Conference cum meeting Hall with VC facility
11. Multipurpose hall
12. Rooftop solar power plant for the Institute building
13. Water harvesting system for entire rain water collection of the campus (catchment area of the whole campus including building roofs)
14. Green waste-management system
15. Laboratories (Physical Science, Biology, Mathematics, Language, Psychology, Music)

16. Fire safety system of the building (as per Fire safety norms)
17. Jharkhand PHED certified quality drinking water supply system of the campus
18. Movable canteen facility
19. Fitness centre
20. Separate rooms for other activities like; NSS, Eco-club, Sick room, rest rooms (common room) for boys, girls & faculty, IQAC, visitors waiting, well equipped examination control, common room for faculty
21. Hostel facility for girls
22. Transport facility for limited students from distant places (shared with the sister Institution; Vivekananda Central School)

The **classrooms** are spacious, furnished with minimum facilities and also advance teaching aids like projection facilities for Power Point presentation. Each room is allotted for average 50 students. The rooms are connected to roof-top solar-power back up systems for uninterrupted power supply.

The **laboratories** are provided with required facilities in adequate number to facilitate effective Teaching-learning process. The laboratories are also connected to solar-power back up.

The Institute campus houses huge **sports complex** (1000 sq. mt), with facilities for outdoor games like Football, Hockey, Cricket, Basketball, and Volleyball, which has been designed in such a way so that Track and other sports events can also be conducted. Rooms and facilities for Gymnasium (**fitness centre**) and In-door games like Carom, Chess etc. are also available for the students. The Sports and games facilities are being supervised and events are conducted under the supervision/ coordination of capable Sports committee.

The Wi Fi enabled campus of the Institute has recently upgraded its **computer laboratory** to capacity of 50 (1:1 ratio of student: computer) and adequate power back up (both UPS and roof-top solar-power system). All the systems are uploaded with licensed versions of operating System (WINDOWS 7.0) and virus protection softwares (Quick Heal and K7)

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

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

Response: 20

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

Response: 4

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

Response: 20

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

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 21.16

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

2020-21	2019-20	2018-19	2017-18	2016-17
2.40543	36.28825	18.45374	19.28814	9.35745

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 library of the Institution is equipped with Library Management System software of JET-LIBRARY (Hypemax, Hazaribag). The software helps the Institute Library (i) to maintain databases of reading materials (Books, Journals and other periodicals separately), (ii) to keep members' record; and (iii) circulation (issue and return) of books. Such automation has made the functioning of Institute Library more efficient in terms of time saving, accuracy and manpower requirement. The software was obtained from the local (Hazaribag) IT firm Hypemax to ensure timely maintenance in remote location like Hazaribag. Provisions of required upgradation, in future, ensures the Institute library to continue with the same software for long period.

File Description	Document
Bill for augmentation of library signed by the Principal	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:

The library resource database loaded in Library computer is remotely accessible by systems within the WiFi network of authenticated by the Institute IP address. The information on availability of resources in the Library, thus, are frequently used by faculty members and students.

The library is also in process of subscribing to e-journals with Institute IP address restrictions to enable access from any classroom, through WiFi networking, without visiting Library. This would facilitate promotion of smart class room activities including demonstration / projection of information while citing any reference in the context of class lecture enabling the the learning-teaching process more efficient and lively.

File Description	Document
Details of users and details of visits/downloads	View Document
Any other relevant information	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:** D. Any 1 of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
Data as per Data template	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:** 0.71**4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0.48	0.16	0.91	1.31	0.67

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

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:** 8.37**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: 102	
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: 334	
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: 120	
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: 246	
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: 169	
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

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi**Response:**

The Institute is equipped with adequate ICT infrastructure to facilitate strengthening knowledge updating process of both students and faculty members. The following ICT infrastructures/facilities are available and upgraded.

