



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution		Sri Ramakrishna Sarada Ashrama Teacher's Training College
• Name of the Head of the institution	Dr. Samapti Paul	
• Designation	Principal	
• Does the institution function from its own campus?	Yes	
• Alternate phone No.	9693255540	
• Mobile No:	9431333265	
• Registered e-mail ID (Principal)	rksattc_hzb@rediffmail.com	
• Alternate Email ID	samaptisrsa@gmail.com	
• Address	Rabindra Path, Hazaribag	
• City/Town	Hazaribag	
• State/UT	Jharkhand	
• Pin Code	825301	
2.Institutional status		
• Teacher Education/ Special Education/Physical Education:	Teacher Education	
• Type of Institution	Co-education	
• Location	Urban	

• Financial Status	Self-financing				
• Name of the Affiliating University	Vinoba Bhave University, Hazaribag (Jharkhand)				
• Name of the IQAC Co-ordinator/Director	Dr. Parikshit Layek				
• Phone No.	9431333265				
• Alternate phone No.(IQAC)	9155061255				
• Mobile (IQAC)	9693255540				
• IQAC e-mail address	parikshit.layek2011@gmail.com				
• Alternate e-mail address (IQAC)	rksattc_hzb@rediffmail.com				
3.Website address	www.saradaashramattc.org				
• Web-link of the AQAR: (Previous Academic Year)					
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://saradaashramattc.org/public/uploads/pdf/academic-calendar-2023.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.14	2023	07/02/2023	06/02/2028
6.Date of Establishment of IQAC			05/10/2016		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Sri Ramakrishna Sarada Ashrama Teacher's Training College	National Seminar	ICSSR	15/11/2023	80000
8. Whether composition of IQAC as per latest NAAC guidelines		Yes		
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 		View File		
9. No. of IQAC meetings held during the year		03		
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 		Yes		
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 		View File		
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?		Yes		
<ul style="list-style-type: none"> • If yes, mention the amount 		80000		
11. Significant contributions made by IQAC during the current year (maximum five bullets)				
Various Committees have been formed for support services on the recommendation of IQAC guidelines and regular monitoring & evaluation (activities) based advising done to all committees.				
Prepared the plans to include the use and enrichment of ICT infrastructure expected in the institution. The IQAC has advised the administration to develop ICT infrastructure.				
Organized National Workshop (one; two days'), National Seminar (Two; two day's each), Lecture Series (One; six lectures) for effective				

communication and student development.

Evaluated need for upgrading basic infrastructures (eg., Library, Visitors' waiting hall, Laboratories, green campus etc.), prepared proposals and placed to the authority for implementation.

Collected students-feedback on teachers, curriculum & campus. Feedback also collected from teachers, parents and alumni. The collected feedbacks have been compiled, analyzed and utilized for quality enhancement and improvement in various aspects.

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
To arrange for feedback responses from students, teachers, parents & alumni on syllabus and analysis of feedback data.	All stakeholders' feedback were collected, analyzed and prepared draft on points of improvements related to quality of teaching system and necessary actions/changes were taken/made on learning-teaching system
To prepare plans for new course curriculum through distance education as study center of Jharkhand State Open University (JSOU)	Applied to JSOU for opening Study center on several Certificate, Diploma and PG Diploma courses
Preparation of plan and implementation of innovative practices for quality enhancement.	Faculty members were encouraged and made to attend several Workshops, Seminars, conferences and lecture series for empowering them to develop and adopt innovative practices.
Planning to develop value added course	The Institution has implemented new course curriculum for skill development (Computer operation, Personality development)

13. Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Management Committee, Sri Ramakrishna Sarada Ashrama	16/03/2023

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2022-23	29/11/2023

15. Multidisciplinary / interdisciplinary

Sri Ramakrishna Sarada Ashrama - Teachers Training College follows the BEd syllabus prescribed by the Vinoba Bhave University (Hazaribag), the affiliating University as per the guidelines of NCTE.

The applications have also been submitted to concerned appellate bodies for (i) Integrated BEd (NCTE) (4 years) course, (iii) MED course (NCTE) and (ii) Distance Education on various Certificate, Diploma and PG Diploma courses (Jharkhand State Open University)

The following multidisciplinary subjects are, at present, offered (BEd), to promote broad-based, holistic, multi-disciplinary education;

Childhood & growing up; Contemporary Indian Education; Language across curriculum; Understanding Discipline & School subjects; Teaching & Learning; Assessment for Learning; Different Pedagogy Subjects (Maths., Physical Sciences, Biological Sciences, Languages, Social Science etc.); Enhancing Professional Capacity; Value Education; Creating an Inclusive School; General School & Society; Guiding & Counselling; Health & Physical Education; Environmental Education; ICT etc.

