



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**SWAMI VIVEKANAND TEACHER TRAINING (B.ED)
COLLEGE**

**AT KARMATAND PO KARMATAND
808307**

www.svttckarmatand.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Swami Vivekanand Teacher Training B.Ed College, Karmatand, Bokaro is run by the Trust, entitled Ram Krishna Paramhans Educational & Welfare Society Bokaro . It is one of the premier co-educational College of Education in Bokaro city and affiliated to Binod Bihari Mahto Koylanchal University, Dhanbad recognized by National Council for Teacher Education (NCTE) & Government of Jharkhand(GoJ). Swami Vivekanand Teacher Training B.Ed College, Karmatand, Bokaro is a self financed college of Education & managed by a non government private governing body named as Ram Krishna Paramhans Educational & Welfare Society and with the active support of founder secretary, Ms. Pramila Devi. The college was established in 2010 to fulfill the long felt need of people of the locality and since then, it has been preparing teacher trainees . The goal of the college is to provide qualitative learning experiences, so as to develop holistic personality of teacher trainees. The institution strives to inculcate among teacher trainees, the desirable values, attitudes, mindsets, to develop the skills and creative potentialities. It equips the teacher trainees with modern trends in education, especially Teaching Learning Process (TLP) and develops love, affection and concern towards the teaching profession and the society also.

* Salient features of the college

- well qualified and experienced teaching staff
- well built infrastructure & classrooms
- multipurpose hall
- digital library facilities
- well equipped ICT lab & curriculum lab - Boys hostel
- canteen facilities
- Playground
- LMS for e- learning
- Wi-Fi facility
- Excellent record of result
- Regular Alumni meets
- Regular meetings with parents and other stakeholders

** Services provided

- Guidance & counseling
- Free assistance for online application for CET and further stages
- Free guidance for preparation of B.Ed CET
- Guidance for other competitive examinations in Education like TET, TAIT, CTET, NET , SET etc -- Workshops, Seminars, Conferences etc
- Personality development programs & various student welfare activities
- curricular and extra curricular activities
- Personal guidance for academic as well as non academic areas in life
- PTMs etc

Vision

- Qualified and experienced faculty having a caliber of producing excellent academic results.
- A conducive academic environment where faculty and staff love to facilitate and students love to hone their skills and acquire knowledge that put them on the top the world and is reflected through excellent academic results in University Examinations.
- Technology assisted teaching pedagogy, which emphasizes on lifelong learning and learning to learn.
- Well stocked library with Reference Books, Text Books, Hand Book, Encyclopedia, Dictionaries, National Journals, Periodicals, Magazines, Newspapers and others books.
- A unique work culture with comprehensive focus on overall personality development.

Mission

"Our mission is to provide a transformative learning experience that empowers aspiring educators to become compassionate, competent, and visionary leaders in the field of education. Through rigorous academic programs, innovative teaching methodologies, and hands-on practical experiences, we inspire our students to embrace their role as agents of change, committed to nurturing future generations with wisdom, integrity, and compassion."

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. SVTT makes an important societal contribution in the field of education and academia through education, training, empowerment of women teachers.
2. Well qualified and experienced faculty actively involved in teaching-learning, research and extension activities.
3. The student population is more diverse now in almost all method subjects offered by the college. Despite its location in a rural region, the institution has been able to attract students from different parts of Jharkhand and adjoining states.
4. Responsive administration which is more decentralized with committees and cells to look into different aspects.
5. Effective mentor-mentee system and concern for slow learners who are assisted through remedial classes.
6. Various extra-curricular activities like cultural programmes, sports, quiz, group projects, debates, presentations, industry visits, etc help in the holistic development of the trainee teachers.
7. ICT enabled classrooms and Wi-Fi campus.
8. 24/7 CCTV surveillance inside and outside the college.

9. MoUs with different organizations to promote active collaboration with other organizations.
10. Library with large collection of books, journals and availability of separate reading rooms for students and teachers.
11. An active Internal Quality Assurance Cell (IQAC) plays a central role in the monitoring, augmentation and sustenance of the overall quality of the institution.
12. SVTT strives to create a model of education that is based on fostering a culture of eco-friendly practices and making the campus environmentally sustainable.

Institutional Weakness

1. The College, being a self finance College under BBMK University, Jharkhand, Dhanbad is limited by the programme structure and curriculum prescribed by the University and therefore does not have much flexibility in this regard.
2. Limited resources in the use of digital technology to enhance teaching-learning in campus.
3. No sanctions for higher education (Masters programme).
4. Soft skills and communication skills of students need to be improved.
5. Limited facilities for differently able students.
6. Hostel facility is needed for students.
7. Non-Participation of students in activities at national and international level.
8. Non-availability of NSS scheme for students.
9. Number of volumes and journals in the department library need to be increased.

Institutional Opportunity

1. Cordial Relationship between the Teacher and the Taught.
2. Ragging free Campus.
3. To organize more faculty development programmes for professional growth of teachers.
4. Student Grievances addressed on time.
5. Opportunities of physical, mental and moral development Opportunities of mastery learning through remedial classes.
6. Opportunities to utilize local resources due to positional advantage of the college.
7. Friendly and Healthy Campus Atmosphere.
8. Guidance from experienced alumni who are already placed in teaching profession.

Institutional Challenge

1. Motivating faculty for research by getting research grants from various funding agencies.
2. Empowering our SC/ST and women students to thrive in a more globalized and competitive environment.
3. Funding facility is not available.
4. Balancing the need to serve the requirements of the local community with the need to train students to compete nationally and globally.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The SSR report has seven sections based on seven criterions. In these criteria, the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context has been explained. Curricular aspect of SVTT College of Education is governed by BBMK University, Dhanbad. College executes the curriculum provided by university very effectively. Our college remains in direct contact with BOS for any changes or improvement in curriculum. Planning of implementation of the curriculum is done in a transparent and effective manner in the institution through academic calendar, session plans and time table. The syllabus, pedagogy and infrastructure have been regularly upgraded to remain responsive to changing needs. While planning institutional curriculum, the institution adheres with the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) as prescribed by the affiliating University and during curriculum transaction this is also explained to the trainees so that they have an idea about the goals they have to achieve.

The curriculum is designed by university in such a manner that student can naturally learn the cross-cutting issues. Faculties also try to inculcate the national and international cross-cutting issues in the classroom. Seminars, Project work and Group Discussions have been organized on different topics to develop a constructivist approach. Experiential learning through internships projects and field trips is specifically facilitated. Elective papers in the curriculum have always been retained to maintain flexibility and responsiveness to changing environments.

Though the B.Ed. Curriculum provides opportunities for the students to acquire and demonstrate factual, conceptual and procedural knowledge, values and Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others which the institution tries to inculcate to the optimum level. Institution also familiarizes students with the diversities in the school system in Indian as well as in an international and comparative perspective as these learners will become part of the school system in future. Professional competencies are also inculcated in a regular manner throughout the entire course. Institution also obtains feedback about their functioning in curricular areas from all the stakeholders involved and tries to improve itself from their suggestions.

Teaching-learning and Evaluation

This criterion refers to the admission policy and provisions of the institution for students. Transparency in admission and evaluation is maintained at every level. JCECEB (Jharkhand Combined Entrance Competitive Examination Board) of Department of Higher Education, Jharkhand guidelines regarding admission and University's examination and evaluation are strictly adhered to. Reservation quota is followed as per the guidelines of the state Government.

The institute practices student centric approach. Several facilities for differently abled students are made available on campus to provide education and access to all the students and also encourage them to exhibit their creative skills by participating in various activities organised by the institution and other institutions. The

dynamic mix of young and experienced faculty members gives way to innovative and tested teaching strategies to be deployed successfully. Both the students and faculty are updated about the time to time revision of the evaluation pattern. Formative assessment of the students is done based on their performance in various components of internal assessment. Marks scored by the students in internal assessments are shared with them before sending a compiled list of the same to the university. Any grievances related to admissions and evaluations are addressed at a priority

Infrastructure and Learning Resources

The institution has a large building consists of academic, administrative, account section, besides these a cafeteria and well-furnished guest house. Class rooms are equipped with sufficient chairs, benches and desks. Some class rooms are fitted with LCD projector and a class room fitted with smart board along with its accessories. A fully automated library has up –to- date facilities in the form of a rich collection of books, periodicals, magazines, and journals etc. on Optional, Elective and Methodology subjects. Reading resources are constantly updated by purchase of subject wise new books. The campus provides free wi-fi system for use by all the students. The library offers ICT facilities to students and staffs. The reading room of the library is its main draw where the students are provided daily newspapers, magazines and journals.

Student Support and Progression

Students are the most valuable assets of any educational institution. The institution aims to provide progressive career opportunities to all its students. Faculty members are always available to serve the students and help them in academics, provide additional academic support and also to counsel them on various personal and academic challenges faced by them. A grievance-redressal cell functions to address the grievances of students (including anti ragging grievances), thus providing them with a comfortable and peaceful learning environment. Institution provides transport facility for all the students. An annual medical health check-up by a Visiting Doctor is arranged for all the students. Creative thinking is nurtured in the students by motivating them to express their ideas in the annual magazine of the institution. Academic and extra-curricular achievements of the students are recognized and appreciated during the Annual Function of the college. Certificates, trophies and prizes are awarded to the deserving candidates.

Governance, Leadership and Management

All the stakeholders of the institution are well aware about the vision and mission of the institution. The management of the college is well articulated, transparent and dynamic. The internal administration of the college is bestowed on the Principal who acts as the Academic and Administrative Head of the college. The college adopts decentralized administrative structure with Principal as the Head. The Principal functions through different committees such as Admission Committee, Academic Committee, Finance Committee, Purchase Committee, Library Committee, NAAC steering committee & IQAC. Academic Calendar of the college is prepared keeping the University's calendar as the base and is strictly adhered to, for organizing various co-curricular and extra-curricular activities. The Principal takes into consideration the opinions of Staff Council, Academic Council & IQAC for formulating and implementing its quality policies and plans. All the matters are discussed in the Staff Council and collective decisions are taken into consideration, which are executed through different committees. The academic activities are monitored by the Academic Council and the concerned subject teacher. The Principal of the college interacts with all the teaching and non-teaching

staffs, Heads of different Committees, representatives of different stakeholders to assess the different programmes and activities. The institution formulates its academic, cultural and developmental action plans taking into consideration the needs and requirements of the students, faculty and the institution. The Principal makes financial management through different committee, Accounts Bursar & Accountant. Transparency is maintained in all financial transactions.

The Managing committee, being the highest decision making authority, regularly interacts with the Principal. The office staff also plays an important role in supporting the administrative functioning of the institution. A crucial role is also played by the Student's Council of the institution. A culture of participative management is promoted by the college.

Institutional Values and Best Practices

Institution has adopted various efforts to streamline the ways of energy conservation. All the staffs and students are conscious about the conservation of energy and use the electric power very genuinely. Naturally green campus of the institution helps to minimize the use of AC. Power generator and solar power is used as alternative energy. The waste materials are dumped and allowed to degrade or decompose and formed in to eco-friendly manure for soil enrichment. Usage of plastic bags is discouraged within the premises of the institution. Dustbins are kept on every floor. Skilled cleaning crew is appointed by the institution for regular cleaning of the campus and building.