1. The campus is “Wi Fi” enabled with 100 mbps internet speed
2. To maintain strong and uninterrupted internet connectivity back-up, Internet plans from three service providers (BSNL-Broadband, Xstream Fiber (AIRTEL) and JIO Fi) are subscribed.
3. The ICT room with 25 student capacity has been recently upgraded to 50 with 1:1 (student: computer) ration.
4. Some of the computers are loaded with licensed Operating System of WINDOWS 8.0 (recently upgraded from 7.0)

The classrooms are equipped with projectors to promote teaching using Power-point slides

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: 2:1

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

4.3.3 Internet bandwidth available in the institution

Response: 100

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

Response: 100

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

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

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

Response: E. None of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Any additional information	View Document

4.4 Maintenance of Campus and Infrastructure

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

Response: 15.7

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

2020-21	2019-20	2018-19	2017-18	2016-17
7.88	10.93	18.09	19.21	7.55

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:

The physical, academic and support facilities (laboratory, library, sports complex, computers, classrooms, Central Hall, meeting hall etc.) are maintained by individual committees headed by one In-Charge. The respective In-charges are responsible for the proper functioning of the facilities. For facilities, used on a regular basis, like class rooms, laboratories, ICT room etc. a roaster is prepared by each committee based on academic routine. However, after daily routine use, the committee visits each facility for necessary maintenance and up-keeping for next day's activities. The facilities which are of occasional-use, like Central Hall, meeting halls etc., indent for use is being placed to respective committees one day in advance of the scheduled event and the committee ensures readiness of the facilities in time.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

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

Response: C. Any 2 or 3 of the above

File Description	Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.1.2 Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document

5.1.3 The institution has a transparent mechanism for timely redressal of student grievances

including sexual harassment and ragging cases such as

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

Response: A. All of the above

File Description	Document
Upload any additional information	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: D. Any 1 of the above

File Description	Document
Data as per Data template	View Document

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 0.62

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	0	1	0	0

File Description	Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document

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

Response: 0

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

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

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

File Description	Document
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: 2.89

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	02	1	1	0

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

5.3 Student Participation and Activities

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

Response:

The Student Council (Alumni Cell) was formed for the period of 2021-22 based on students' election. It actively supports Institutional functioning in following activities.

- To keep record of all Alumni of SRSATTC with their updated and current information.
- The Cell aims to keep the Alumni connected to the College via events, guest lectures, reunions and networking opportunities.
- It promotes sense of belongingness among the Alumni by being in regular contact with them.
- It provides a forum for the Alumni for exchange of ideas on academic, cultural and social issues by organizing and coordinating reunion activities.
- It extends the help to the students of SRSATTC for placement training.
- It acts as a bridge between college and new developments in different disciplines of education.
- It assists the college to promote activities, testing and consultancy.
- It extends financial help to economically backward and deserving students in the form of scholarship for higher studies.
- It enriches the central library by donating books and by subscribing journals in the field of education and technology.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	View Document

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

Response: 2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	2	1	1	2

File Description	Document
Upload any additional information	View Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	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 cell of the Institution is actively functional for which By-Laws have been laid out and registration process under the Registered Society Act is under process. This contributes significantly for the development of the Institution through following activities.

- To reach, engage and serve all alumni, present students by networking with one another to foster a life-long intellectual and emotional connection between the college and among the Alumni themselves.
- The association serves the need of SRSATTC alumni for leadership, voluntary commitment, goodwill, financial support, enhancing academic collaboration and communications including public relations.
- To conduct expert lectures to enhance knowledge of students.
- To organize educational visits to promote the educational environment among students.
- Alumni help current students in training & recruitment.
- To organize annual alumni meet.
- Current students get useful guidance from the Alumni.

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

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

Response: D. Any 1 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
Any additional link	View Document

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Paste link for additional information	View Document

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

Response:

The Institute has very strong and active Alumni association which helps the college management to motivate, nurture and promote manifestation of any special talent of the students. Very strong linkage of the alumni association with all Institute committees including the Management committee facilitates up-keeping high standards of overall education and placement of the students. In all Committee meetings, alumni assoc. representative are invited for their valuable inputs. The association is run under set, registered By-laws (rules and regulations; registration under Society registration act is under process) and also organizes separate annual events in the name of Alumni meet which are attended by all stakeholders of the college. Such meets also facilitate to address several student related issues.

