



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SUBHASH TEACHER'S TRAINING COLLEGE

**KOLDIHA GIRIDIH 815301 JHARKHAND
815301**

www.subhashbedcollege.in

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Subhash Teachers' Training College was established in 2008, is the outcome of the sincere and dedicatory efforts of the Trust member under the bold charismatic leadership of Sri.Sanjay Singh. Late Dr.Param Hans Singh was the sole inspiration behind the foundation of the College. His vision and love for education made Sanjay Singh to work hard with the co-operation of the local residents towards the establishment of this institution. The institution on the way to be recognized by the NCTE and affiliated by the Vinobha bhave university Hazaribag.

The College is located in green field of Giridih. It reflects the sincerity and devotion of the Teachers towards the institute and commitment of the welfare of education, specially School education. . The Trust also run the esteemed school in this region by the name of SUBHASH PUBLIC SCHOOL, which is affiliated to CBSE up to 10+2, and it is the largest boarding school in Jharkhand. Demographically, this locality is dominated by tribal and SC/ST people. The Co-educational system is existing in the school. The College has all the required teaching staff, library, laboratory etc. The College library has a collection of more than 3000 Nos. of Books 277 Nos. of Journals, 151 Nos. of Magazines, 2sets of Encyclopedias, 700 Nos. of Reference Books. The College will run on its own land and building available under the possession of the College.

Vision

- To be a leader in Educational services
- To Provide a Unique learning Experience which will enable the students to realize their potential and mould their overall Personality.
- To make available equal opportunities and ensure support without prejudice based on gender, class, caste, religion and economic status.
- To ensure recognition as an international leader in holistic education to achieve global competency in corporate and social world.
- To go beyond the recognized frontiers of social equity and justice and provide pioneering leadership action in bringing together the illiterate and the ignorant towards education to transform human Population into a human resource.
- To make available globally competitive education infrastructure compatible to the changing challenges of India's nation – building processes.

Mission

- To strengthen the weaker sections of Jharkhand state through higher education.
- To empower the rural masses by educating them and by creating in them the social , political and cultural awareness
- To give them confidence that they are the creators and not the creatures of their fate.
- Striving continuously to Provide quality teacher training.
- To carry out teaching and training programs for aspirants as per the norms and standards set by the control bodies such as NCTE and state govt.

- To effectively execute various activities under the academic and social responsibility of Subhash Teachers' Training College .

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Value added courses on skill and personality development are in place.
- Efforts to enhance community skills add value to students' behavioural learning
- College is situated in the middle of the Giridih City, resulting in ease of public transportaion facility to the students.
- System of institutional quality assessment is in place.
- The college caters to the needs of disadvantaged groups of students by providing scholarship and fee concession.
- The college campus is enriched with Wi-Fi facility, well equipped laboratories and library for students.
- Women Development Cell addresses gender relative issues. The college is predominantly a women college. There is an increase in demand of women candidates.
- The College monitors the growth of disadvantaged students.
- It has excellent rapport with alumni and parents.
- Various counselling and awareness programme being run by college to aware the guardians.
- The college has mechanism in place for performance assessment and using the evaluation to improve teaching research and service of the staff.
- N.S.S wings of the college are active in their respective field and provide community work.

Institutional Weakness

- Lack of interest in research work
- Lack of educational awareness among parents
- Our district is badly effected by Naxalite terror
- Lack of ultra mechanism
- No hostel accommodation for the students
- Number of volumes and journals in the department library need to be increased
- Soft skills and communication skills of students need to be improved

Institutional Opportunity

College Campus: The College has a spacious campus & play ground with scope for further improvements in creation of infrastructure and other physical facilities.

Reach: The College is located the middle of the city that is quite convenient and accessible for the students from surrounding feeding areas, especially girls who were not allowed by the parents to travel to long distance colleges have got a good opportunity here to achieve their dreams and uplift careers.