Research and Outreach Activities

The institution encourages its faculty to undertake major and minor research projects, pursue doctoral and postdoctoral research. Leaves are provided by the institution to its faculty pursuing advanced education or participating in National/International seminars, conferences and workshops etc. The students take active participation in organizing seminars and workshops in the college. Well stocked library with modern facilities and round the clock internet access adds in creating a learning environment in the campus. Institution has functional MoUs with other institutions for Faculty exchange and Student exchange etc.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SWAMI VIVEKANAND TEACHER TRAINING (B.ED) COLLEGE
Address	AT KARMATAND PO KARMATAND
City	BOKARO
State	Jharkhand
Pin	808307
Website	www.svtckarmatand.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	MANISH KUMAR SHUKLA	06542-7667049584	7667049584	-	svttbedcollege@gmail.com
IQAC / CIQA coordinator	PREMA SUMAN KULLU	-	6205954425	-	premasumankullu@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Jharkhand	Binod Bihari Mahto Koyalanchal University Dhanbad	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	23-05-2015	24	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	AT KARMATAND PO KARMATAND	Rural	1.2	2191.01

2.2 ACADEMIC INFORMATION

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

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				16			
Recruited	0	0	0	0	0	0	0	0	12	4	0	16
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

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

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

Qualification Details of the Teaching Staff

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

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

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

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

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

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

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		0	0	0	0

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	National Education Policy (NEP 2020) envisions an education system rooted in Indian ethos that contributes directly to transforming India that is Bharat, sustainably into an equitable and vibrant
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	knowledge society. The Vision of National Education Policy, to provide high quality education to develop human resources in our nation as global citizens. In order to provide the holistic academic growth among students, Inter-disciplinary curriculum has been proposed by NEP which gives freedom to the student to choose their preferred options from the range of program .The NEP 2020 calls for structural changes, regulatory reforms, and introduction of holistic & multidisciplinary curriculum. Its biggest impact would be the change in the learning environment and the learning process for the students. The purpose of quality higher education is, therefore, more than the creation of greater opportunities for individual employment. It represents the key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation. In order to fulfill the Objectives of NEP, our college will draft a roadmap for incorporating the features of NEP 2020. A discussion among management, principals and head of departments to understood the draft and different aspects of NEP. Such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity.
2. Academic bank of credits (ABC):	The Academic Bank of Credits (ABC) will be of great help to the students. . It will allow students to take courses as per their vocational, professional, or intellectual requirements. It will also allow them for suitable exit and re-entry points. This will enable students to select the best courses or combinations that suit their aptitude and quest for knowledge. The ABC can allow students to tailor their degrees or make specific modifications and specifications rather than undergoing the rigid, regularly prescribed degree or courses of a single university or autonomous college. SVTT College is a Local Chapter of NPTEL, SWAYAM. Our students are taking courses through online mode through National Schemes like SWAYAM, NPTEL etc. The Academic Bank of Credit concept is yet to be implemented by the affiliating university, we are waiting for university guidelines to implement ABC For this purpose, The university has constituted a committee to prepare a path for effective integration of ABC in its academic

	programs.
3. Skill development:	The NEP 2020 envisioned for the holistic development of youth with emphasis on raising Gross Enrolment Ratio (GER) but also on skill development as the main factor to make mission 'Self Reliant India' possible, there is revived approach towards running vocational courses to be offered by higher education institutes. UGC has introduced DeenDayal Upadhyay KAUSHAL KENDRAS (DDUKK) for promoting vocational education in continuation to its initiatives for introducing community colleges and B.Voc. Programmes realizing the importance and the necessity for developing skills among students, and creating work ready manpower on large scale. To understand Vocational education we had conducted a virtual discussion session among all faculty members on vocationalization of education as per NEP 2020. We are exploring the vocational courses useful for the local need; 'Vocal for Local' to explore the vocational courses useful for the local and course need.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Indian Knowledge system will include knowledge from ancient India to modern India and clear sense of India's future aspiration with regard to education, health and environment. Damodar Valley Teacher's Training College celebrates Hindi Diwas to encourage Hindi learners and understand the cultural values permeated by the literary works in Hindi. Further, Indian Ethos and professional Ethics, Indian culture and heritage in curriculum of B.Ed., teaches cultural values in Indian tradition so a would be teacher imbibe value orientation. Through Drama and art in education we provide them exposure toward Indian culture. The college is planning to host events, lecture series and performances open to the larger community to promote Indian Knowledge Systems, languages, culture and values.
5. Focus on Outcome based education (OBE):	OBE emphasizes defining specific, measurable, and achievable learning outcomes for students. These outcomes describe what students should know, understand, and be able to do by the end of a course or program. There is a strong emphasis on aligning curriculum, instruction, and assessment with the defined learning outcomes. This ensures that teaching activities directly contribute to the achievement of desired outcomes. SVTT B.Ed. has adopted Outcome

	Based Education (OBE) for B.Ed. programme. Learning Outcomes have been appropriately defined at Programme & course level (PLOs/CLOs), and appropriate learning experiences are designed and delivered to facilitate attainment of the stated learning outcomes. Outcomes are assessed and attainment analytics are used to improve the academic quality. B.Ed. course is designed with outcome centered on cognitive abilities namely Remembering, Understanding, Applying, Analyzing, Evaluating and Creating.
6. Distance education/online education:	NA

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	NA
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	NA
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	NA
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	NA
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible	NA

students as voters.

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	97	45	100
File Description		Document		
Institutional data in prescribed format		View Document		
Other Upload Files				
1		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		

1.3

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

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

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	97	98	43	100
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	97	98	43	100
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	97	98	43	100
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

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

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

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

2.2

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

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

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
39.15	39.52	16.10	20.57	41.01

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

3.2

Number of Computers in the institution for academic purposes..

Response: 15

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

Swami Vivekanand Teacher Training B.Ed College, Karmatand, Bokaro ensures effective implementation and execution of the prescribed syllabi through planned programmes that includes:

- 1) An exhaustive semester-wise synchronized class routine that includes provision for tutorials, remedial and special classes, internal tests.**
- 2) Preparation & execution of academic calendar for teaching, learning & evaluation.**
- 3) Preparation of modules for the syllabi that includes lists of recommended reading and supplementary materials.**
- 4) Making effective use of combined 'chalk and talk' classes and demonstrations through ICT based lectures.**
- 5) Arranging adequate number of laboratory/practical classes for laboratory-based subjects.**
- 6) Departments regularly assess and evaluate the percentage of syllabus covered and discuss any problems encountered by the students and teachers.**
- 7) Giving students at the commencement of the new semester orientation about the NEP-2020 allowing students to make flexible choices out of optional courses/modules.**
- 8) Furthermore, a system of allocation of mentor-mentee and identification of Advanced and Slow learners has been designed by the College for promoting peer learning and developing a more personalised teacher - student collaboration. This is enhanced by a continuous evaluation mechanism in the form of presentations, group discussions, assignments, research projects and tests to assess students' learning and identify the gaps in their preparedness before the Final Examination.**
- 9) Invited lectures by faculty members from other institutions with MOU and experts.**
- 10) The Internal Quality Assurance Cell (IQAC) of the College maintains a Feedback System. Periodic internal and external Academic Audits are carried out by the IQAC. All the relevant documents are systematically maintained and evaluated during the Academic Audits.**

11) As a measure to improve curriculum planning and implementation, teachers participate in faculty enrichment programmes/workshops.

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

1.1.2

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

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

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

Response: C. Any 3 of the above

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

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through

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

Response: B. Any 3 of the above

File Description	Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

1.2 Academic Flexibility**1.2.1**

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

Response: 52.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	11	11	11

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

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

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

1.2.2**Average Number of Value-added courses offered during the last five years****Response: 2****1.2.2.1 Number of Value – added courses offered during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
02	02	02	02	02

File Description	Document
Data as per Data Template	View Document

1.2.3**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years****Response: 100****1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	97	45	100

1.2.4

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

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

Response: D. Any 1 of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Data as per Data Template	View Document

1.2.5

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

1.3 Curriculum Enrichment**1.3.1**

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

Response:

The curriculum is transacted to develop knowledge, qualities, competencies, skills and values to transform prospective teachers to academically excellent and professionally competent teachers appropriate for professional field.

Theoretical and practical aspects in the curriculum help student teachers to develop understanding of the various psychological, sociological, and philosophical principles as well as practices. In this direction number of practical courses are introduced to students which start from their first semester with Orientation and demonstration. Here focus is on lesson planning and teach-re-teach of different teaching skills namely Set Induction, Questioning, Explanation, Illustration with Example, Stimulus Variation & Reinforcement. After this for enhancing student teacher skills Integration Lessons are introduced, opportunity is given to practice various skills of teaching in an integrated way.

In second semester student teachers move to a higher level and engagement with field is done where the student teachers are supposed to learn Micro Teaching Skills and plan and conduct lessons of 30 minutes duration in schools under guidance of teacher educators. Here emphasis is given on using appropriate teaching aids, models of teaching, games, questions, illustrations, scope for students active participation. This Practice teaching is followed by Internship of four weeks in a school, where students are involved in lots of activities like Study of time tables, year Plan of schools, co-curricular activities conducted in school, Morning assembly and Display Boards of school, observation of school facilities such as science laboratory, library, playground and sports facilities, computer laboratory, geography room, drawing room, music room etc.

In the third semester the level of learning even gets higher. The internship is conducted in schools for Sixteen weeks. The activities which our student teachers have to do are taking attendance of a class, preparing reports, efforts by school for increasing attendance, assessing homework/assignments/ journals of a class, Planning and conducting 5 lessons/ subject on any one unit through applying constructivist principles. Conducting any activity for fixation and enrichment of knowledge of students and developing interest of students through assigning any project, preparing and implementing a unit test including essay type, short answer type and objective type test items and making blueprint under guidance of teacher in school and assessing answer sheets, presentation and interpretation of result, giving feedback to students. Along with this student teachers are supposed to plan and conduct four lessons per subject.

In the fourth semester the scope of learning is of very high level. Using a constructivist approach in teaching, Identifying learning difficulties of students and preparing and implementing remedial material. Preparation of test items, Learning about various registers in office, Conducting assembly and writing bulletin board, Organization of cocurricular and health related activities, Conducting interview of headmaster to know more about school functioning, innovative practices, etc.

The college has 11 pedagogical subjects (English, Hindi, Social Science, History, Civics, Geography, Economics, Commerce, Mathematics, Biological Science, Physical Science) and teacher in charges organizes programmes and competitions to develop competencies of different pedagogical aspects.

Thus all these activities which move from lower to upper level prepare students for their Professional field.

1.3.2

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

Response:

For augmentation of education to a higher level, it is imperative to undertake modern age steps which one of the most prolific is being diversity in classroom.