File Description	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 Institute Management Committee (IMC) is the apex administrative body which looks after achieving vision and mission of the Institute. The IMC works with the help of several sub-committees like (i) Admission committee, (ii) IQAC (Institute Quality Assurance Committee), (iii) Examination committee; (iv) Library committee, (v) Women's Cell; (vi) Grievance redressal committee; (vii) Sports committee; (viii) Cultural Committee etc. The sub-committees meet in regular intervals to discuss about issues related to their domain, place proposals to the IMC for approval and post-approval implementation. This well-structured, bottom-up and participatory approach of governance enables the Institution to promote effective governance with strong leadership.

6.1.2 Institution practices decentralization and participative management

Response:

The Institute Management Committee (IMC), the highest administrative body of the Institution, has constituted several sub-committees comprising nominated (by the IMC) members and chairman (senior faculty) to look after different aspects of functioning. All the sub-committees are vested with powers of decision making on preparing proposals of improvements in their respective domains and placing to the IMC for administrative and financial concurrence. The sub-committees keep constant connections with the IMC to hasten the process of obtaining formal concurrence for timely implementation.

For sensitive decisions like admission, the committee's decision/ proposal is accepted by the IMC to be final to promote transparent and fair governance. In case of any doubt, IMC meets with the committee and finalises decision with mutual agreement.

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

Response:

The Institute maintains high degree of transparency in financial, academic, administrative and all other functions. This is done through involving representatives from all sections of stakeholders in the decision making processes by the sub-committees which, in turn, acts as interphase between the stakeholders (students, faculty, staff and active guardians) and the IMC. Frequent interactions between sub-committees and IMC is a normal practice in the Institute ensuring transparent and timely actions and implementation of

decisions taken time to time.

For financial statements, Internal audit and external audit by Comptroller and Auditors General of annual accounts and balance sheets of the college are conducted regularly. The Principal spearheads all the sub-committees to provide fair feedback to the IMC, thus maintaining transparency in all decisions.

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

The Institution has its strong system of developing strategic plans for each year (academic) prior to commencement of each academic year for each session. The IQAC is the nodal committee to plan for (i) curriculum, (ii) development of facilities / infrastructure etc. based on inputs/suggestions by several sub-committees. IQAC and other sub-committees keep frequent connections through discussions to hasten formal endorsement of the proposals by the IMC for timely implementation.

This chain of preparing of proposals formation to finally obtaining administrative and financial concurrence by the IMC is normally completed within short period through frequent and coherent interaction between members and IMC ensuring effective deployment of strategic plans of the Institution.

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:

All the Institutional bodies (sub-committees) work independently through regular meeting under set rules and regulations laid in the Institute By-laws for policy issues. The administrative set-up is regularly well monitored by the administrative apex body; the Institute Management Committee (IMC) working through several sub-committees spearheaded by the Principal of the college. Principal looks after all internal matters of the college as per delegation of powers vested in the Institute By-Laws. The appointments and admissions are made by the respective sub-committees following NCTE guidelines endorsed by the Vinoba Bhave University (Hazariabag), the affiliating body. IMC also conducts separate meetings to evaluate and monitor functioning of the sub-committees and the total administrative set-up to decide whether any change or addition is required following set service conduct rules of the Institution.

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: D. Any 2 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

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

Response:

All the committees of the Institution spearheaded by the Principal meet in regular interval to review ATRs of previous meeting, discuss to address any problem in achieving any action and decide on action points for new agenda/issues. Any action point raised are put up to the IMC through the Principal for formal approval and immediately put up for implementation by the respective committee which are reported as ATR for the next meeting. Provisions are also clearly laid-out to empower the committees to make *ad-hoc* implementation of resolutions of urgent nature. This chain of events involving critical review of ATRs (implemantaion of resolutions / action ponts decide) noted in the minutes of the meetings makes the implementation of decisions faster and effective.