Institutional Challenge

- Placement in best ICSE, CBSE schools
- Slow learners
- Weak communication skills
- Financial crises faced by number of students
- Interruption due to power cut issue

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

This criterion relates to how a course is either assigned by a university or is fully complemented or enriched by an institution, with the mission and vision statement of the institution based on the permissible freedom in course design. It is compatible. It also considers the practices of an institution in introducing a wide range of program options and courses that are relevant to regional and national needs in line with emerging trends. Flexibility and diversity are also estimated through this criterion for stakeholder involvement in different levels of learners, career orientation, multi-skill development, and annular updation. The focus of this criterion is captured in the following criterion statements that explain the qualitative aspects and good practices expected of an institution:

- The institution has a clearly stated and communicated purpose, vision, mission and values.
- The institution ensures the continued relevance of its programs and existing courses are modified to meet emerging needs.
- The institute develops and deploys action plans for achieving the objectives and effective implementation of the curriculum.
- The institute receives and uses feedback from students, alumni, employers, the community, academic peers and other stakeholders in curriculum development and planning.

The major aspects identified under this criterion are: curriculum design and development, academic flexibility, feedback on curriculum, curriculum updates and best practice in curriculum aspects.

Teaching-learning and Evaluation

This criterion relates to College efforts to serve students of various backgrounds and abilities through effective teaching-learning practices. Interactive instructional techniques that engage students in higher order 'thinking' and inquiry through the use of interviews, focus group discussion, debates, projects, presentations, experiments, practical sessions, internships and e-resources are important considerations. The criterion calls for substantial attention to how the institution supports and facilitates the use of ICT and other new and emerging technologies. It also helps in the adequacy and competence as well as the continued professional development of faculty handling programs of study. The efficiency of the techniques used to continuously evaluate the performance of teachers and students is also a major concern of this criterion. The focus of this criterion is captured in the following criterion statements that represent the good practices expected of an institution:

- The institution has a transparent admissions process and ensures that the defined admission criteria is equally applicable to all applicants.

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

The key aspects identified under this criterion are: Admission Process and Student Profile, Need for Catering to Divers, Teaching-Learning Process, Teacher Quality, Evaluation Process and Reform and Best Practice in Teaching Learning and Evaluation.

Infrastructure and Learning Resources

This criterion seeks to find data on the adequacy and optimal use of facilities available in an institution to maintain the quality of educational and other related activities on campus. It also requires information about how each component of the institute, students, teachers and employees benefit. Expansion of facilities to meet future development and maintenance of facilities are also among other concerns. The focus of this criterion is captured in the following criterion statements, which describe some good practices of a quality institution:

- The institution has adequate physical infrastructure facilities to run educational programs efficiently.
- The institution continuously enhances its infrastructure to keep pace with its educational development.
- The institution has effective mechanisms for maintenance and optimal utilization of infrastructure.
- The institution takes adequate care and considers the environmental issues associated with the infrastructure.
- The instructional infrastructure meets the requirements of the program and is better used.
- The institution ensures the availability of qualified faculty and staff required to achieve the stated objectives.
- Workload policies and practices encourage faculty to engage in a wide range of professional and administrative activities and community engagements.
- The institution has adequate library and computer facilities and other learning resources with easy access to all its constituencies.

The major aspects identified under this criterion are: physical infrastructure, infrastructure maintenance, library as learning resource, ICT as learning resource, other facilities, infrastructure and best practice in learning resource.

Student Support and Progression

The main objective of this criterion is the effort of an institution that provides students with the necessary support to facilitate good campus experience and their overall development. It also seeks information on student and alumni profiles and contributions to the institution and vice versa. The focus of this criterion is captured in the following criterion statements, which describe some of the good practices expected of a quality institution:

- The institution has adequate teaching resources and a well-established mechanism to systematically review various library resources for adequate access and relevance and for decision making for acquisition.
- Various provisions in the institute support and enhance the effectiveness of faculty in the teaching and mentoring of students.
- The campus environment promotes improvement in students' motivation, satisfaction and developmental performance.
- The progress of the students at various stages of the programs is monitored and appropriate advice is given to the students.
- The institute develops the leadership qualities of the students through its involvement and involvement in various institutional activities.

The key aspects identified under this criterion are: student progress, student support, student activities and best practices in student support and progress.

Governance, Leadership and Management

This criterion helps to gather data on the policies and practices of an institution in terms of planning power, recruitment, training, performance evaluation and finance management planning. The participative management process and creative administration of human and material resources are relevant here. The focus of this criterion highlights the following criterion statements, which are representative of the good practices of a quality institution:

The institution is conscious of its quality provisions and has a well-established functional internal quality management system.