- Development of school system

Institution incorporated diversity in lesson plan. Institution prepares graduates for promoting and teaching diversity as a means of accepting it. Students from different ethnics come to the school with different backgrounds, sets of experiences and cultural contexts. This results in providing a common platform to people of various ethnicities. This inculcates the importance of cultural appropriation and teaches young minds to view people on the basis of their nature, not race, social or economic background. As a teacher, they can act as a facilitator and encourage conversation and healthy debate between diverse opinions. They will be comfortable with the teacher in talking with and respect their teacher Teachers allowing Students to celebrate and respect their own diverse backgrounds, as well as each other's also allowing them to give presentations about their family traditions and culture to help expose the class to concepts outside of their own familiar comfort zone.

- Functioning of various Boards of School Education

As per curriculum, institution imparts knowledge to all the student teachers about various Boards of school and multiplicity of functioning process, and course curriculum of each Board. Student teachers become knowledgeable about the function and quality of the schools under different boards such as Secondary school certificate (SSC), Indian Certificate of Secondary Education (ICSE), Central Board of Secondary Education (CBSE) and International Baccalaureate (IB school).

- Assessment systems

The primary purpose of assessment is to improve student's learning and teacher's teaching. Student teachers are familiarized with various types of assessments which are adopted by different schools.

- Learner-Centered assessment: The primary attention is focused on observing and improving learning of the students, by which individual teachers can decide what to assess, how to assess, and how to respond to the information gained through the assessment.
- Formative Assessment: On the basis of information and feedback of students, individual teachers can evaluate comprehension, learning needs, and academic progress of students during a lesson, unit, or course.

- **Summative Assessment:** Conducting end-of-unit or chapter tests and from final project teacher can gauge understanding or mastery learning at the end of a chapter or unit.
- **Norms and standards:** Each state department of education has norms of standards for schools within the state. These standards become the basis for the way student teachers are trained, what they teach and what is on state standardized tests that they will take.
- **An international and comparative perspective:** Comparative education is a discipline which entails the scrutiny and evaluation of different educational systems of various countries and to foster "cross-cultural understanding, scholarship, academic achievement, and societal development through the international study of educational ideas, systems, and practices." The education system of international schools around the globe is almost similar to the education system in India which is divided into preprimary level, primary level, elementary education, secondary education, undergraduate level and postgraduate level.

1.3.3

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

Response:

The institution tries to enable trainee teachers to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field. The trainee teachers are made aware about the process through which theoretical aspects of B.Ed. curriculum form the basic framework for practicum activities, and how practicum helps in self-experiencing and assimilating these theoretical concepts. Interconnectedness and interdisciplinary concepts are introduced early in the 1st semester through showing the connections between different branches of education.

Real learning happens when individuals share insights with one another in the context of their own unique experiences and perspectives. Our institution allows the students to collaborate among them either in person or remotely. Thus, in the classroom, and elsewhere with the aid of digital and mobile communications students are constantly participating in one another's growth and development, by which learning becomes more pliable and universal. Computer lab of the institution with internet facility also acts as a catalyst.

In B.Ed. curriculum, we try to enhance professional competencies papers among our trainee teachers by focussing on the development of language skills (comprehension skills, and reading skills), aesthetic and creative skills (co-curricular competencies), ICT skills (computer literacy and basic skills of using PowerPoint, excel, word; skills of using digital platform for communication and e-learning resources) and skills of maintaining physical and mental wellbeing through yoga and self-concept development. These skills are useful for trainees as they become a part of school life during school internship and later

when they enter teaching profession. Each and every part of the curriculum through theory and practicum helps in professional development of the trainee teachers.

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: B. Any 4 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document

1.4.2

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

Response: C. Feedback collected and analysed

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 87.6

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approval letter of NCTE for intake for all programs	View Document

2.1.2

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

Response: 117.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
81	84	78	26	66

File Description	Document
Data as per Data Template	View Document
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View Document

2.1.3

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

Response: 2.05**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2	3	3	1	0

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	View Document

2.2 Honoring Student Diversity**2.2.1**

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

Response:

At the entry level, the process of admission is taken by the state level entrance examination conducted by the state government body JCERT. Students have to registration at JCERT portal and then have to qualify the entrance exam. They secured some CML rank by which they have gone through counseling process and got a chance to take admission in either constituent or in affiliated college according to their CML rank. No admission of student has taken who was not appeared in the entrance examination. The trainee teachers who take admission in the college belong to different socioeconomic backgrounds and many of them have little knowledge about a training college. So, it is necessary to welcome new trainee teachers to the training institution and prepare them for their new role. Our institution organizes an Induction programme for one or two days in order to orient fresh trainee teachers and help them to adjust and feel comfortable in the new environment. The induction programme is organized before commencement of the regular classes. This induction programme acquaints trainee-teachers about the institutional policies, processes, culture and its values and helps in getting familiarized with the institution. Our college tirelessly works on fulfilling requirements of newly admitted trainee teachers with regards to linguistics and communication skills. This programme also helps in developing self awareness and sensitivity among the trainee teachers. We have a special session in the Induction programme which is solely devoted to assess the differential teaching aptitude of the trainee teachers at entry level. We conduct an Aptitude test at the end of the Induction programme which helps us to assess a trainee teacher's aptitude towards teaching profession. Students profiling is also done to maintain a record of students' background at the entry level.

Details regarding Teaching Aptitude Test conducted at Entry Level

Students has already secured rank in entrance examination conducted by state government and they have to face counseling to take admission in any college but as a Renowned Institution of Bokaro district our college conduct a basic test for B.Ed. entry level students. The test assesses a trainee teacher on Reasoning, Problem Solving, Communication Skills related to Teaching Aptitude. The objectives of this test are to check whether the B.Ed. entrant:

- Can logically analyze and structure information to reach alternative solutions Can follow the right approach to problem-solving.
- Can efficiently complete a task.
- Can communicate effectively in verbal and written language whether the entrant conforms to the specifics of teaching profession.

2.2.2

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

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

Response: B. Any 4 of the above

File Description	Document
Data as per Data Template	View Document

2.2.3

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

Response: Only when students seek support

2.2.4

Student-Mentor ratio for the last completed academic year**Response:** 10**2.2.4.1 Number of mentors in the Institution****Response:** 10

File Description	Document
Data as per Data Template	View Document

2.3 Teaching- Learning Process**2.3.1**

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

Response:

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

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

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

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

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

2.3.2

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

Response: 62.5

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

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

File Description

Document

Data as per Data Template

[View Document](#)

2.3.3

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

Response: 100

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

Response: 100

File Description

Document

Data as per Data Template

[View Document](#)

2.3.4

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

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

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	View Document

2.3.5

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

Response:

Teacher Trainees of our college are divided into groups under mentors, mentors assigned in the beginning of the course continue to be the mentor till completion. Mentors encourage and nurture mentees under their guidance (to enjoy learning, taking time to listen to what trainees have to say, and imparting a sense of belongingness in the classroom) which helps them to be successful and develop team spirit. Community outreach initiatives also help in understanding the importance of teamwork. Mentors are allotted with students from first and second year each as mentees and first semester students are enquired about their personal details as they come from varied socio-economic, religious and language backgrounds. Staff of our college also represent the diverse environment which often helps in handling diversity and teaching them to work in teams. Mentors update the Teachers' Council in case of a problem related to a student regarding the attendance, performance in the internal assessment, and University examinations. The mentor meets all the mentees under his/her mentorship at least once a month or as and when needed. Records of all such interactions are kept confidential. Counselling is organised by the guidance and counselling cell through a pool of academicians, alumni and in house faculty who are willing to provide career and personal counseling and teach teamwork. Diversity is nurtured through active learning, Group learning, Group discussions, individualized feedback, and independent learning. Consistent communication, practice of cultural and religious sensitivity, freedom and flexibility in the teaching learning environment, acknowledgement of individual differences, bilingual interactions in the classroom, rich teaching learning materials in Hindi and English, provide ample space for respecting student diversity.

The code of conduct guidelines provided by the college helps in ensuring the correct way of actions and behaviour in the college. All students and teachers are encouraged to treat their colleagues and authorities with courtesy at all times irrespective of their professional status.

Stress Management- For meeting diversified learner needs we have a recreation room, gymnasium and

a beautiful garden and a open terrace area which reduce feelings of stress and frustration.

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

2.3.6

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

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

Response: C. Any 3 of the above

File Description	Document
Data as per Data Template	View Document

2.3.7

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

Response:

The teaching learning process at SVTT College of Education focuses on nurturing creativity, innovativeness, intellectual and thinking skills, and empathy and life skills among students. Teaching pedagogies have been modified over time to facilitate holistic development of students. Different tasks are assigned to students on a continuous basis and teachers encourage students to think divergently.

CREATIVITY

Creativity is a phenomenon whereby something new is formed; it involves transforming the ideas and imagination of students. In this direction students are given opportunity to enhance their creativity:

Case 1:

Students create teaching learning materials related to their teaching methods under the guidance of their respective teachers. The different forms of TLMs prepared by students are charts, models, working models, flash cards, posters, PowerPoint presentations to enhance their teaching abilities. Here the student and teachers work together in selection of the appropriate TLM's on different topics, and students prepare the same using their creative ideas.

Case 2:

The pedagogy courses offered in B.Ed. involve the development of creative and innovative lesson plans. Teachers make the students aware about the different Models of Teaching and supervise them in preparing the lesson plans and motivate them to use their creativity.

Students get the opportunity to plan and implement lessons to promote their creative thinking. In these students make use of different Teaching Models like Concept Attainment Model, Inductive Thinking, Advance organizer, Brainstorming, role plays, dramatization, etc.

INNOVATIVENESS

Innovation in Education encourages teachers and students to explore research and use the resources to uncover something new. Thus for encouraging innovative thinking in students of our college efforts are made by teachers and students in different ways.

Case 1

Students at SVTT College of education to boost their innovativeness get opportunities to celebrate important days like Human Right Day, Women Day, International Tobacco Day, Bio Diversity Day, International Earth Day, International Yoga Day, Environment Day etc, here the teachers and students come together to innovate something and present it before people through the means of Social Media to create awareness in people.

Case2

Teachers encourage students to involve themselves in doing research projects which leads to innovative ideas by students. Here the teacher gives detailed orientation about the purpose, meaning and procedure of research. The research project can be done in the form of a survey or experiment. Students are expected to work on different problems like Handwriting Problems, Homework, Attendance, Reading and writing, Communication problems, Disciplinary problems, Disinterest etc, Thus, the students under the guidance of teachers work on different problems existing in the field of education and through their research work they come up with innovative solutions for the same.

INTELLECTUAL AND THINKING SKILLS

In this era flexible thinking and intellectual skills help to process, analyze and combine all sources of information to select the most suitable solution and ability to modify the same if necessary. Educators at Swami Vivekanand Teacher Training B.Ed. college make efforts in this direction of developing these skills through different tasks.

Case 1

Through the practical course of Drama & Art in Education students at Swami Vivekanand Teacher Training B.Ed. college get the opportunity to think intellectually and create scripts for dramatization, and prepare scripts for street play/skits. Here the teacher educators give orientation to the students regarding script writing and then the students select any theme like social/educational problems. The group coordinates and performs in front of the class and prepares reports. In this way the students utilize and develop their intellectual and thinking skills.