16. Academic bank of credits (ABC):

1. The Institution organizes special class to enable the students to know more about 'digi locker' and ABC-Academic Bank of Credit. This class has enabled students to create their digi lockers. By digi locker they can access important informational document like Aadhar, Pan Card, Income Certificate, Caste Certificate, Residential and educational certificate (Matric, Intermediate, Graduation).

2. The ABC system is not in operation with the nodal University (Vinoba Bhave University, Hazaribag) to which Sri Ramakrishna Sarada

Ashrama Teacher's Training College is affiliated.

17.Skill development:

Following skill development courses are offered;

1. Computer operation
2. Personality Development

Following vocational education subjects are integrated in the BEd syllabus

1. ICT
2. Presentation to audience / speech skill
3. Co-curricular activities (Rangoli, Pot decoration, Board decoration, Cloth & wall painting, Deeya & Rakhi making etc.)

Following value based education subjects are integrated in the BEd syllabus

1. Value education (ethics)
2. Outreach activities (NSS) to develop Citizenship values and life skill

Following good practices are embaded in course curriculum

1. It has made mandetory for all students to attend college assembly (Prayer, Speech on Swamiji's thought, current affairs etc.)
2. Regular conduct of awareness sessions on several social values, distribution of food and cloths through NSS in adopted villages
3. Organizing Blood donation camp,
4. Organizing Plantation programs involving all sakeholders
5. Established eco-friendly systems: (i) Solar energy generation system, (ii) Water harvesting system etc.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)**Indian Language**

The courses are being offered in bilingual mode by the Sri Ramakrishna Sarada Ashrama - Teachers Training College. The Languages of Instruction are English and/or Hindi, as per requirement to promote easy understanding by the students from several background.

Indian Culture & good Practices

To promote integration of cultural knowledge system among students from various cultural background following events and good practices are organized.

1. *Poshan Pakhwara* - Nutrition week (Different cuisines of Jharkhand origin are exhibited for tasting by the students)
2. College events on traditional Jharkhand cultural dance forms
3. Performs Saraswati puja
4. Celebrates Holi and Diwali
5. Observes Teachers Day,
6. Celebrates Vinoba Bhave Jayanti and Birsa Munda Jayanti
7. Organizes Community Lunch for students (preparations of different dishes of Jharkhand by students)
8. Organizes different programs under the banner of "*Vasudhaiva Kutumbakam*"

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Sri Ramakrishna Sarada Ashrama Teacher's Training College has envisioned man making education as a part and parcel of the present educational system. The curriculum of B.Ed. is framed by Vinoba Bhave University also promotes OBE.

The passed out students are placed in various schools of the district through the placement cell of the college.

The sister organization of this institution (Vivekanand Central School) also has kept provisions for placing students from SRSA-

TTC for teaching.

This college also have outreach activities conducted through NSS programs for societal cause. In time of COVID-19, the NSS students of college has created awareness and distributed mask and sanitizer. NSS students also conduct cleanliness program (Swachata Abhijan) every Saturday and organize Literacy programs in adopted villages.

20.Distance education/online education:

Sri Ramakrishna Sarada Ashrama - Teachers Training College has applied for opening a study center of Jharkhand State Open University for several Certificate, Diploma and PG Diploma courses.

Extended Profile

1.Student

2.1	99
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	100
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	60
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	99
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	96
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	99
File Description	Documents
Data Template	View File
2. Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	11500649.3
4.2 Total number of computers on campus for academic purposes	61
3. Teacher	
5.1 Number of full-time teachers during the year:	16
File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	16
Part B	
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. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

SRSA TTC has strong system of curriculum planning, its reviewing, need based & mid-term revising and monitoring its implementation in place through 'Curriculum Aspects' sub-committee comprising of four faculty members with Principal being Chairperson. IQAC coordinator is also get involved in the process.

Prior to each session the Committee finalizes the curriculum planning based on that provided by the Vinoba Bhave University (VBU), Hazaribag to which this Institution is affiliated to, following guidelines of NCTE.

Beside the pre-session meeting, the committee regularly meet after each three months to discuss any problem faced in implementation of the curriculum. The suggestions come out of the quarterly meetings are placed in half yearly meeting of IQAC and necessary amendments in the curriculum, following the guidelines of NCTE and VBU, are made. The on-going curriculum implementation is also reviewed in the meeting.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	No File Uploaded

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 year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

D. Any 2 of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

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 Website of the Institution Prospectus Student induction programme Orientation programme for teachers

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.saradaashramattc.org/clos
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

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**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

12

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://www.saradaashramattc.org/

1.2.2 - Number of value-added courses offered during the year

2

1.2.2.1 - Number of value-added courses offered during the year

2

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

80

1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

80

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance

Three of the above

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

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

40

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

40

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

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 Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

Curriculum of the institution provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas through following thrust areas.