6.3 Faculty Empowerment Strategies

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

Response:

Staff (both teaching and non-teaching) welfare is as priority issue as of students in SRSa-TTC. The Institution management understands that for obtaining quality delivery from staff their welfare needs to be taken care of. In each month, the employees get the salary on time. Beside salary, other due perks are paid as per rules. A very cordial, family atmosphere is maintained within the college, among staff and management. This facilitates better connections and understanding promoting healthy work-atmosphere. Moreover, the Grievance redressal cell is in place to address any grievance of any staff promptly. This also helps in developing trust on Institute management promoting higher efficiency of 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: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

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

Response: 1

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	01	0

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

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: 2.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
02	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 Institute maintains service books for all staff with regular entries (annually) on performance and achievements endorsed by the immediate supervisor. Students' feedback are also obtained and considered for performance analysis of faculty members. Performance analysis of staff members including faculty members are done by the IQAC. Based on performance analysis report, suggestions, if any, are advised to staff members for improvements. The performance analysis reports of individual staff (including Faculty members) are considered for promotions following the Vinoba Bhave University guidelines. Strict care, however, is taken by the IMC so that the performance analysis report is not being used to punish any staff but to ensure required improvement.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

A dedicated committee (Finance Committee) has been constituted by the Institute Management Committee to monitor financial matters of the Institution. For any decisions, involving cost, are routed through Finance committee for its concurrence, prior to implementation.

The Finance committee of the institution conducts quarterly Internal audit and annually external audit by Comptroller and Auditors General of annual accounts and balance sheets of the college are prepared regularly for each financial year. The auditing is out sourced through licensed Chartered Accountant firm (M/S Vinish Kumar & Co., Hazaribag) .

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

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

place.

Response:

The Financial committee chaired by the Principal of the college meets at regular interval to review fund position and utilization optimally based on prioritized requirements. The approved (by the competent authority) tenders for requirements are channelized through the Finance committee for concurrence prior to procurement / implementation. The expenditure proposals, once get financial concurrence are put up for implementation. This system of fund mobilization ensures optimum resource utilization.

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:

IQAC is the nodal body of the Institution which monitors maintaining quality in all activities of the college. The committee takes up following activities.

1. Acting as a think tank of the college
2. Acting a nodal agency for coordinating quality activities including adoption of good practices for smooth functioning & monitoring of the IQAC.
3. Keeping close track on the college activities (regular evaluation and monitoring)
4. Preparing yearly plans and programmes as guidelines to channelize the academic & co-curricular activities.
5. Development and application of quality parameters for the various academic and administrative activities of the college.
6. To make arrangements and prepare framework of feedback responses from students & parent on quality related process.
7. Conducting of various programmes and activities of the college leading to quality enhancement.

Very critical functioning of IQAC through performing these activities ensures quality assurance and thus has contributed significantly to maintain quality in all aspects or activities 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

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

Response:

The IQAC regularly reviews status of Teaching-learning process of the Institute in the perspective of analysis report submitted by the admission committee (base-line information of entry level students) and examination committee (performance of mid-level students). Based on the review, IQAC suggests necessary mid-term corrections/changes in the curriculum. Thus the mechanism of regular reviewing and review based amendments in Teaching learning process is well established and effectively functioning in the Institution.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	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: 1.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	2	2	1

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

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

Response: D. Any 1 of the above

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

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

Response:

Database is prepared and maintained by several committees on students base-line information on knowledge status (by Admission committee), subsequent mid-term and final examinations (including performances in Practice teaching) results (by Examination committee), students' feedback on college academic and administrative functioning (by IQAC) and placement (by Placement cell) which are submitted to the IQAC for reviewing. Necessary mid-term corrections/changes are suggested based on review. Thus IQAC plays a vital role for keeping track of incremental improvement achieved in academic and administrative domains of its functioning and maintaining quality in functioning of these domains of the Institute.