Case 2

To enhance the intellectual skills of student's teachers at Swami Vivekanand Teacher Training B.Ed. college focus on making the students learn the concept of designing Concept Maps. Here the teachers make the students aware about the different types of concept maps by providing examples from different subjects. After having an orientation on this the students were motivated to participate in Quiz Competition organized at our college premises.

EMPATHY

Empathy involves experiencing another person's point of view, rather than just one's own. Empathy helps us cooperate with others, build friendships, make moral decisions, and intervene when we see others in trouble.

Case 1

The Practical course of "Understanding the Self" in the B.Ed. courses at SVTT provide teachers an opportunity to develop sensibilities, disposition, and skills that will later help them in the personal growth of their own students while they teach. The activities involved like understanding themselves in relation to their students and classroom situations, studying the issues of adolescence, studying case studies of different children who are raised in different circumstances. All these activities are done by the student teachers under the guidance of teacher educators to develop the sense of empathy.

Case 2

The curricular activities at SVTT College provide an opportunity to visit any government/non government organization working for women empowerment /issues related to women, students are required to make a report after observing the culture of the organization that develops a sense of Empathy.

LIFE SKILLS

Life skills is a term used to describe a set of basic skills acquired through learning and/or direct life experience that enable individuals and groups to effectively handle issues and problems commonly encountered in daily life.

Case 1

Learning to protect our own bodies, creating strong personal boundaries, self defense and personal safety is something that's absolutely necessary in today's world. In the same reference SVTT College of Organized a workshop on Self Defense.

2.4 Competency and Skill Development

2.4.1

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

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

Response: C. Any 4 or 5 of the above

File Description	Document
Data as per Data Template	View Document

2.4.2

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**

5. Dealing with student diversity in classrooms**6. Visualising differential learning activities according to student needs****7. Addressing inclusiveness****8. Assessing student learning****9. Mobilizing relevant and varied learning resources****10. Evolving ICT based learning situations****11. Exposure to Braille /Indian languages /Community engagement****Response:** B. Any 6 or 7 of the above

File Description	Document
Data as per Data Template	View Document

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

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

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	View Document

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

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

Response: B. Any 3 or 4 of the above

File Description	Document
Data as per Data Template	View Document

2.4.5

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

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

Response: C. Any 3 of the above

File Description	Document
Data as per Data Template	View Document

2.4.6

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

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

Response: B. Any 4 of the above

File Description	Document
Data as per Data Template	View Document

2.4.7

A variety of assignments given and assessed for theory courses through

- 1.Library work**

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

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	View Document

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Internship programme in teacher education is very important to shape the trainees into an effective teacher of tomorrow. As we know the internship programme is classified into two parts i.e. 'observation' which is scheduled for thirty days (Four Weeks) and it is implemented in second semester of the training programme and other is 'Practice Teaching' which is scheduled for 16 weeks and is implemented in third semester of the training programme. Institution makes the following preparation for internship programme:

1. Selection/identification of schools for internship: participative/on request:

In our state admission process and Internship school allocation is done by state government agency i.e. JCERT. JCERT allocated ten designated schools where we send our trainee teachers for completion of Internship. Every year schools are assigned keeping in mind the block area of the college place. Trainees are given the option to either accept or raise objections in adverse cases. In case any trainee is unwilling to accept assigned schools, counselling is done by Teacher's Council. Trainees are motivated to accept the allotted school. Change in allotment of schools is only made in special conditions.

2. Orientation to school /headmaster/principal/teachers:

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

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

respective school is responsible to take care of all the immediate needs of trainees.

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

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

2.4.9

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

Response: 10

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

Response: 10

File Description	Document
Data as per Data Template	View Document

2.4.10

Nature of internee engagement during internship consists of

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

Response: C. Any 4 or 5 of the above

File Description	Document
Data as per Data Template	View Document

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

Internship is the most important part of any teacher education programme. It gives student teachers hands- on experience to be acquainted with total school practice including teaching, evaluation, administration, clerical works, community involvement, handling student issues, student support services. The college divides trainee students in groups (not more than 10) for the schools allotted by JCERT. In this process, convenience of students and requirement of the schools concerned are taken into consideration. The first phase (2nd sem) is pre-internship, where they carry out works like real teachers, observation of school activities and observation of peer lessons etc. The second phase (3rd sem) is the internship phase where they have to teach lessons in their respective pedagogic subjects.

For each group of students/school, a Supervisor is appointed from among the faculties of the college. The Principal(s) of the Concerned School(s) is consulted to make a teacher of the school a Mentor. The Supervisor in association with the Mentor guide, supervise and train the teacher- students. They also remain present in the class being engaged by the trainee student. Feedback is obtained from the students, Mentor, Teachers and Principal of the school and also suggestions are invited from them so as to facilitate the trainee-students for improving their teaching method and ability. These steps not only make a better assessment of a trainee student but also facilitate in grooming and blossoming his/her teaching ability.

In the school where the trainees go for internship, the experienced school teachers also guide them how to teach, use teaching strategies and teaching learning methods appropriately and provide feedback in the feedback form if correct strategies are not followed. Peer monitoring is also done during the internship programme by other trainee teachers. The group leader also monitors daily attendance and code of conduct of each peer. Our college Principal also visits the schools regularly and observes some of the demonstrations presented by trainee-teachers. The senior teachers of our college also go to the schools separately to evaluate the performance of trainee teachers. The basic principle which helps in conducting assessment during internship programme is based on constructive criticism. All the stakeholders of the internship programmes are provided with enough opportunities to discover and bring out the best among the trainees.

2.4.12**Performance of students during internship is assessed by the institution in terms of observations of different persons such as****1. Self****2. Peers (fellow interns)**

- 3. Teachers / School* Teachers
- 4. Principal / School* Principal
- 5. B.Ed Students / School* Students

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

Response: C. Any 2 or 3 of the above

2.4.13

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

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

Response: C. Any 3 of the above

2.5 Teacher Profile and Quality

2.5.1

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

Response: 100

File Description	Document
Data as per Data Template	View Document

2.5.2

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

Response: 25

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

Response: 4

File Description	Document
Data as per Data Template	View Document

2.5.3

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

Response: 0.5

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

Response: 8

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Teachers of our institution update themselves to keep pace on this path of change to implement new or modified methods of teaching-learning process to suit the requirements of the day. Teachers of our institution are attending conferences, workshops, webinars, seminars, symposiums conducted by our institution as well as by other institutions, with a view to enlighten themselves on latest developments in the field of education, which help them update with latest concepts that are required for professional development. Teachers also take the advantage of institution's library which is enriched with up to date national, international and e-journals. The Institution is very helpful in updating their teachers professionally. Some of them have awarded the Ph.D. degree some have enrolled himself/herself for Ph.D. programmes. Some are preparing for their enrolment in Ph.D.

Institution conducts in-house training sessions and orientation programme for teachers. In-house discussion on preparation of lesson plans including new methods and policies of education helps the teachers to keep themselves update and further teachers acquire knowledge that was unknown to them in planning their day to day lessons and develop a perspective for interaction in classroom with learners. It helps teachers to expand their vision and horizons about their role as 'professional teachers' and about their subjects or contents. It creates awareness about new issues in the field of education; and it ultimately helps in enhancing the creativity of teachers as they learn different and innovative methods of teaching. In-house discussion helps the teachers in development of learning new techniques of teaching, methods as per new concepts. Our institution encourages the teachers to maintain strong correlation among the institutions, colleges, schools and district education office to keep track of latest updates on curriculum, methods of teaching, rules of promotion and other such instructions issued from time to time. Teachers increase network with others in order to maximise teaching-learning through both external and internal collaborative interactions. In-house discussion and sharing information among colleagues and others can significantly impact the motivation of the teachers. More experienced teachers will be recognized for their best teaching strategies. Younger teachers will be given validation that they things that they are trying are actually working.

2.6 Evaluation Process

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

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

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

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

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

Response: B. Any 3 of the above

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

In our institution the academic performance of the students is evaluated throughout the session by the teachers for upgrading and improving the academic performances of the students. And for this, time to time Internal Evaluation (CIE) mechanism is followed by the college. The grievances of the students related to examinations are addressed at two levels, viz. Institution and University level, depending upon the nature of the grievances. Grievances related to the internal assessment are handled by the examination committee of the College whereas grievances related to the semesters are forwarded to the University. Students having grievance can apply to University for photocopy, revaluation and rechecking of the answer sheet. Students are free to approach teachers and Head of the departments to resolve their queries related to the obtained marks. Evaluated answer scripts are shown to the students to maintain the transparency. If there is any grievance with reference to evaluation, it is redressed on the spot in the following ways:

1. Examine the answer script again.
2. Checking the total marks awarded.
3. Unmarked questions, if any, are marked.
4. Rectifying the result sheet properly after students' complain. After reassessment the examination committee sends change in marks to the university within given time. There is a separate provision for redressal of grievances related to university examinations.

University communicates, the decision regarding grievance to the concern student. However, hardly such cases of grievances arise.

The examination committee with due care works and undertakes the functioning to motivate students to perform better in University examinations. Thus in this manner, the institution tries to maintain the transparency, efficiency and time for conducting the grievance redressal related to examination

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

Swami Vivekanand Teacher Training B.Ed. College strictly adheres to the academic calendar issued by the affiliating University. Truly speaking, the academic calendar of the University mentions the time for conduct of endSemester examinations of a given session. It does not contain the schedule for conduct of the Internal Examinations. But the college has to conduct the mid- semester Internal Examinations in due time (in each semester) and send the Internal Marks of the trainee students to the Controller of

Examinations of the University before the notification for filling up of forms (for the end-semester examinations) is issued by the University.

The College Examination Committee decides on the dates within which the internal assessment is to be conducted and dates within which the marks are to be submitted to the office. These dates are to be strictly adhered to during each semester. The convener of the College Examination Committee issues notices to all teachers to submit their chosen dates for practicum examinations and written internal tests. A notice regarding the same is issued after receiving notification regarding examination from the University.

The College has a Controller of Examinations, who is responsible for conduct of mid-semester Internal Examinations. For the odd semesters (I and III Semesters) the first at internal examination is held during August 25 - September 10 and the Second internal examination is conducted during November 20 - December 10. Similarly, for the even Semesters (II and IV semesters) the first and the second internal examinations are held during the period February 25-March 10 and April 20-May 10 respectively for the respective academic sessions. The answer books are then evaluated and displayed among students.

Every teacher is assigned the subjects to be taught during the academic year. The teacher plans the teaching and evaluation schedule of assigned subject. Principal and IQAC coordinator verifies every teacher's daily teaching diary to know whether daily course development is aligned with lesson plan and academic calendar or not. If any backlog found in course development as per lesson plan, then teacher gives the clarification of it and plan to make up the backlog. The type and schedule of internal evaluation is planned by teachers in consultation with Principal and IQAC coordinator.