The institution has an MIS to collect, align, select, integrate and communicate data and information on the educational and administrative aspects of the institution.

- The institution's offices and departments operate on the principles of participation and transparency.
- Academic and administrative planning goes hand in hand with the institution.
- The goals and objectives are communicated and deployed at all levels to ensure each individual's contribution to institutional development.
- The institution has a mechanism for faculty, students and other stakeholders to seek information and / or make complaints.
- The institution has good resource management practices that support and encourage performance improvement, planning and implementation strategies.
- The financial resources of the institution are judiciously allocated and used effectively.
- Budgeting and auditing processes are routine and standardized.

The key aspects identified under this criterion are: institutional vision and leadership, organizational set up,

strategy development and deployment, human resource management, financial management and resource mobilization and best practices in governance and leadership.

Institutional Values and Best Practices

This criterion focuses on the special efforts of an institution's values that influenced its academic excellence. Any innovative practice is a path designed to advance the interest of the students and the institution. Institutions internal quality assurance systems, best practices and stakeholder relationships make institutions reflect on the quality culture. The focus of this criterion is captured in the following criterion statements and key aspects:

The institution exhibits sensitivity to changing educational, social and market demands.

The institution is ready to foster an environment of creativity innovation and quality improvement.

The institution caters to inclusive practices and better stakeholder relationships.

The institution adopts quality management strategies in all educational and administrative aspects.

The institution strives to promote value-based education, social justice, social responsibilities and good citizenship among its student community.

Research and Outreach Activities

This criterion seeks information about the institution's policies, practices, and outcomes in the context of research and outreach activities. It relates to the facilities and efforts provided by the institution to promote research culture and their results. Serving the community through research and outreach activities, which is a social responsibility and also a core value displayed by institutions, is a major concern of this criterion. The focus of this criterion is captured in the following criterion statements that describe good institutional practices.

- The institution supports professional development activities that engage its teachers in research in education.
- The institute encourages faculty to publish in educational forums.
- The institution encourages its students and faculty to learn continuously.
- The institute encourages faculty outreach activities in research.
- Institute faculty are actively engaged in training and developing teaching and other teaching-learning materials.
- The institution incorporates practices based on research conducted by its faculty.
- The institution is responsible for community needs and conducts relevant extension programs.

The institution encourages its faculty to provide consulting services for the school sector and to actively engage in their respective areas of expertise.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SUBHASH TEACHER'S TRAINING COLLEGE
Address	KOLDIHA GIRIDIH 815301 JHARKHAND
City	Giridih
State	Jharkhand
Pin	815301
Website	www.subhashbedcollege.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	SANJAY KUMAR SINGH	06532-250165	9431335126	-	sanjaysinghsps@rediffmail.com
IQAC / CIQA coordinator	ANUJ KUMAR	06532-250166	9525885243	-	dranuj1233@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Jharkhand	Vinoba Bhave University	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	12-04-2019	120	

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	KOLDIHA GIRIDIH 815301 JHARKHAND	Semi-urban	0.762	4012.33

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, Bed	24	Graduation	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	13	3	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				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	5	3	0	8
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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	10	3	0	13

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	5	1	2
	Female	1	4	2	3
	Others	0	0	0	0
ST	Male	1	2	0	12
	Female	0	1	3	9
	Others	0	0	0	0
OBC	Male	33	17	19	17
	Female	35	33	32	20
	Others	0	0	0	0
General	Male	9	14	13	14
	Female	21	24	30	23
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		100	100	100	100

Extended Profile

1 Students

1.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
100	100	100	100	100
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
50	50	50	50	50
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
100	98	98	100	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..**

2019-20	2018-19	2017-18	2016-17	2015-16
100	91	92	88	88
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..**

2019-20	2018-19	2017-18	2016-17	2015-16
100	100	100	100	100
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

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

2019-20	2018-19	2017-18	2016-17	2015-16
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..

2019-20	2018-19	2017-18	2016-17	2015-16
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)..

2019-20	2018-19	2017-18	2016-17	2015-16
6298184	4282257	2474061	2474061	1971839

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

3.2

Number of Computers in the institution for academic purposes..