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 Institute is equipped with two major energy conservation systems which are (i) Bio-gas plant and (ii) Roof-top solar-power system.

The Bio (cow dung) gas plant with capacity of 6.8 cubic meter system volume (tanker volume of 2500 L) producing cooking gas of 6 hours/day, recycles cow dung available with the dairy maintained by the organization (SRSA) in the adjacent campus having thorough fare. The gas is being utilized for cooking purpose in the college canteen, thereby cut-shorts use of LPG of coal promotong energy coservation.

The roof-top solar-power system with capacity of 12.5 Kilo watt caters to the need of total power supply (Lights and fans) of the Institute as a back-up of normal power grid supply. This again reduces use of grid power produced mostly from non-renewable energy source (coal).

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

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

Response:

The bio-degradable and non-bio-degradable wastes are collected in separate bins placed at several points of the campus enabling planned collection. Non-bio-degardable wastes are disposed through Town waste collection system provided by the Municipal Corpn. Proper waste (bio-degradable) management systems of (i) compost pit, (ii) vermi-compost pit, (iii) cow urine and dung (from the dairy of the organization, SRSA) decomposition tank and bio-gas plant have been constructed and are functional. These facilities not only recycle decomposable waste, promoting maintainance of clean campus, but also provide manure for the huge garden and contributes towards act of eco-system services.

7.1.3 Institution waste management practices include

1. Segregation of waste
2. E-waste management

- 3. Vermi-compost
- 4. Bio gas plants
- 5. Sewage Treatment Plant

Response: D. Any 1 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
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: A. All 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:

The institution maintains a pollution free, green environment through commitments toward cleanliness, sanitation and green cover.

Management systems of both degradable and non-degradable wastes of the campus are well functioning as mentioned in the section 7.1.2. promoting maintenance of **clean campus**.

Separate **sanitation system** for all (students, faculty, staff and visitors) are existing in the campus which are under proper maintenance and regular cleaning by respective team.

The huge garden of the campus is well maintained having plantations of fruit, ornamental and avenue trees with spaces for seasonal flowers which are replaced after each season. Every year, before monsoon, plantation programs are organized to increase **green coverage**.

The above mentioned systems help to maintain **pollution free healthy environment** in the campus

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

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

Response: 0.55

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.3449	0.22280	0.5366	0.269	0.8618

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:

The curriculum and activities of the Institution are designed based on knowledge of local environment, major resources available locally, routine practices followed and challenges faced by the local community. The following steps are taken / observed to maintain this.

1. **Local environment:** College academic timings are set to avoid climate extremes of the zone, e.g.; observing morning shift in summer and day shift (with minor timing changes in winter and other seasons) in rest of the year.
2. **Locational knowledge:** Plantation in the campus is done with locally suitable timber (Sal (*Shorea robusta*), Teak (*Tectona grandis*), Shesam (*Dalbergia sissoo*) etc.) and fruit (Mango, Guava, Jack fruit etc.) tree plants to ensure higher survival
3. **Location resource:** Considering the fact that almost 80% of total downpour received within three months (rainy season), water harvesting system for garden irrigation, fire fighting system and drinking water for animals have been constructed
4. **Community practice:** Beside National Holidays a few holidays (within permissible limits) are observed on local festivals.
5. **Community challenges:** Village and urban camps are organized, regularly, to promote awareness about social evils

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: B. Any 3 of the above

File Description	Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	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:

Some of the best e practices being implemented in SRSA-TTC are as follows. The first two are also elaborated as per NAAC format

- **Utilization of renewable energy**

Title of the practice: Installation of Roof-top solar power generation system

Objectives of the practice: Conservation of non-renewable energy sources

The context: The regular grid supply of power is generated using very precious non-renewable source of coal. Use of solar power would promote judicious use of coal

The Practice: The solar panels have been installed with storage batteries to generate and store power sufficient to run all lights, fans and water pumps of the Institution

Evidence of success: The Institution now (post installation of Solar power system) is free from any power cut 24 x 7 which was rampant earlier.