Fundamental / coherent understanding of teacher education

As per Institute curriculum, beside routine subjects of teacher education, regular orientation by in-house and outside experts are conducted to equip prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom, school and wider community.

Procedural knowledge to create teachers for different levels of school education

Several aspects of procedural knowledge related to actions, instructors are taken within the Lesson Design and Propositional Knowledge themes. These include subject knowledge, pedagogical knowledge (deep knowledge about the processes and practices of teaching) and assessment knowledge.

Capability development about applying acquired competencies

The prospective teachers are being empowered with following strategies to enable them for capability development in school students: (1) Identify organizational goals and skill gaps, (2) Design tailored training and development programs, (3) Provide learning resources and support, (4) Encourage skill application through workshops, (5) Establish measurement and evaluation metrics.

Skill/competencies

The prospective teachers are exposed to Competency based education systems as described in NEP2020 through organizing special lectures, seminars etc. in the Institute.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

Development of school system:

Knowledge on various schooling systems adopted in Indian schools, with special focus on that of Eastern India are being taught through the course on Contemporary India and Education which include (1) genesis of development, (2) overview of functioning of various major school education boards in India, (3) assessment systems adopted by major School education boards, (4) state-wise variation of major boards with respect to norms and standards.

The prospective teachers are also oriented with the GoI's efforts to implement uniform new schooling structure in India (conceptualized and proposed under the NEP 2020) with four levels (5+3+3+4) where the students will spend 5 years in strengthening their foundation, 3 years in the Preparatory stage, 3 years in the Middle stage and rest

4 years in the secondary stage.

The prospective teachers are also provided with skill to address avoiding diversity in the classroom to reduce the likelihood of individual differences in order to create a healthy learning environment by inculcating respect for each other in classroom.

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

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

A curriculum includes components of interconnecting coursework and fieldwork with the purpose of preparing future educators for classroom teaching in a school system . There are also provisions of exploring Digitally Enhanced Literacy Practices for the Teachers.

This integrates personal interests, supportive relationships, and access to opportunities. It promotes learning in an age of abundant access to information and social connections that grows from the diverse interests and assets of young people. Such nurturing equip them to teach at pre-primary, primary, secondary and senior secondary stages in schools, besides non-formal education, part-time education, adult education etc.

SRSA TTC has also applied for approval of 4 years integrated BEd course which will enable this Institution to realize this interconnectness more effectively.

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

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 Students Teachers Employers Alumni Practice Teaching Schools/TEI

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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

Feedback collected, analyzed and action taken

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

188

2.1.1.1 - Number of students enrolled during the year

188

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

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

95

2.1.2.1 - Number of students enrolled from the reserved categories during the year

104

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

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

11

2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

11

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	No File Uploaded

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 Describe the assessment process 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, in not more than 100-200 words.

The following procedures are followed for students' admission to B.Ed. course.

1. Preparation of List for admitting students is solely done by the Vinoba Bhave Univerasity the affiliating University as per the approval of NCTE

2. After admission, the stream wise orientation is conducted to understand the learning needs of the students

3. For students with special and additional need are identified and special classes are organized for them to normalize level of readiness of the group

4. Based on the feedback of orientation, IQAC discuss with the faculty to reorient curriculum following the guidelines of VBU and NCTE

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

2.2.2 - Mechanisms are in place to honour

Four/Three of the above

student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	No File Uploaded

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

Two of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

20:1

2.2.4.1 - Number of mentors in the Institution

5

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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 Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

The five major teaching-learning approaches are adopted in SRSA TTC. These are Constructivist, Collaborative, Integrative, Reflective and Inquiry Based Learning approaches. These are implemented through following teaching methods;

- Differentiated instruction: tailored education plans for students based on differing needs is created
- Lecture-based learning: The regular basic method followed.
- Technology-based learning: This method uses various modern technologies like smart board, AV-aids (Lectures with Power point presentation) and computers. This makes learning environment more attractive and penetrating.
- Group learning: This is conducted in groups in which group discussions are involved and makes the leaning process more interactive.
- Individual learning (special classes)
- Inquiry-based learning: students are encouraged to open up with their quarries
- Kinaesthetic learning: implemented for visually / auditory impaired students.
- Game-based learning.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

5

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://www.saradaashramattc.org/technology
Any other relevant information	No File Uploaded

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

188

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	No File Uploaded

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://www.saradaashramattc.org/
Any other relevant information	View File

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

In SRSA-TTC, Mentoring is done as one-to-one support of a novicepractitioner (mentee) by a more experienced practitioner (mentor), designed primarily to assist the development of the mentee's expertise and to facilitate their induction into the culture of the profession.