Thus continuous internal evaluation of knowledge-based education is rendered to the students of our college in adherence to the academic calendar.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

The college is sincere in keeping the teaching learning process aligned with various aspects of PLOs.(Program Learning Outcomes) and CLO (Course Learning Outcomes). In case of PLOs, the teaching learning process focuses on the following:-

i) Content competency Aspect: sincere effort is made so as to make a teacher trainee component in a specific content of the programme.

ii) Teaching Ability Aspect: Monitoring and guidance on every aspect is focused during the whole session so that the trainee student overcomes his/her shortcomings and develops as an able and competent teacher.

iii) Managing Classroom Situation: Various activities especially the P.O.T. (Practice of Teaching) during the B.Ed programme contribute immensely to the teacher trainee student to be able to manage the classroom situation. He/she thus becomes capable of handling different situation/issues arising inside and outside the classroom of the school campus.

iv) Effective Communication: One of the important aspects which, develops among students as an outcome of the B.Ed. programme is that they gain the quality of effective communication which primarily results out of the classroom seminar and P.O.T.

v) Pedagogical Skill and Professional Ethics: During the B.Ed. programme focus is made on the development of not only on pedagogical knowledge and skill but also on maintaining professional ethics among the trainee students.

2.7.2

Average pass percentage of students during the last five years

Response: 99.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
96	99	97	43	100

File Description

Document

Data as per Data Template

[View Document](#)

2.7.3

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

Response:

The college has monitored the progressive performance of students and attainment of professional and personal attributes in line with PLO'S and CLO are in the following manners.

For PLO's

1. Internal Assessment We have conducted two written internal exams in each session. We have organized many activities such as seminar, Debate, Story Telling, Rangoli etc semester of which have been monitored by all faculty members
2. Feedback We have taken feedback from students. In that way they have made expression of experience and given suggestions also.
3. Presentation Every activity is presentation for the learners. They represent own self by the given task. These presentations such as preparation of model and presentation, seminar paper, Assembly Art Exhibition, Drama, etc. re develop their presentation skill.
4. Assignment and EPC file work Written assignments in each session have been submitted by the learners which develop their writing and presentation skill. EPC work develops learner's ability to write, think, sensitize expression of views, enhancement of shaping any matter, life skills etc. All these are monitored by giving direction and outcomes.
5. Expressions Every learner expresses his/her views on given assignments and tasks. From the beginning of the session expressions from each and every learner are monitored by the faculty members. The differences from semester-I to semester-IV are very widely seen.
6. Expert Suggestion In Semester-IV We call an expert to monitor the ability while they present PPT of EPC 3& 4. On that day the learners get valuable suggestion from experts which prove greater PLO's.

For CLO's

1. Internal Assessment As we have expressed that our institution conducts two internal Assessments in each semester of each session. By these internal assessments they are much aware about the course and its flexibility. This is monitored by college faculty and experts.
2. Tests Many tests are taken in Psychology lab, Science lab and Language lab. These tests are monitored by the faculty members.
3. Enhancement of Language Enhancement of language capabilities are monitored by different oral activities and Language labs.
4. Assignment and EPC Work Assignment and EPC work has been taken throughout the session. These works enhance their individual capabilities of talking, addressing, summarizing, understanding etc. It is monitored simultaneous to CLO's.
5. Feedback The College takes feedback frequently during the course for better understanding for each stake holders.
6. Expert's vision and suggestion Expert are called to college on different occasions. Such as EPC- 3 & 4 the vision and suggestions of Experts are very useful to learners as well as faculty members.

2.7.4

Performance of outgoing students in internal assessment

Response: 70

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

Response: 70

File Description	Document
Data as per Data template	View Document

2.7.5

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

Response:

In B.Ed. Training programme multi-disciplinary students take admission. They are related to different subjects and methodologies. Assessment of such multidisciplinary students is a challenge for the faculties. Our college adopted a mechanism of assessment as regulated by NCTE and University (BBMKU).

The B.Ed. programme consists of 1300 marks, in these marks 520 marks are identified as Internal Assessment and 780 marks are designed as External marks as noted below:-

Semester	Internal Assessment	External Assessment
Semester I	110	240
Semester II	110	240
Semester III	160	140
Semester IV	140	160
Total	520	780

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Data as per Data Template

[View Document](#)

3.1.2

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

Response: 0

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

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

3.1.3

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

1. Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation**4. Facilitating research by providing organizational supports****5. Organizing research circle / internal seminar / interactive session on research****Response:** C. Any 2 of the above

File Description	Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Data as per Data Template	View Document

3.1.4

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

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

Response: E. None of the above**3.2 Research Publications****3.2.1**

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

Response: 0.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	0	0	0

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

3.2.2

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

Response: 0

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

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

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
Data as per Data Template	View Document

3.3 Outreach Activities**3.3.1**

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

Response: 4.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	6	5	1	2

File Description	Document
Data as per Data Template	View Document

3.3.2

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

Response: 99.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	97	43	100

File Description**Document**

Event-wise newspaper clippings / videos / photographs with captions and dates

[View Document](#)

3.3.3

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

Response: 99.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	97	43	100

File Description**Document**

Documentary evidence in support of the claim along with photographs with caption and date

[View Document](#)

Data as per Data Template

[View Document](#)

3.3.4

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

Response:

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

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

3.3.5

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

Response: 0

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

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

File Description

Document

Data as per Data Template

[View Document](#)

3.4 Collaboration and Linkages

3.4.1

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

Response: 0.8

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

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

File Description

Data as per Data Template

Document

[View Document](#)

3.4.2

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

Response: 4

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

Response: 4

File Description

Data as per Data Template

Document

[View Document](#)

3.4.3

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

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**
- 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
- 4. Discern ways to strengthen school based practice through joint discussions and planning**

- 5. Join hands with schools in identifying areas for innovative practice
- 6. Rehabilitation Clinics
- 7. Linkages with general colleges

Response: C. Any 3 or 4 of the above

File Description	Document
Data as per Data Template	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Our institution is proactive in providing teaching- learning facilities for students. Besides class rooms, laboratories, library etc institution also provides facilities for students to participate in cultural activities, sports and games in various ways. Cultural committee supported by a team of faculty members and sports teacher look after all cultural, sports and extracurricular activities of the institution. The campus has Internet facility and also well-equipped playground.

The institution has adequate numbers of class rooms and laboratories.

Following facilities are available in our institution:

Class Rooms: We have 08 numbers of classrooms, each equipped with comfortable desks, benches, dais, black- boards, white boards, well-equipped drawing halls with drawing boards, out of these class rooms 01 numbers of class rooms are equipped with LCD projector and screen for teaching learning through power point. One smart class fitted with smart board and other necessary equipment.

Laboratories: There are 05 numbers of well-equipped laboratories for the conduct of practical. Computer lab is equipped with 15 numbers of computers with latest configured desktops, software with printers, language lab for students to develop their communication and interpersonal skills. Knowledgeable staffs are available in all the labs to conduct specific tasks and practical.

Outdoor and Indoor Games: A spacious play ground is available for outdoor games like Cricket, Football, Volleyball, Kabadi and Badminton. Chess, Carom are available in the boys and girls common room. Our physical instructor help the students to improve their inherent quality and build their carrier. Annual sports are conducted every year by the institution in our play ground.

Seminar/ Auditorium Hall: The College is having a modern, well equipped acoustic seminar/ auditorium hall for conferences and seminars, where our institution conducted several national seminars and different cultural functions. Every year in the auditorium hall institution organizes an Annual cultural Function.

Library a Learning center: Our library is well-equipped with approximately 3000 numbers of books and 05 magazines. The library is also computer assisted and we used software of Feebank which provide a refined and the best of solution which aims at bringing in quality in management of books, journal, article, newspapers, charts, reports etc. Reading room facility with sitting capacity of about forty boys, girls and teachers is also available which is attached to library.

4.1.2

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

Response: 28.57

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

Response: 2

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

Response: 7

File Description**Document**

Data as per Data Template

[View Document](#)

4.1.3

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

Response: 25.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
8.81	1.26	1.45	1.7	26.7

File Description**Document**

Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal

[View Document](#)

Data as per Data Template

[View Document](#)

4.2 Library as a Learning Resource**4.2.1**

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

Response:

The software FEEBANK (TechMutant Software Solutions LLP) supports all the activities of the circulation section including issue – return, book reservations, reminders and recall of books, and overdue charges. The software is equally useful in the management of serial control of current issues of Print Journals as well as back sets of journals. It supports processing of subscription, reminders for nonreceipts of journal issues and binding of journal volumes. The OPAC facilitates searching of a complete library collection with the results, providing the location of a book in a particular library. The library staff provides guidance to staff and students in using the OPAC card catalogue. The ILMS provides a distributed system of Input for bibliographic details of the books and other documentary materials like periodicals etc. It is Unicode supported and thus facilitates bibliographic entries in many Indic languages like Hindi, Urdu, Bengali etc. The ILMS is operational and is very helpful in meeting the end user's academic information needs. As a single entity, it supports the multi-disciplinary approach to information and is highly used by end users to locate books. The library database created is based on the usage of the International Standards for easy retrieval among the libraries working in different environments apart from uploading and downloading the records. The library has created the database in standard FEEBANK ILMS formats which enables the end user to retrieve information easily and accurately. Networking and sharing the resources for retrieval, uploading and downloading in any environment becomes possible.

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

We have the following facilities in our Library:

1. All the books are bar coded
2. There is a facility of Feebank Software for Integral Library.
3. Students are provided with unique bar coded ID card through which they can borrow two books for a period of 15 days
4. Teachers can borrow 15 books for a period of 1 month
5. We have an exclusive reference section which can be accessed by the students and staff.

4.2.3**Institution has subscription for e-resources and has membership/ registration for the following****1.e-journals**

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

Response: E. None of the above

File Description	Document
Data as per Data template	View Document

4.2.4

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

Response: 0.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0.66	0	0	0

File Description	Document
Data as per Data Template	View Document

4.2.5

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

Response: 44.48

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

Response: 800

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

Response: 1000

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days)

during the last completed academic year

Response: 1200

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

Response: 1120

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

Response: 1040

4.2.6

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

The plans for infrastructural development are given top priority as the College realizes the correlation between adequate infrastructure and effective teaching – learning. The strategies adopted for ensuring adequate infrastructure are as follows: At the beginning of the academic year need - assessment for replacement / up gradation / addition of the existing infrastructure is carried out based on the suggestions from TC members and lab technicians, after reviewing course requirements, computer – student ratio, budget constraints, working condition of the existing equipment and also teacher trainees grievances. Optimal deployment of infrastructure is ensured through awareness during students’ and teachers’ induction programs. Effective utilization of infrastructure is ensured through efficient and qualified lab technicians. Renewal for the deployed Software applications, UPS and Generators is usually done at the beginning of each academic year. The institute has always been reviewing the current needs and

accordingly the internet bandwidth is upgraded from time to time. Our college has upgraded the 30 Mbps Leased Line Internet connectivity to 100 Mbps Leased Line.

4.3.2

Student – Computer ratio for last completed academic year

Response: 6.67

File Description	Document
Data as per Data Template	View Document

4.3.3

Internet bandwidth available in the institution

Response: 100

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

Response: 100

4.3.4

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 5.27

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.6	2.35	0.38	0.51	0.4

File Description	Document
Data as per Data Template	View Document

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

There are established systems and procedures for maintaining and utilizing physical, academic and support facilities, laboratory, library, sport complex, computer, classroom etc in the institute.