Response: 55

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:

The College is only an affiliated college to Vinobha Bhave University Hazaribagh and so they dont have any role in revising the curriculam. You may inform if any practice of discussion in the staff meetings about the curriculam based on the feed back of the students about their difficulties in understanding the subject or answering the questions. The college may write to the University about the difficulties experienced by the students and the faculty opinion on the curriculam. But there should be evidence for it in the form of minutes of the staff meetings and also copies of the letters to the University should be enclosed.

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: E. Any 1 or none of the above

File Description	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: E. None of the above

File Description	Document
Data as per Data Template	View Document

1.2 Academic Flexibility

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

Response: 100**1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
0	94	102	97	91

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	94	102	97	91

File Description	Document
Data as per Data Template	View Document
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document

1.2.2 Average Number of Value-added courses offered during the last five years**Response: 1.6****1.2.2.1 Number of Value – added courses offered during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
2	3	1	1	1

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: 88****1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last**

five years

2019-20	2018-19	2017-18	2016-17	2015-16
100	100	85	80	75

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

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

Response: B. Any 3 of the above

File Description	Document
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: 76.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	95	102	94	91

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:

Fundamental or coherent understanding of the field of teacher education

Teachers need a variety of skills, education and training to become proficient in their careers. They also need superior interpersonal skills, such as patience and the ability to remain calm in stressful situations. Collaborative skills enable them to work productively with their colleagues.

Teacher education is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given.

Interventions commonly take the form of questioning, listening, giving information, explaining some phenomenon, demonstrating a skill or process, testing understanding and capacity, and facilitating learning activities.

Equally clear, we need expertise, we need content. As coaches we need to know about our game; Regarding faith, practice and teachings as religious teachers; And, as pedagogy, ethics, human development and development and social life. Good teachers have a deep knowledge of the subjects they teach, and when teachers 'knowledge falls below a certain level, it is a significant barrier to students' learning.

Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization

1. Enjoy communicating your understanding to others.
2. Have confidence: You will need the confidence to look calm and professional even when tired and stressed.
3. Have great organisational skills
4. Work effectively in groups
5. Be able to deal with conflict
6. Motivate your students to do their best
7. Empathise with your Students
8. Give feedback

Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills

Emotional intelligence is the ability to understand, use and manage one's emotions in a positive way to overcome stress, communicate effectively, empathize with others, overcome challenges and thwart conflict. According to Daniel Goleman , an American psychologist who helped to popularize emotional intelligence, there are five key elements to it:

- Self-awareness.
- Self-regulation.
- Motivation.
- Empathy.
- Social skills.

Critical thinking is a core academic skill that teaches undergraduate and postgraduate students to question

or reflect on their own knowledge and information. This skill is required for students working on assignments and conducting research. It is also an invaluable skill in many workplace scenarios. Critical steps to improve critical thinking include analysis, interpretation, current, and evaluation.

Negotiators communicate to clarify their preferences, attitudes and perspectives, to exchange information and to persuade the other side of their ideas and beliefs. For these reasons, communication ability is considered an important skill in a negotiator.

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

Response:

Diversity is everything that makes people different from each other. This includes many different factors: race, ethnicity, gender, sexual orientation, socio-economic status, ability, age, religious belief or political belief.

If you ignore the issue of diversity in the classroom and choose to not promote diversity in your school, you're not doing your job.

Children go to school to be prepared for the workforce, so teaching must effectively address and embrace the realities that come with living and working in a diverse school, community and country. Diversity in the classroom doesn't just improve social skills, it can also have an impact on academic results. It improves critical thinking skills and encourages academic confidence.

7 ways to encourage a culture of diversity in your school

1. Examine your teaching materials

2. Get to know your students

3. Be willing to address inequality

4. Connect with parents and community

5. Meet diverse learning needs

6. Hire diversely

7. Support professional development opportunities

Diversity expresses itself in so many different ways, so it can be daunting to try and start conversations around bringing it to the classroom. The good news? Your school is already full of students and staff with diverse and amazing backgrounds, abilities and skills! All you have to do is start highlighting that diversity. Start slowly and intentionally. Don't be afraid to admit when you don't know the answer, but always try to keep learning and growing. Listen to what others around you are saying, and look for feedback and ways to continuously improve. Change doesn't happen overnight, but the most important

step is getting started.