Continual mentoring is considered as an integral part of teacher education, to change the attitudes & beliefs; and improve personal and professional attributes. Such continual mentoring benefits in being encouraged and empowered in personal growth. It has also been evident that such mentoring helped students in identifying and achieving career goals and in building a strong personality by increasing the mentee's confidence and morale.

Continual mentoringsteered novice and early career teachers to progress their teaching more rapidly, increased their resilience, boosted their self-confidence and most importantly created an environment where their trainees could progress, thrive - and remain.

In SRSA TTC,mentoring program is conducted bypairing novice teachers (after orientation) with more experienced teachers who can ably explain school policies, regulations and procedures; share methods, materials and other resources; help solve problems in teaching and learning; provide personal and professional support; and guide the

growth of the trainees.

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

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	No File Uploaded

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

The teaching-learning process, in SRSA TTC, combines activities where a teacher assesses understanding needs, establishes particular learning objectives, formulates teaching and memorizing strategies, enforces a plan of work, and assesses the outcomes of the instruction. So, it is done in three stages, viz.; planning stage; interactive-execution stage and evaluation cum feedback stage.

The Teacher-centric teaching-learning approaches are adopted, viz.; Experimental learning, Case-based learning, Inquiry-based learning, and problem based learning.

The following teaching methods are followed, viz.; differentiated instruction, lecture-based instruction, technology-based learning,

group learning, individual learning, inquiry-based learning, kinaesthetic learning, game-based learning and expeditionary learning.

All these methods, combined, helps the budding teachers to nurturecreativity, innovativeness, intellectual, thinking skill, empathy and life skills among students.

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

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 Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

Seven/Eight of the above

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

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 Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied

Six/Seven of the above

student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback

Three of the above

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

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement

Four of the above

**provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content
Observation modes for individual and group activities Performance tests Oral assessment
Rating Scales**

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

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

Four of the above

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

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams

Four of the above

and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	No File Uploaded

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study

All of the above

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

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

Internship program is conducted in two phases (Observation and practise-teaching) for which systematic planning is done in following steps.

1. The allotment of students (trainee teachers) to various schools for two internship programs (Observation and Practise teaching) are done separately by the JCERT (Jharkhand Council of Education Research and Training).

2. The first phase (Observation) is conducted in the 2nd semester for a duration of 4 weeks. In this phase, the trainees are instructed to observe the school system and take 3 classes per week as per allotment by the school Principal

3. The second phase (Practise-teaching) is conducted in 3rd semester for 16 weeks. In this phase the trainees are allotted respective subject classes by the School Principal

4. Prior to each phase, orientation at college are conducted for one and four weeks respectively. The orientation mainly focuses on various school set up and systems.

5. During both the phases, Faculty members are deputed to observe the activities of the trainees and assess their performances.

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

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

99

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

**2.4.10 - Nature of internee engagement during internship consists of Classroom teaching
Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests
Organizing academic and cultural events
Maintaining documents Administrative responsibilities- experience/exposure
Preparation of progress reports**

Seven/Eight of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	View File

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

The internship programs are effectively monitored, evaluated by the faculty members in following steps to ensure optimal impact of internship.

1. The IQAC prepares list of Faculty members as observer for allotment of schools (internship) separately for two phases of internship viz.; Observation (4 weeks) and Practise teaching (16 weeks)
2. The observers observe the activities of the trainees in both the phases of internship with different focuses viz. (i) Observation phase: school set up and systems, lesson planning, student management and (ii) Practice teaching phase: class management, lesson plan, teaching method, subject.
3. On completion, the observers prepare individual trainee reports and submit to the IQAC
4. Post-internship orientation sessions are conducted by the observers with respective trainees for improving the deficiencies in trainees.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	View File

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)	Three of the above
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File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	View File

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	Three of the above
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File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

16

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	No File Uploaded

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

8

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	No File Uploaded

2.5.3 - Number of teaching experience of full time teachers for the during the year

7

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

7

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

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

The following programs are organized to keep the Faculty and trainees updated on professional knowledge and skills.

1. Special lectures by experts are arranged time to time
2. Seminars are conducted on topics related to Education Policy (e.g. National Seminar on 'National Education Policy 2020 and Future of India' was conducted during 18-19 December, 2023, sponsored by Indian Council of Social Sciences)
3. IQAC nominates Faculty (in turn) to attend seminars / conferences conducted outside
4. The Faculty members are encouraged to participate and present papers in seminars, conferences
5. The Faculty members are encouraged to develop externally aided research papers for which orientation talks are invited by the experts.
6. MoU has been signed with neighbouring Institutes for student and faculty exchange program

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	View File

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

Continuous Internal Evaluation system of students learning is in place with following details.