The institute has a systematic mechanism for maintenance of all the above facilities.

Maintenance Some facilities are maintained by faculty members of the institution and skilled staff appointed by the management.

1. The maintenance and utilization of laboratory includes:-

- Our laboratory is well equipped and well decorated.
- Laboratory is upgraded periodically according to the need.
- Laboratory is used according to the needs of different pedagogy subjects

2. The maintenance and utilization of library includes:-

- The Library is well equipped with the collection of rare books.
- Monthly cleaning of the books and racks and also the means to preserve them.
- The library has installed ILMS (Integrated Library Management System), which is in use.
- The library has access to institutional Feebank software. Attendance and issuing and returning of books are well maintained through online.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: C. Any 2 or 3 of the above

File Description	Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Data as per Data Template	View Document

5.1.2

Available student support facilities in the institution are:

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

Response: B. Any 7 of the above

5.1.3

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

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

Response: C. Any 3 or 4 of the above

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

5.1.4

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

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**
- 5. Concession in tuition fees/hostel fees**
- 6. Group insurance (Health/Accident)**

Response: C. Any 2 of the above

File Description	Document
Data as per Data template	View Document

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators**Response:** 4.11**5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	05	06	02	05

File Description**Document**

Data as per Data Template

[View Document](#)**5.2.2****Percentage of student progression to higher education during the last completed academic year****Response:** 5**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 05

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

Data as per Data Template

[View Document](#)**5.2.3****Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 7.76**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
08	10	07	03	06

File Description	Document
Data as per Data Template	View Document

5.3 Student Participation and Activities

5.3.1

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

Response:

As per the BBMK University policy we are not allowed to hold any students' elections, thus we do not have an elected student council. We have a decentralized structure called the Students' Subcommittee. It includes representatives from students in order to create an opportunity to develop leadership by organizing and carrying out activities and program within the institution and forms voice of the student body.

Students Subcommittees:

1. Cultural and Drama Committee promotes and arranges extracurricular activities to bring out the talents of students in performing arts. Committee prepares annual budget for cultural events, decides the date of the program, obtain formal permission from the College, invite guests and other dignitaries, and arrange mementos for guests and certificates for participants.
2. Magazine Committee is responsible to publish an annual print magazine that highlights student concerns and activities. It arranges a meeting at the beginning of semester and decides upon the theme of the magazine. Articles are called from trainees of both semesters in English, Hindi and other languages. Magazine committee also brings out two wall magazine every year to give a platform for creative ideas. Trainees of all department and members of the committee work collaboratively to bring out the magazines.
3. Excursion Committee is responsible to organize tours, trips and field visits. The committee seeks necessary permissions for Tour/Field visit etc., and prepare the details of excursion and manage funds, ensure safety and security of students at the time of Tour/Trip etc, inculcate significance of relation between human life and nature in different forms, promote the spirit of observation of different lifestyles and cultures of people living in different areas of the country and also keep the necessary records and prepare the report of Tour/Trip.
4. Game and Sports Committee plays a vital role to create a healthy, mentally and physically fit body and mind for every trainee to ascertain their dynamic future. They are responsible to conduct intracollege sports events, schedule Game and Sports events for the academic year. It takes necessary steps for approval of event, conduct meeting to discuss and delegate task, decide the date time and agenda of the program, invite the guests and judges, and arrange mementos and certificates.

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

5.3.2

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

Response: 0.2

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

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

File Description	Document
Data as per Data Template	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

The alumni's roles are crucial for the development of the institution. All alumni provide support in various aspects that are beneficial to the students. Alumni are an effective role model whom students easily accept.

Our institution is having an active alumni association and registration of the association is under process. Alumni association of our institution establishes channels that can facilitate closer ties between the alumni, students and institution, which provide crucial benefits in enriching the institution in every aspect. The alumni of our institution provide support and contribute voluntarily for maintenance and development of the institution. Alumni shared their experiences with students in time management, financial management, development of self-discipline and character or in career management are more easily accepted as guidance and inspiration by students.

The alumni association contributes for the development of the institution by:

- Providing their valuable feedback on the development of course curriculum and appropriate implementation of it.
- Supporting students' activities, cultural programs, annual sports and function of the institution.
- Initiating efforts to formulate the student welfare scheme which is still in process, by which needy students will be benefited.
- Initiating efforts to collect text books and other books for library.
- Providing suggestions for infrastructural developments such as proper maintenance of building as well as campus.
- Proving suggestion for skill enhancement of the students.
- Informing the graduated students about the vacancy of teacher ship for placement in different schools and institution.
- Encouraging the graduated students to go for higher study.

5.4.2

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

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

Response: C. Any 2 or 3 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document

5.4.3

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

Response: 1

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

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

File Description	Document
Data as per Data Template	View Document

5.4.4

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

Response:

The alumni of the college plays a role in fostering friendly cooperation between the present and old generation of our trainee teachers thereby enhancing the betterment of the institution. Alumni association of our college arranges meetings as per their requirements on the basis of discussions in their general body meeting. Annual alumni meet is conducted on a regular basis where office bearers are selected. Notifications regarding the Alumni meets are circulated through different social media networks and applications. The get-together provides opportunity to offer valuable bits of advice and contributions on infrastructure, academic activities and overall development of the college by the alumni. The alumni association tends to ensure coordination and proper conduct of alumni meets. Every year the college keeps a separate register of their alumni members where their permanent addresses, phone numbers, and professional details are entered and the college ensures to update the details every year. The Alumni committee of our college consists of our Principal, present faculties who are ex -students and our former students. The college is committed towards the valuable feedback from alumni members. Academic and professional guidance is offered by the alumni members to the students of our college. The Alumni of the College maintains funds with the aim of supporting their regular activities.

The college conducts meetings with its Alumni Group on a continuous basis. On an average 3-4 meetings are organized by alumni groups every year, for this purpose a separate room is allocated to the alumni where they can discuss and exchange their views. These meetings provide a platform to the former students to provide suggestions with respect to the functioning and infrastructure of the institute. Alumni of the institute play a significant role in providing mentoring, Career guidance, Facilitating internships, and campus interviews for students with the help of their professional contacts, discussions on different topics for motivating the students to give their best and develop their capabilities. Apart from formal alumni association meetings, the institution also engages the alumni support in many ways such as collecting suggestions, feedback on existing curriculum, updates on emerging trends, etc through various networking platforms like WhatsApp, etc.

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The institution has a well-defined vision and mission to make concrete and dedicated efforts for quality and value-based education. For the fulfilment of the mission, the leadership strives to maintain an open and interactive environment. All stakeholders are actively encouraged to participate and voice their perspectives for effective decision making and policy formation.

To enhance & impart quality education, IQAC is established for transparent and smooth administration in the preparation of perspective plan. The IQAC in assistance with the principal takes initiatives to obtain input from all stakeholders viz. the management, Principal, the faculty, the administrative staff, Students of College, the Alumni Association, the parents and the peers Colleagues.

The regulatory bodies of this college are the Governing Body, The BBMK University, Dhanbad, The National Council of Teachers' Education (NCTE) and the University Grants Commission. Among these regulatory bodies, the college GB plays an effective leadership role for the proper management of the college in tune with the existing vision and mission of the institution.

The leadership role is played by the secretary of the GB acting as a visionary figure and keen academic guide for the faculty members, trainee teachers and non-teaching staff. Vision and Mission of this college is reflected through the following programme and activities. Principal holds periodic meeting with teaching and non-teaching staff. Various committees are formed in the beginning. Academic calendar is designed according to academic calendar of the affiliated University. Time table is framed. Classes are taken according to time table.

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

6.1.2

Institution practices decentralization and participative management

Response:

There is active involvement in driving change to the faculty members of SVTT B.Ed. College realizing the institutions mission and values, Students, faculty and staff are encouraged to take part in the management process of the college. A special replica of this practice may be seen in the extensive delegation of authority to Principal, then to coordinators and teachers in charge of the various cells in the college. The following committees and cells operate to implement various types of activities:-

- i) IQAC
- ii) Academic committee
- iii) Anti Ragging Committee
- iv) Cultural & Co-Curricular Activities Committee
- v) Games & Sports Committee
- vi) Women Cell
- vii) Library Committee
- viii) Greivance & Redressal Cell
- ix) Admission Cell
- x) Examination Cell
- xi) Alumni Association
- xii) Placement & Counselling Committee

So the decentralized governance and participation management model is evident in every sphere of the institution and in each function, there are a separate subcommittees for deciding and implementation of the student centric programmes and activities of the college.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document

6.1.3

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

Response:**Financial Transparency:**

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

Academic:

The Principal always discusses issues related to teaching learning and students' welfare with the Teachers' Council before taking any decision. These decisions are based on the unanimous suggestions of the Teachers' Council, IQAC, GB and the like. In the Teachers' Council meeting, we discuss regarding syllabus distribution among faculties, teaching learning methods, evaluation process, curricular and cocurricular planning. So, curriculum development, teaching learning implementation, examination and evaluation, research and development indicates there is academic transparency in the college. Every year the composition of different committees is changed to ensure a uniform exposure of duties for academic and professional development of faculty members. The dynamic structure of the committee ensures decentralisation of power as well as equipping the members with leadership attributes.

Transparency in the Admission process:

Online process through Jharkhand Combined entrance test JCECEB Admission Portal on the basis of merit and reservation policies of Government of Jharkhand.

Interaction Session with parents and students:

Course curriculum explanation through interview, Proper documentation with receipts for official and in-house contribution by Students/Parents.

Transparency in Administrative and auxiliary functions: Periodic review meeting at various levels, Periodic Faculty Meetings, Institutional IQAC, attendance and admission. Grievance Redressal mechanism for faculty, students and parents, timely handling of files and papers to various cells.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Swami Vivekanand Teacher Training B.Ed. College is founded on a distinctive ethos that places our trainee teachers at the centre. We provide an environment of academic excellence, discovery and development for the next generation of professionals and world leaders. The exceptional quality of our trainee teachers' experience has always been a hallmark of our college. College has regularly enhanced infrastructure and developed capacities for teaching and research of staff according to the changing academic and social environment. The purpose of the plan was to strengthen the functioning of institution.

One of the examples of activity successfully implemented based on perspective plan is as follows:

Augmentation of Academic infrastructure and Equipment

Following work is done in relation to infrastructure of the institution and demand of equipment

- 1.Increase in the number of computers
- 2.Increase in the furniture
- 3.Language Lab set up
- 4.Books Rack for library
- 5.Up gradation in ILMS Software for library
- 6.Renewable energy devices
- 7.Speakers
- 8.Microphones
- 9.Sports Equipmen
- 10.White boards
- 11.FEEBANK LMS
- 12.LCD Projectors
- 13.Laptops Now the college is well-equipped with all these facilities.

The result of these college facilities is reflected in the happiness of students. Teaching-Learning process has become more effective. Furniture in the classrooms, Library has been increased. Unfortunately we don't have e-library software for library working. FEEBANK LMS has been implemented in the institution. Language lab has been proved very useful for the students. Sports Equipments are very essential for the holistic development of students, So institution has also worked on it.