Problems encountered: Spent about Rs 12.00 Lakhs

Resource required: The system was procured (including installation) through local vendor.

- **Encouraging Clean and green India movement**

Title of the practice: Campus waste management & plantation

Objectives of the practice: (i) To promote clean campus, (ii) To render eco-system services and (iii) To facilitate reducing use of energy benenerated from non renewable sources

The context: The objective wise contexts are; (i) To promote clean campus: clean campus would provide healthy environment for all; (ii) To render eco-system services: eco-system services in terms of

maintaining green ambiance would attribute towards reducing Green-house gas (GHG) like Carbon-dioxide; (iii) To facilitate reducing energy use from non renewable sources: Bio-gas plant (waste management) would promote reducing use of LPG and coal for cooking

The Practice: The practices are installation (waste management) of (i) Compost pit, (ii) Vermicompost pit, (iii) Bio-gas plant and organizing Plantation program every year during pre-monsoon.

Evidence of success: Cost of manure & irrigation (for gardening) have been reduced to one fourth and LPG required for college canteen has become totally zero.

Problems encountered: Installation expertise are not easily accessible locally

Resource required: Knowledge was obtained from local ICAR Intuition and KVK.

- Implementation of e-governance
- Promotion of Gender equality
- Encourage maintenance of Communal harmony
- Adopting activities endorsing National integrity
- Sponsoring Environmental care drives through practices and offering courses
- Facilitating environment of Honesty and inclusiveness,
- Birth anniversary celebrations of national leaders.
- Organizing Oath taking ceremonies on national values Implementation and promotion of digital India initiatives.

File Description	Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

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

Response:

The distinct Visions of SRSA-TTC are;

- Aspiring to imbibe Swami Vivekananda's viewpoint of education (manifestation of perfection already in man); enabling the students (pupil-teachers) to be self-confident and self-esteemed in mentoring the school students.
- Visualising to build up characters with moral and spiritual values.
- Intending to stress on mass education including the underprivileged sections of the society and facilitate them to join the mainstream of the society.

SRSA TTC kept priority on achieving the objectives to fulfill all three visions since inception.

NAAC

5. CONCLUSION

Additional Information :

The Institution SRSATTC through its dedicated services and achievements, has been bestowed with several recognitions of which important are;

- Recognized as “**Social Entrepreneurship, Swachhta & Rural Engagement Cell (SES REC) Institution (2020)**” through successfully framing action plan and groups for improving facilities in the campus and adopted villages in the areas of Sanitisation, Hygiene, Waste management, Water management, Energy conservation & Greenery, post COVID 19 Swachhta & Rural Engagement Cell (SES REC) Institution” by Mahatma Gandhi National Council of Rural Education, Department of Higher Education, Ministry of Education, Government of India. (Year: 2020)
- Recognized as “**Swachhta Action Plan Institution (2021)**” through forming Swachhta Action Plan Committee and successfully implementing action plan in the areas of Sanitation & Hygiene, Waste Management, Water Management, Energy Management and Greenery by Mahatma Gandhi National Council of Rural Education, Department of Higher Education, Ministry of Education, Government of India. (Year: 2021)
- Recognized as “**District Green Champion Award for Hazaribag District, Jharkhand (2022)**” for successfully elevating, adopting implementing best practices (Swachhta action plan) in the areas of Sanitation & Hygiene, Waste Management, Water Management, Energy Management and Greenery management by Mahatma Gandhi National Council of Rural Education, Department of Higher Education, Ministry of Education, Government of India. (Year: 2022)

Concluding Remarks :