Evaluations and/or tests are conducted as follows.

1. Monthly tests on all subjects
2. Unit tests of all subjects - twice in all semesters
3. Sent up test at the end of all semesters prior to Final Exams conducted by the affiliating University (Vinoba Bhave University)

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

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually

Five of the above

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

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

One Grievance cell exists in the Institution which receives all sorts of grievances through drop box or on-line (e-mails, SMS, WA etc).

In case of Examination related grievances, it is forwarded to the Exam. Controller cell for redressal.

All Grievances are placed in the respective cell meeting for redressal by the authority.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

The overall academic calendar for each session are prepared by the 'Curriculum Aspects' sub-committee. The master calendar is reviewed prior to every semester for any necessary changes.

The sub-committee on 'Teaching Learning Evaluation' monitors and implement timely evaluations as per calendar through the Examination controller cell.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

The Teaching-Learning process of the Institute is aligned with the Program Learning Outcome (PLO) and Course Learning Outcome assessment methods stated in the Institute Policy.

The interactive process of evaluating the extent to which students have developed certain key skills (PLO) is embedded in the coursework and learning activities within the program curriculum. The curriculum also includes specific take-aways from the courses and activities that students are meant to apply in future settings (CLO), based on individual demand.

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

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

The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored through the internal evaluation processes and used for further improvements by conducting orientation and wrap-up sessions in which one to one interaction between class teacher and students take place.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

19

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	No File Uploaded

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

The following process is involved for assessment task and the performance of students to reflect their initially identified learning needs.

1. Prior to start of the Course, just after admission, orientation classes are organized to understand the state of the students in group and identify specific learning needs of individuals or small group of students

2. Nominal, required amendments are made in the curriculum by the IQAC following the guidelines of appellate body and based on the feedback of orientation classes.

3. Special classes are organized for students with specific, additional learning needs

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

49

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research**3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year**

1

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	View File

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

1

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	View File

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

Two of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

Three of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

6

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	View File

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

6

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
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	View File
Any other relevant information	No File Uploaded

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

02

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

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

179

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

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

179

3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

179

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

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

This Institute is registered with the Jharkhand chapter of National Social Service (NSS) scheme for 50 volunteer students from each batch. The NSS team work in one of the adopted village of this organization, Bhelwara (about 35 km from Institute) and nearby villages around Hazaribag. The following programs are organized.

1. Awareness program on several issues like, cleanliness, health, child care, nutrition etc.
2. Campaigns and street showson issues like illeffects of liquor and tobaccoconsumption
3. Social services like distribution of blankets, cloths, sanitary napkins (ladies), stationary to school goers etc.

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

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

02

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

2

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

2

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	No File Uploaded

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

6

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	No File Uploaded

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

Three/Four of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

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 Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

1. The campus is spread over a wide area (0.99 acres) with sufficient greenery which is Wi-Fi (100 MBPS) enabled and totally under CCTV surveillance.
2. It has well developed Infrastructures, dedicated and motivated faculty members who provide healthy teaching-learning environment in the college.
3. It has a huge sports ground, well ventilated & spacious classrooms and several Laboratories of all required aspects/subjects as follows.
4. The well equipped library, with resources as follows, helps SRSATTC to empower students to be able to face complex future with global standard.
 - Class rooms (number) - 19
 - Smart class rooms - 03 with smart boards and other facilities
 - Laboratories (number) - 07
 - Library (features & resources) - Reading room to accommodate at least 50 students at a time with 6739 books, 341 journal and 6293 Journals under PNG E-subscription
 - Meeting hall - one with smart board and other AV aids; accommodation 30 persons
 - Common hall - One with required AV facilities with Dias and to accommodate > 250 persons
 - Sports field - 1000 sq mt
 - Fitness center - one room equipped with (i) Treadmill, (ii) Abdominal Bench, (iii) Dumbell, (iv) Fitness Bar
 - Computers (number) - 50
 - Sports Complex- 5308 sq mt

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

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

5

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://www.saradaashramattc.org/
Any other relevant information	No File Uploaded

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

1912475

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

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 Describe the features of Library Automation in not more than 100 – 200 words.