6.2.2

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

Response:

Policies:- Policies related with different running programs are well defined in the college. The college governing body grants approval and ratification of various policy decision of the college of various policy decisions of the college budget for administrative, academic and research programmes & activities . The Governing Body also makes regulation for various curricular, co-curricular and extra-curricular activities. According to the needs, Principal has the power to constitute committees and cells. The college has different committees and cells like academic, cultural, examination, research etc. which make their policy by periodic meeting with Principal. To maintain continuous communication, regular meetings are conducted among staff and Principal. IQAC maintains all the decisions of the meetings in the college.

Administrative Set-up:- Swami Vivekanand Teacher Training B.Ed. College, Karmatand, Bokaro has a well defined organizational set-up. College is managed by Jharkhand Shiksha Swasthya Avam Jankalyan Samiti. Academic progress, Administrative processes, Co-curricular and extension activities of the college are reviewed and evaluated by our governing body. The Principal is responsible for college functions and growth including administrative, academic, curricular, co-curricular and extra-curricular. IQAC plays a vital role for developing quality system for the improvement of academic and administrative performance of the college. Academic Calendar is prepared for various academic events. List of holidays, internal examination, different types of activities are mentioned there. Faculty members are designated coordinators or members of various committees and Cell.

Service Rule: - This college is affiliated to B.B.M.K.U, Dhanbad and hence all rules and academic calendar of the university in running different programmes in the college are followed by the college. Faculties are educated about conditions of service, rules and responsibilities, discharge of duties, increments, kinds of leave, code of conduct and others.

Appointment: - Criteria for the selection of the teaching and non-teaching staff are completely based upon the norms and condition of NCTE, UGC and affiliating university. For recruitment advertisement is published in the national and local newspapers. Eligible candidates are invited for interview which is taken by selection committee, expert and University representative. The qualification and other eligibility for recruitment is as prescribed by State govt/UGC/NCTE and affiliating University.

6.2.3

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Data as per Data Template	View Document

6.2.4

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

Response:

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

- i) Clear and Actionable Minutes: Committee meetings result in well-documented minutes that capture key decisions, assigned responsibilities, and timeframes for implementation. This ensures transparency and facilitates follow-up.
- ii) Implementation and Evaluation: We prioritize translating committee decisions into action.
- iii) Action plans are developed based on minutes, with clear ownership assigned for each initiative. Regular progress reports are monitored to assess the effectiveness of implemented decisions.
- iv) Continuous Improvement: The success of initiatives is evaluated through committee discussions and feedback mechanisms. This allows for adjustments and improvements to future practices based on outcomes.

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

6.3 Faculty Empowerment Strategies**6.3.1**

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

Swami Vivekanand Teacher Training B.Ed. College trusts the contribution of the employee towards the overall development and progress of the college. The college offers worthwhile welfare schemes to all the teaching and non teaching staff to ensure and boost their work culture and efficiency. The college provides financial assistance by providing loans against provident funds and loan from employees mutual benefit fund to those employee who wish to avail it. The female teachers get maternity leave as per the govt. rules Employment on died in harness for non teaching staff, employee retirement benefits, pension gratuity, leave encashment etc are provided to the employees. Festival advance, loan in advance for newly appointed staff is also provided. The teaching and non-teaching staff avail promotional benefit. Purified drinking water facility and recreation room are also provided the college. The college has recently formed an internal complaint cell to prevent any type of harassment to any of the employees in the college. These are few of the schemes which are initiated as part of our welfare measures.

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

Response: 10

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	0	00	00

File Description	Document
Certificate of participation for the claim	View Document

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

Response: 1

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

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

File Description	Document
Data as per Data Template	View Document

6.3.4

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

Response: 1.25

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

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

File Description	Document
Data as per Data Template	View Document

6.3.5

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

Response:

Performance appraisal system for teaching and non-teaching staff is consistently followed in our institution. The performance of each employee is assessed annually after completion of one year services. Principal of the institution regularly conducts faculty meeting & through this meeting, Principal assess their progress and performance feedback of teaching and non-teaching staff are taken frequently to assess the performance and quality enhancement. Besides this, Performance appraisal system of this institution observes the faculties to their participation in seminar, workshop, Qualification, Research experience, Paper publication, Paper presentation, Book publication etc. Various types of rewards, gifts and certificates are given to the staff to motivate them in their work. The various parameters for non-teaching staff members are assessed under different categories i.e, character & habits, Department abilities, capacity to do hard work, Discipline, Reliability, Utilization of ICT, Relations/Co-operation with

superiors, colleagues, students and public, power of drafting etc. Their performance is taken by the above mentioned parameters. All these performances are firstly assessed by Head of the Institute and then forwarded to the management. Credit, Reward & Gift are provided to the faculties based on it.

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

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

(a) all receipts from fee, donations, contributions, interest earned and returns on investments;

(b) all payments to staff, vendors, contractors, students and other service providers. The income expenditure made on various heads and categorized and audited annually such as Infrastructure, Book and Journals, electricity and water charges etc.

Regular audit is conducted in the institution. Audit may take 2-3 days. In the audit Objection will be attempted in time if needed. Chartered Accountant of the Institute conducts regular accounts audit and certifies its Annual Financial Statements. Work of Internal Audit of the Institute has been entrusted to the Internal Auditor of the Institute.

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

6.4.2

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

Response: 0

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

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

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document

6.4.3

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

Response:

Efforts for mobilization of funds are taken by institution and faculty of the college are encouraged by the institution to generate funds for different activities. To create a well furnished and healthy campus for the students, we always get help of funds from the management committee. New measures of mobilizing fund is always looked for by IQAC committee and looked for by IQAC committee and for the optimal utilization, systematic procedures have been developed by it. For utilizing the grant and resources college has very transparent mechanism of auditing. The teaching and administrative staff and existing alumni contribute to mobilize the resources for college. The primary sources of funds is students tuition fees and frequent some donors stand beside the college.

Optimal utilization of Resources:- The college updates its infrastructure updated time to time. It's policy have been prepared for effective implementation and optimal utilization of resources. The college management allocates the funds for maintenance of laboratories and classrooms. The received funds are collected and used through the cheques, cash, QR payment mode funds are utilized by the advice of committee for the infrastructural development and beautification of college campus, ICT device and upgradation, student development and necessary equipment for skill based courses.

Institution budget:-

As per the needs and requirements of the college, annual budget in prepared well in advance. Budgets of academic department, research activities, computer lab, psychology lab, library and sports are incorporated by it. As per budget the Principal proceeds with the planned activities.

Purchase Committee:- Necessary requirements are taken from the faculties related to different department and then it puts forth in purchase committee by Principal and the purchase committee focuses on maximum utilization of resources.

Accounts & Audit:- Our accountant maintains all income and expenditure in cashbook regularly and

the auditor visits our college regularly and checks scrupulously.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC continuously works on all the quality evolving facets of the institution. The institution through IQAC periodically reviews and continuously upgrades the quality of teaching and learning process. The faculties in the college are encouraged to utilize modern information and communication technology (ICT) tools such as smart classroom, Power Point Presentations, video streaming, audio component for effective classroom teaching. Academic Performance Indicator (API) of each faculty is scrutinized by IQAC. IQAC motivates the faculties to attend FDP, Seminar, Workshop, FIP, RC, Publications of Research papers. The IQAC organises Teacher Induction Programme for quality improvement of teaching staff. IQAC also organises Student Induction Programme and Lecture Series for learner quality upgradation. Staff Induction Programme is also carried out for upgradation of administrative facilities. The IQAC has recently initiated a policy of providing a token amount to each faculty for participating in seminars and workshops. Faculties are provided computer to carry out their academic endeavours. We have a provision of preparatory day for every faculty so that they can upgrade their content knowledge. We have set up a gymnasium and a recreation room for fostering physical and mental wellbeing of staff. The faculty members are also oriented with the ethos and culture of the institution.

6.5.2

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

Response:

Several mechanisms have been performed by the IQAC of the college to review the effectiveness of teaching learning process, structures and methodologies of operations in the institution and strived hard for its reform.

Before the commencement of every academic year, College has ensured the adequate space in classroom, quality instruments and equipment in laboratories appropriate knowledge resources in the library and ICT facilities in the classrooms, labs and libraries. Utilization of present wit of the pupil teachers are justified by the brainstorming and quality of the students are also evaluated by action research. To upgrade the quality, automation of library are focused to the desired level.

The institution aims to create and disseminate knowledge to keep in tune with time. With this aim, we have enabled wi-fi in the entire campus. The laboratories are upgraded and renovated with required instruments. An ICT Lab is established for acquainting learners with e-resources. The College has different types of laboratories/Rooms such as Language laboratory, Geography Laboratory, History Room, Economics Room, Education Room, Physical Science Laboratory, Chemistry Laboratory, and Psychology Laboratory. The college also has provisions for separate rooms for Fine arts and Work Education Room, Music Room, Gymnasium, Yoga Centre. Library Management Software (LMS), Feebank has been installed. Smart Classrooms are also established. Teachers are encouraged to teach through LCD, PPT. Faculty and students are encouraged to use these regularly. The remedial measures are also taken for the slow learners. Special sessions for mentoring and guidance are also conducted. Learners are also encouraged to develop the skill of reading for pleasure. We have prepared a list of books for the trainee teachers apart from their academic texts and often conduct Book Reading and Discussion sessions with them. This Book Reading and Discussion session helps in developing interest in understanding the human psyche and developing life skills among the trainee teachers.

For quality enhancement meetings are conducted periodically and reports to be sent to management committee and different committees review these periodically and if any suggestion arrives, effectiveness of teaching learning process shall enhance. The success of qualitative development in teaching learning process is seen in the form of number of students getting University ranks and other competition, placement in different organization etc. Besides these, some quality enhancement are taken by the college like participation in various activities, ICT ussge in teaching learning process remedial classes and preparation for JTET exam etc.

These above initiatives are conducted regularly in our institution and reviewed time to time and necessary reformations are taken as implemented by IQAC.

6.5.3

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

Response: 0.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	0	0	0

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

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	View Document

6.5.5

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

Response:

Swami VivekanandTeacher Training B.Ed. College always keeps track of the incremental improvements achieved in academic and administrative domain of its functioning through quality assurance initiatives. The IQAC always reviews and takes steps to improve the quality of teachinglearning. Incremental improvements are made in the academic, research, governance and administrative domains by the college in the following:

- Formulation of vision and mission of the college
- College website creation and maintenance
- Online fee payment
- Wi-Fi Facilities
- Smart Classroom
- ICT Lab
- Journal Subscription

- Language Lab,
- Psychology Lab and other lab renovation
- Meetings of IQAC regularly
- Seminar, Workshops and Conference organized every Year
- Students support Cells
- Students Grievance Redressal
- Student welfare,
- Anti-Ragging etc.
- Prospectus
- Value-added Course
- Feedback collection to improve teaching Learning Process
- Opinion of Alumni- Valuable suggestion taking Mentor allotment for students' guidance
- The IQAC periodically reviews the quality assurance and suggests for gradual expansion.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements. The institution tries its best to adhere to the energy conservation policies as laid in our institutional guidelines. The Institution has installed solar panels to save electricity. The college is in the process of installing more solar panels within the campus, to save electricity. The issue of energy conservation is seriously discussed in the various meetings of the faculty and brainstorming discussions on ways of saving energy like the teaching and non-teaching staffs of this college make sure that all the lights, fans, air conditioners and computers are switched off when not in use. We give preference to manual equipment rather than electrical ones.