SRSATTC, with the dynamic leadership of Swami Tapannda, the founder President of the organization (SRSA) and dedicated services of highly motivated team, has come up as a complete institution of man (the Pupil-teachers) making through its sincere efforts towards journey of nation building in the principle of Swami Vivekananda. A pass-out from this college not only can establish himself as a pupil-teacher but also as responsible citizen of the country with human qualities, in the society. This is the greatest success of the Institution. The positive attitude of the college authority, also imbibed by the staff, towards continuous updating with the changing national and global scenario, particularly in the field of education, ensures its ever-lasting success in future also.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>At the institution level, the curriculum planning and adoption are a collaborative effort;</p> <p>Indicate the persons involved in the curriculum planning process during the last completed academic year</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: C. Any 3 of the above Remark : Input edited as per the given documents.</p>																				
1.2.2	<p>Average Number of Value-added courses offered during the last five years</p> <p>1.2.2.1. Number of Value – added courses offered during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>01</td> <td>01</td> <td>01</td> <td>01</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : Input edited as per the HEI given documents. EPC not a value - added courses that is a part of syllabus,</p>	2020-21	2019-20	2018-19	2017-18	2016-17	01	01	01	01	01	2020-21	2019-20	2018-19	2017-18	2016-17	00	00	00	00	00
2020-21	2019-20	2018-19	2017-18	2016-17																	
01	01	01	01	01																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
00	00	00	00	00																	
1.2.3	<p>Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years</p>																				

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
100	100	100	100	100

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

Remark : Input edited as per the supporting documents given by HEI.

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..**2.1.2.1. Number of students enrolled from the reserved categories during last five years..**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
84	87	76	85	92

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
80	86	76	85	92

Remark : Input edited as per the supporting documents given by HEI.

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

- 1. Mentoring / Academic Counselling**
- 2. Peer Feedback / Tutoring**
- 3. Remedial Learning Engagement**
- 4. Learning Enhancement / Enrichment inputs**
- 5. Collaborative tasks**
- 6. Assistive Devices and Adaptive Structures (for the differently abled)**

7. Multilingual interactions and inputs

Answer before DVV Verification : A. Any 5 or more of the above

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

Remark : Input edited as per the HEI given documents.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	5	5	5

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Remark : Input edited as per the supporting documents given by HEI.

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

- 1. Understanding theory courses**
- 2. Practice teaching**
- 3. Internship**
- 4. Out of class room activities**
- 5. Biomechanical and Kinesiological activities**
- 6. Field sports**

Answer before DVV Verification : A. Any 4 or more of the above

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

Remark : Input edited as per the HEI given documents.

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**

	<p>5. Use of media for various aspects of education</p> <p>6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global</p> <p>Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: D. Any 2 of the above Remark : Input edited as per the HEI Given documents.</p>
<p>2.4.1</p>	<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: D. Any 2 or 3 of the above Remark : Input edited as per the HEI given documents.</p>
<p>2.4.2</p>	<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

	<p>10. Evolving ICT based learning situations</p> <p>11. Exposure to Braille /Indian languages /Community engagement</p> <p>Answer before DVV Verification : B. Any 6 or 7 of the above Answer After DVV Verification: D. Any 2 or 3 of the above Remark : Input edited as per the HEI given supporting documents.</p>
<p>2.4.3</p>	<p>Competency of effective communication is developed in students through several activities such as</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : 1) Input edited as per the HEI given supporting documents.</p>
<p>2.4.5</p>	<p>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 2 of the above Remark : Input edited as per the given HEI supporting documents.</p>
<p>2.4.6</p>	<p>Students develop competence to organize academic, cultural, sports and community related 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: D. Any 1 or 2 of the above</p>

	Remark : Input edited as per the given HEI supporting documents.
2.4.10	<p>Nature of internee engagement during internship consists of</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark : 1) Input edited as per the given HEI supporting documents.</p>
2.4.12	<p>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</p> <ol style="list-style-type: none"> 1. Self 2. Peers (fellow interns) 3. Teachers / School* Teachers 4. Principal / School* Principal 5. B.Ed Students / School* Students <p>(* ‘Schools’ to be read as “TEIs” for PG programmes)</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 or 3 of the above Remark : Input edited as per the supporting documents given by HEI.</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 : Input edited as per the supporting documents given by HEI.</p>
2.5.3	Average teaching experience of full time teachers for the last completed academic year.