The following softwares are used in SRSA TTC Library for automation

1. N-LIST (National Library and Information Services Infrastructure of Scholarly Content); Information and Library Network Centre, UGC
2. HYPEMAX/ JET Institute

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://www.saradaashramattc.org/library-facility
Any other relevant information	View File

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

There two basic remote access systems to Library/knowledge resources of SRSA TTC are:

1. The WiFi (100 MBPS) within the campus for which all active Computers of the college have access for Global Knowledge resources
2. The E-journal subscription (PNG E-subscription) enables the College IP to access 6293 selected Journals

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

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases

Three of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	No File Uploaded

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

1002357

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

4.2.5 - Per day usage of library by teachers and students during the academic year

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

253

File Description	Documents
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 academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://www.saradaashramattc.org/
Any other relevant information	No File Uploaded

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 Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

One of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

The ICT facilities are updated annually depending on necessity.

1. In 2023, all the ICT Lab computers were connected through LAN for faster connectivity
2. Number of Computers being used in ICT Lab increased to 50
3. Three Smart Boards were installed during 2022-23
4. The Institute Broadband connectivity speed upgraded to 100

mbps (BSNL) for faster downloads

5. Additional 40 Computers are proposed to be installed in the class room of newly introduced free computer course targeting SC/ST/OBC candidates

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

4.3.2 - Student – Computer ratio during the academic year

2:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

D. 50 MBPS - 250MBPS

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

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

One of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://twitter.com/i/flow/login?redirect_after_login=%2FSriAshrama
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://www.youtube.com/channel/UChqOE7VfZLm78yr0Jhg4THA
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

5707730

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

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. Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

In SRSA TTC, for all Physical, academic and support facilities, one coordinator for each from Faculty members have been identified and entrusted with up-keeping and maintenance

The Co-coordinators maintain Log-book for all users. For any maintenance/repair work required, it is brought to the notice of the Principal for allotment of fund for small equipment not covered under AMC. However, most of the costly equipment are kept covered under AMC. The co-coordinators of each facility are responsible for

timely renewal of AMC. The Coordinators also monitor timely servicing of equipment covered under AMC.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.saradaashramattc.org/
Any other relevant information	View File

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

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

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the

Seven/Eight of the above

one/s applicable	
File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	B. Any 3 of the above
File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	No File Uploaded
5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	Two of the above

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

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
5	99

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

7

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

15

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

To place students' chartered of demand and other agenda, to the authority, four class representatives (2 boys and 2 girls) are selected by the students in the beginning of each session (two years) who together act as student council. The Council keeps close contact with the students (through formal and informal meetings) and the students' welfare co-ordinator of the Institute, nominated by the Principal, from the faculty members, by turn (each two years). The co-ordinator liaisons between Principal and students.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	View File

5.3.2 - Number of sports and cultural events organized at the institution during the year

28

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	View File

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

The alumni association of the Institute has been formed which is functional. Application (along with fees) has been submitted for registration to the concerned state authority which is pending (registration). However, the association meets once in a year in which the Principal and coordinator of the placement cell is invited. The alumni provide the list of schools which may be invited for campus interview (to be initiated with the current passing-out session batch).

Five representative of alumni association are invited to Institute general body meeting held every year. The alumni association also

contributes towards planning for Institute development.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	View File

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

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	No File Uploaded

5.4.3 - Number of meetings of Alumni Association held during the year

1

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

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. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

The alumni association, beside attending routine meetings (mentioned in column 5.4.1) also conducts following activities.

1. Organizing motivational speeches in the college
2. Career counselling of final year students
3. Attending various co-curricular activity programs of student and identify any special talent and their further counselling

Through these activities the Alumni association helps the Institute to motivate students and nurturing special skills.

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

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 Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

SRSA TTC aims atempowering the teachers with all modern tools to become ideal trainers for the future citizens of the country.

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.

With these visions, SRSA TTC is constantly advised by a strong Governing body comprising senior, experienced, knowledgible and dedicated people from various sectors of the society with diverse background.

The College has dynamic and participative administrative structure with a strong leadership drive. This facilitates enables accomplishing excellence in academics, research and social outreach.

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

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

The decentralized and participative governance is reflected in the composition of its Statutory Bodies viz., Governing body, Finance Committee, Admission committee, Curriculum committee, Placement committee and Planning Board (IQAC), which include representatives from all concerned stakeholders. New committees have been instituted from time to time as per requirement to encourage decentralization and enhanced administrative efficiency.

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 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.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

Transparency in financial, academic, administrative and other functions are maintained in the Institute, as evident from the following activities.

1. Auditing of annual accounts and balance sheets of the college are conducted regularly (every year) by authorized CA Firm.
2. The balance sheet is published in the Annual report regularly
3. Academic functions are discussed and implemented by several sub-committees through IQAC. IQAC meetings are regularly conducted (at least twice in a year)
4. Administrative decisions are taken by the advisory board (IQAC) sphere-headed by the Principal and subsequently get approved by

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

To promote Inclusive growth in Education SRSA TTC planned to establish Study centre of Jharkhand State Open University (JSOU), Ranchi to cater to the education need of remote areas of North-east part of Jharkhand. Accordingly process was initiated resulting into inspection by team from JSOU. Subsequently establishment of Study Centre has been approved and inaugurated on 18 December, 2023 by Honourable Vice Chancellor of JSOU.