The institute utilizes total energy consumption of 12 KWH. This requirement is met by state power supply as well as by harnessing solar energy. The total capacity of the Solar Panel system installed to harness the renewable energy is 7 KW. The institute utilizes the solar energy on campus.

File Description	Document
Institution energy policy document	View Document

7.1.2

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

Response:

Improved waste management gives a better quality of life; it improves the hygienic conditions of the college campus and reduces the health risks caused by vector borne diseases. Proper waste management has a positive impact on the environment of the college. There are many methods available to dispose off the solid waste. Some of the most commonly used methods in our college are

1. Landfills: Throwing daily waste /garbage in the landfills, which eliminates odors and dangers of waste.
2. Composting: The remains of the dead plants and kitchen waste from the hostel and canteen is turned into nutrients rich food for plants in the form of compost.
3. Recycling: Old batteries, computers and wires are segregated and sold off at regular intervals. The college repairs the old broken items instead of buying new ones. Faculty and college students are

motivated to segregate plastic from normal waste and dispose of it accordingly. Regular waste management is done by selling off the unwanted material to the local kabadi wallahs. We at our college are trying our best to discourage the use of plastic materials within the college campus. We at our college drive some events like “Best out of Waste” student teachers perform this event very well and create such some useful things out of waste.

The faculty and the staff of SVTTcollege are encouraged to carry their own water bottles instead of using single use plastic water bottles. We discourage students from using plastic materials in the campus rather we emphasize on using alternative material like paper and jute bags. This small behavioral change in the student and staff of our college ultimately leads to a clean and green environment inside the college campus.

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

7.1.3

Institution waste management practices include

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

Response: D. Any 1 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document

7.1.4

Institution has water management and conservation initiatives in the form of

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

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document

7.1.5

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

Response:

Sanitation is considered as basic determinant in quality of life and human development index. Ensuring that college is well maintained is not only conducive to productivity, it also increase the likelihood of expecting more students. The institute promotes and aligns goals to national mission of Swachh Bharat or Clean India Campaign which bring about change in behavioral and attitudinal aspect of habitants. The institute strongly believes in emphasizing on Information, Education and Communication (IEC) for effective participation of campus users.

The institute highlights and takes care of every basic parameter of maintenance of cleanliness like personal hygiene, safe water, waste water disposal, solid waste disposal, food hygiene and environmental sanitation. The Institute has framework in terms of Policies since Oct, 2020 for Waste Management- (Solid, Liquid and Hazardous), Water Management and Green Cover Management to maintain and check all the basic parameters.

In a quest for healthy, livable and sustainable campus, spaces with plantation have a vital role. To add to the green cover of the Institute many tree plantation drives have been conducted by the institute. The Institute also adopts saplings distribution program as an act of promoting environment and sustainability in events and functions. In order to reduce the pollution which are alarming in the region the institute observe a cycling day once in a month for all the students, faculty and staff members. The institute also prohibits intra movements of vehicles as to enhance the indoor air quality of the campus which in return reduce the air pollution.

Access to sanitation facilities is a fundamental right to safeguard health. Separate and safe sanitary facilities for females in the campus are also an encouraging factor of the institute. Dedicated safe drinking water sources are present at many places throughout the campus which comes from storage tank. The water purifier (RO System) is installed at common level to ensure water quality.

Institute is resilient in deployment of dedicated team for maintenance of water system, drainage system and waste management system in the campus. The periodic maintenance practiced in the campus induces sense of cleanness and also cut off extra expense on wastage.

The institute believes in the fact that precaution is better than cure and abides to it thoroughly. Many promotional signage's are put in the campus area to promote and aware students to avoid littering in open spaces. Use of Color coded dustbins to segregate solid waste at the source is deployed in the campus which safely collect, confine and dispose waste.

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

Response: D. Any 1 or 2 of the above

File Description	Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	View Document
Any additional information	View Document

7.1.7

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

Response: 3.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.78	0	0	0	0

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

7.1.8

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

Response:

Swami Vivekanand Teacher Training B.Ed. College, Karmatand, Bokaro is a teachers' training college located in Dugda, Bokaro is 20km far away from the Bokaro district town and have some little number of schools and college in our area. Our local railway station is Chandrapura which is around 6km far from the college campus but transportation is good for the nearest railway station which has some remarkable disadvantage of the local environment such as hospitals and nursing homes, railway station, bus stand, Office of District Magistrate and many schools and colleges. Leveraging local resources :-

1. Inviting local academicians as resource persons and judges for co-curricular activities
2. Sending trainees to nearby Govt. and Private schools for school internship (ten schools in the locality)
3. Utilising local places (such as Topchachi Dam, Maithon Dam, Parasnath Mountain, and long excursions to Kolkata) for creating historical, ecological, social and cultural awareness among trainee teachers.
4. Collaborating with nearby institutions for conducting seminars and webinars.
5. Appointing esteemed members from the community for developing decentralised governance in the college (as members of various cells and committees including Governing Body).

7.1.9

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

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

organized periodically

Response: A. All of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1

1.Title of the Practice: Nasha Mukti Abhiyan & Nukkad Natak

2.Goal: Aim to aware around the people regarding quit Alcoholic material.

3.The Context: Today's Young youth is undoubtedly using tobacco and alcohol causes dangerous disease and death. To stop this and to make aware regarding the Nasha, our college student teachers organized a Nukkad Natak at Dugda more, Karmatand, Bokaro

4.The Practice: Students were curious to spread awareness regarding "Nasha Chhodo, Khushi se Nata Jodo". Publicly our college students gives oath to the passengers and shopkeepers around the particular area.

Best practice- 2

Title of the Practice: Social outreach activities

Objective of the Practice: To nurture the students with positive attitudes and values. Excel the student in teaching, learning, and research and who can serve as catalysts to create a caring society.

The practice: Outreach programs sensitize students towards their duties and responsibilities within the society and community. It also serves the citizenship training goal of education through the development of various skills like soft skills, leadership skills, and team-building skills. Most importantly, the aspiring teachers become aware, compassionate, and benevolent citizens who believe in the larger good of society. Social outreach programme runs throughout the year by our institution. The key idea behind this practice was to provide opportunities for students to help the under privilege people of the society.

Some of the activities of the last few years include:

- Matdata Jagrukta Abhiyan
- swachhta abhiyan
- Beti Bachao, Beti Padhao
- Covid-19 vaccination programme

Evidence of success: Remarkable improvement found in the attitude of the students, particularly personal outcomes, such as identity development and cultural understanding due to the social outreach activities.

Problems encountered and resources required: It takes significant amounts of time to develop a productive working relationship with a community for which limited impact in the community. More numbers of days are required.

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Swami Vivekanand Teacher Training B.Ed. College provide exemplary teaching learning environment for our students. Our basic motto is “Qualitative education and student first”. We have a very strong pool of talented teachers, who never fails to give their hundred percent to the students and always ready to keep themselves updated with the changing academic scenario.

The infrastructure of our institution is very strong and some of the classrooms are ICT enabled. The entire campus is covered under high speed wi-fi internet. Our library is equipped with verities of books, magazines, national & international journals, reprography machine, computers and reading room facility for staffs and students. Beside this one computer uploaded with library automation software and a printer for the exclusive use of the librarian. Canteen of the institution provides homely and hygienic food at reasonable price for students and staffs. A sophisticated water filter has already installed to provide pure drinking water. The Toilets are modern and clean. Office staff and support staff are very helpful and always ready to help the students all the time.

Our institution provides academic as well as extracurricular activities. To prepare the students stand in the multidimensional arena of education, the institution imparts spiritual and moral value improvement by taking the classes as per the course curriculum. This way institution inculcates moral and spiritual values among the students to safeguard the young minds.

Our institution always make sure that 100% course completion is achieved, every semester in time, course revision, remedial classes, and continuous evaluations are done with 100% transparency and perfection.

5. CONCLUSION

Additional Information :

1. Swami Vivekanand Teacher Training B.Ed. College is an affiliated college of BBMK University, and as such follows a predetermined syllabus. However, the college innovates within these established academic structures, committed to providing holistic development for its all student body.
2. The college campus has facilities like photocopy and canteen for students.
3. In spite of being located in the rural part of the city, SVTT College campus is extremely verdurous. It has a maze of tall trees, lush green lawns and pruned hedges.
4. The college conducts several cultural, sports and community-based outreach programs to provide students with holistic education and experience so that they become assets to their professions and to the society.
5. We take pride in making the college campus a green zone. We have numerous environment friendly practices like green policy, waste management policy and water conservation policy etc.
6. We limit the use of non-renewable resources and rely on alternative sources like Rain water-harvesting, Sanitary hygiene is given due importance.
7. At SVTT College, education is dialogic, and it is the feedback system that gives it this transparency and accountability. Channels for communication with different stakeholders are kept warm by responding to diverse needs.
8. Different cells and committees have been formed for the effective functioning of the department.

Concluding Remarks :

Swami Vivekanand Teacher Training B.Ed. college in Karmatand, Bokaro, India promoted by Ram Krishna Paramhansh Educational & welfare trust, is affiliated to the BBMK University, Dhanbad. It has been established with a firm commitment to foster a holistic approach to facilitate the process of Education.

The Institute offers an outstanding learning environment for students by providing state of the art, infrastructure, facilities, effective course curriculum and use of innovative teaching methodology. Academic processes in SVTT College are streamlined, with timetables and other administrative tasks prepped well in advance of teaching session. The teaching at SVTT is supported by relevant ICT facilities. The college enjoys technologically enabled and inclusive infrastructure including a well-equipped library, which makes it possible for students to participate in modern teaching-learning process. Experiential learning through internships projects and field trips is specifically facilitated.

All these are designed, in view of its commitment to achieve excellence in the field of Education under the guidance of trained teachers. Our teachers regularly update their disciplinary knowledge through active involvement in faculty development programmes, curriculum reviews, evaluation, and participation in different decision-making bodies of the University. MOUs with different organizations have been signed to keep them abreast of the latest trends.

SVTT College has come a long way from its humble beginnings and moderate facilities to a campus equipped with impressive amenities. Right from admission, the college follows a well-administered and transparent procedure with ease of availability of information on our website. Newsletter of the college is issued bi-lingual. Students would get opportunities to participate in numerous co-curricular activities on and off the campus, to

realize their true worth and potential. College is proud of many of its alumnae who have made a mark for themselves in various spheres of academics.

SVTT College focuses on development of its students not only by imparting quality education in teacher training but also in instilling a sense of self-worth and discipline. The college strives to fulfil its vision and mission by imparting transformative education for the empowerment of women and promotion of a more just add humane society.