	<p>2.5.3.1. Total number of years of teaching experience of full-time teachers for the last completed academic year</p> <p>Answer before DVV Verification : 6 Answer after DVV Verification: 87.5</p> <p>Remark : Input edited as per the HEI supporting documents.</p>
<p>2.6.2</p>	<p>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : Input edited as per the supporting documents given by HEI.</p>
<p>2.7.4</p>	<p>Performance of outgoing students in internal assessment</p> <p>2.7.4.1. Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year</p> <p>Answer before DVV Verification : 93 Answer after DVV Verification: 3</p> <p>Remark : Input edited as per the supporting documents given by HEI.</p>
<p>3.1.3</p>	<p>In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : Input edited as per the supporting documents.</p>
<p>3.3.3</p>	<p>Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the</p>

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:

2020-21	2019-20	2018-19	2017-18	2016-17
10	6	6	4	7

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Remark : Input edited as per the supporting documents given by HEI.

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
45343	3072893	1113365	763317	500000

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2.40543	36.28825	18.45374	19.28814	9.35745

Remark : Input edited as per the given audited statement by HEI.

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
48579	16525	91502	131267	67863

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

0.48	0.16	0.91	1.31	0.67
------	------	------	------	------

Remark : Given HEI input converted into lakh.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
788088	1093943	1809544	1921439	755098

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
7.88	10.93	18.09	19.21	7.55

Remark : Input edited as per the HEI given supporting documents.

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**

Answer before DVV Verification : A. All of the above

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

Remark : Input edited as per the supporting documents given by HEI.

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)**

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

Answer After DVV Verification: D. Any 1 of the above

Remark : Input edited as per the HEI given supporting documents

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	2	2	0	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	0	1	0	0

Remark : Input edited as per the HEI given supporting documents.

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

Answer before DVV Verification : 13

Answer after DVV Verification: 0

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

Answer before DVV Verification : 0

Answer after DVV Verification: 0

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

Answer before DVV Verification : 0

Answer after DVV Verification: 0

Remark : Input edited as per the supporting documents given by HEI.

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
44	20	15	17	23

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5	2	1	1	2

Remark : Input edited as per the supporting documents given by HEI.

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**

Answer before DVV Verification : B. Any 4 or 5 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : Input edited as per the HEI given supporting documents.

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 : B. Any 5 of the above

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

Remark : Input edited as per the supporting documents given by HEI.

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**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
03	0	0	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
02	0	0	0	0

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	2	2	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	2	2	1

Remark : Input edited as per the supporting documents given by HEI.

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: D. Any 1 of the above

Remark : Input edited as per the supporting documents given by HEI.

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

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : Input edited as per the supporting documents given by 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>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>84</td> <td>87</td> <td>76</td> <td>85</td> <td>92</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>60</td> <td>60</td> <td>50</td> <td>50</td> <td>50</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	84	87	76	85	92	2020-21	2019-20	2018-19	2017-18	2016-17	60	60	50	50	50
2020-21	2019-20	2018-19	2017-18	2016-17																	
84	87	76	85	92																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
60	60	50	50	50																	
2.1	<p>Total expenditure excluding salary year wise during the last five years (INR in lakhs)..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>2316071.25</td> <td>317811</td> <td>4060129</td> <td>2931275.80</td> <td>1769537</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>54.09153</td> <td>129.1970</td> <td>103.1080</td> <td>89.47774</td> <td>29.65451</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	2316071.25	317811	4060129	2931275.80	1769537	2020-21	2019-20	2018-19	2017-18	2016-17	54.09153	129.1970	103.1080	89.47774	29.65451
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