The study centre will conduct on-line and physical classes (Saturday

and Sunday) on certificate , Diploma and PG Diploma in different disciplines.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://saradaashramattc.org/public/uploads/pdf/academic-calendar-2023.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

The governing body

It acts as the apex body of the organization (Sri Ramakrishna Sarada Ashrama (SRSA), Hazaribag) and shares the responsibilities of preparing by-laws and policies of all the Institutions including the SRSA TTC. The GB which includes the Head of the sister Institutions of the organization (SRSA) meets at least twice in and year . All matters (financial, administrative and academic) are discussed and poposals are approve for implementation.

Internal Quality Aassurance Cell (IQAC)

It acts as the primary body to look after maintaining quality of all academic aspects of the Institution headed by the Principal and co-ordinated by he snior most faculty. IQAC proposes, monitors and evaluates all academic components with the help of several sub-committees like that of (i) Admission, (ii Library), (iii) Examination, (Student Placement) and (iv) Alumni

Appointment committee

This a flexible committee, formed by the GB during each event of appointment of faculy following guidelines of Vinoba Bhave University, the affiliating body of SRSA TTC

File Description	Documents
Link to organogram on the institutional website	https://www.saradaashramattc.org/
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

All of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

Based on the proposal initiated by IQAC, and subsequent approval by the GB, free certificate courses (three and six months) on Computer operation and working softwares have been started in SRSA TTC for the main target group of SC, ST and OBC. Each batch will accommodate 40 students. Selection for first batch is underway.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place
Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

The following welfare measures for teaching and non-teaching staff are in place and in operation

1. Provisions of study leave for higher studies (PhD and other) to faculty
2. Provisions of providing special leave and seed money for attending seminars, conference etc. for faculty
3. Provisions of special leave for faculty members for attending Interview boards, Training, Viva Voce etc as resource person or expert
4. Provisions of reimbursing medical expenses and special leave on medical ground for all staff. The amount is decided by the GB on case to case basis

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

5

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	View File
Certificate of participation for the claim	View File
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	View File

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

04

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	View File

6.3.4 - 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

4

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	No File Uploaded

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

The performance appraisal system of staff are in place as per following methods.

Teaching staff

Feedback (including that of teachers' performances) from students and parents are collected on set performa by the IQAC both on on-line and physical mode

The feedback are tabulated, analyzed and placed to the Principal

Principal discusses the feedback with the Governing Body for necessary actions (rewards, appreciation certificate, necessary advice for improvement)

Non-teaching staff

All non-teaching staff are placed under several sub-committee coordinators.

The annual assessment reports are prepared by the respective coordinators and submitted to the Principal

The Principal after discussion with respective coordinators, initiate necessary actions (rewards, appreciation certificate, necessary advice for improvement)

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	No File Uploaded
Any other relevant information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of

internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

SRSA TTC conducts both internal and external financial audit regularly every year. The following process is involved in financial audit.

- 1. Institute income and expenditure statements along with approval and bills and vouchers are maintained by internal auditor (trained staff of the Institute)**
- 2. The balance sheet alongwith all documents are submitted to the registered CA firm for final auditing.**
- 3. The audit reports are published in annual report.**

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

0.80

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View File
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View File
Any other relevant information	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

SRSA TTC is one of the Institutions of the Organization Sri

Ramakrishna Sarada Ashrama (Hazaribag). The Governing Body headed by the President (Swami Tapananda Maharaj) chalk-out fund mobilization plan for the year in its Annual GB meeting comprising Heads of the Institutions based on the earning from respective Institutions out of school/college fees. Additional proposals, if any, are placed before the GB and after thorough discussion optimal utilization of funds are planned (Annual Budget).

The annual budget is followed for optimum utilization of resources. However, for any additional, unavoidable major expenditure, the proposal is placed by respective Heads and based on assessing the merit of the proposal, by the GB additional fund is approved if available.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

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 Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The IQAC of SRSA TTC operates through several sub-committees. The IQAC meets all the sub-committees quarterly or more, if required to discuss progress. The sub-committee heads present the ATR and progress report in each meeting. The IQAC co-ordinator and the Chairman (Principal) evaluate and monitor the progress. Any required, additional instructions are provided. If needed mid-term amendments on plan of work is advised.

The IQAC also proposes following additional activities and implement after approval

1. Conduct of Lecture series by external experts for both Faculty and students
2. Organize Seminars, Conference etc.
3. Recommend Faculty members for various trainings
4. Necessary upgradation of infrastructure and facilities

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

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

IQAC monitors and reviews teaching - learning process of the Institution through (i) regular inspection and visits to running class, (ii) feedback from students, (iii) discussion with parents, (iv) analyzing results of the students, (v) performance of students in various co-curricular activities.

The Review reports are presented in IQAC meetings and necessary instructions are provided to improve quality of teaching - learning process of the Institute.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	View File

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

2

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	No File Uploaded

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

Two of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.saradaashramattc.org/igac/2023
Link to Annual Quality Assurance Reports (AQAR) of IQAC	Nil
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	View File
Feedback analysis report	View File
Any other relevant information	View File

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

Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

Following incremental improvements were achieved within the institution due to quality initiatives since the previous accreditation, during the period of 2023-24.

1. Obtained approval and organized (18-19 December, 2023) National Seminer (NEP 2020 and Future of India) sponsored by Indian Council of Social Science Research, Govt. of India
2. Obtained approval and inaugurated (18.12.2023) the Study Centre of Jharkhand State Open University

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	View File

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 Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

The institution has installed solar power energy generation sysytem with battery back up for night of 12 KVA capacity. This meets the power requirement for lighting, running fans and comptuers of the while college building. The charged batteries also are sufficient to provide power required for evening in the offices.

The solar panels have been installed in such a strategic point that it provides shade for the open top parking area.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

The Institution has developed two waste management systems, viz

1. Gobar gas plant: The cowdung of the dairy of the Organization (Sri Ramakrishna Sarada Ashrama) with production capacity of about 1200 L biogas /day which is being used for preparing food of students.

2. Vermicompost pit: Three vermicompost pits (16' x 6' x 3') with capacity of producing about 150 kg of compost in each 2 months. The compost is used in the huge flower and kitchen garden of the campus.

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

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant

All of the above

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

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

All of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

Cleanliness, green cover & sanitation : The Institute campus is cleaned daily, both manually and mechanically. Wastes are segregated into bio-degradable and non degradable. Non-degradable wastes are handed over to municipality waste collector for disposing daily. The degradable wastes are recycled in vermicompost pit.

Clean and green campus awards were received by this Institution during 2023 by local authority

The cleanliness of the college surrounding are maintained following the policies as follows.

1. Single-use items are banned within campus
2. Food wastes are used in compost pit.
3. Dial down your Thermostats of water heaters are dialed down and of A/Cs are set not lower than 25 degree C. ...
4. Trees (mostly native species) are planted over landscape
5. Within campus, transportation system is mostly by electric vehicle
6. Water harvesting system for catchment of all roof tops and the campus has been developed for regular use in irrigating garden.

The following policies are being followed strictly.

1. Reduced throw away, reuses, and recycle wastes
2. Promote Volunteering for cleanups in campus and community.
3. Educating all stakeholders
4. Conserving water
5. Choosing sustainable systems

- 6. Shopping wisely for Institute.
- 7. Long-lasting light bulbs are being used. ...
- 8. Regular Plantation of tree.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

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

All of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	View File

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

11500649

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	View File

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources,

community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

The Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges through following good practices like;

1. Best practices like maintaining gardens (seasonal flowers, vegetables, medicinal plants)
2. Community service include tree plantation.
3. Creating an awareness among the local community about keeping environment pollution free.
4. Banning the use of tobacco products and narcotics within the campus creating awareness programs in community
5. Citizenship-training program is organized (Adult Education programs, campus cleaning, and cleaning of neighborhood areas.
6. NSS is active in the college.
7. Life skill courses: Life skill courses form a compulsory part of all the B.Ed., curriculum; like a) Personality Development b) Emotional Intelligence and Soft skill Development. c) Stress Management, Transactional Analysis d) Communication Skills. e) Classroom Management Skills
8. Community Orientation & Social Responsibility: Community orientation and social responsibility are offered to all the teacher trainees. Social service activities are conducted

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to

B. Any 3 of the above

the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website)
Describe any two best practices successfully implemented by the institution as per NAAC format

1. Installed Solar power generation system (12 KVA capacity)
2. Installed Bio Gas plant with capacity of about 1200 L biogas generation /day
3. Water harvesting system with catchment of roof top of all college buildings and campus
4. Installed bio-degradable waste management system through vermicompost pit with capacity of about 450 kg in every two months

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

The College has provided tremendous thrust and priority to its following Programs.

1. Empowering the teachers with all modern tools to become ideal trainers for the future citizens of the country.
2. 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.
3. The Institution visualise to build up characters with moral and spiritual values.
4. The education system intends to stress on mass education including the underprivileged sections of the society and facilitate them to join the mainstream of the society.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File