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:

Subhash Teachers Training College follows the curriculum in a way as to provide varied experiences to the students. In order to achieve this aim students are given professional training in teaching by the following measures:

The college follows student-centred approach, an approach to education focusing on the needs of the students. The college follows and promotes the teaching methods such as active learning, cooperative learning, and inductive teaching and learning: inquiry-based learning, problem-based learning, project-based learning, discovery learning, etc. It seeks to promote

- Collaborative group learning, both inside and outside the classroom;
- Individual student research and discovery;
- Research and discovery by students and faculty together: When discussing social development, prospective teachers in one program reflect on their own social development and on the ways in which their teachers influenced them. This introspection helps prospective teachers examine their own beliefs and learn how these beliefs might influence their future work with families. For example, one faculty member teaches about issues of power in society (gender, caste and minority status, for example) by asking students to analyze their own cultural perspectives (such as their cultural history, language, and literacy).
- In one program, prospective teachers are asked to look at their own cultural experiences and history, think about the match between their family, community culture and their school culture, and then discuss ways in which some children's home and school cultures differ.

In addition to above

- Teaching skills are taught through Micro Teaching and Mega lessons, five lessons per teaching subject. Experts are also invited to deliver lectures on micro and macro teaching before commencement of practice teaching.
- Student teachers develop 'School Profile.' They visit school, observe daily routine, and also interact with the permanent teaching staff of the of practice teaching schools.
- In the course of practice teaching, the student teachers participate in all the curricular and extra curricular activities of the school and assist the school teachers in decorations, conducting morning assembly arranging sport events, annual day celebration etc.

1.4 Feedback System

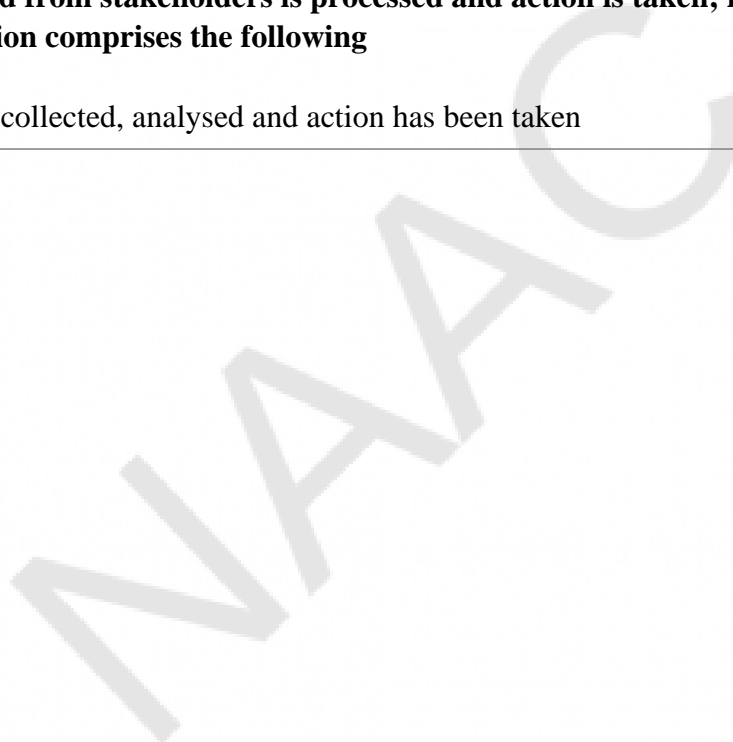
1.4.1 Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from

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

Response: D. Any 2 of the above

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

Response: B. Feedback collected, analysed and action has been taken



Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 100

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
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: 24.16

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

2019-20	2018-19	2017-18	2016-17	2015-16
64	56	58	73	51

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

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Data as per Data Template	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:

The college distinguishes the moderate students and progressed students at the time of admission. Our college's admission committee members investigate the talent level on the behalf of previous education accordingly and clasified them into moderate students and the high level learners. The high level learners students are urged to join different scholastic clubs and gatherings for Youth Festivals exercises. They are likewise propelled to take up subjects in which they have performed well. The moderate students, then again, are guided alongside their folks to take up subjects and courses most appropriate for them.

System adopted for moderate students:

Moderate students are identified on the behalf of Graduation & Higher Secondary level percentage. The students is isolated into different groups and given separate topics for attempt the questions. The topic are distinguished and they are asked to step through exams that are exceptionally detailed by their needs. University questions are given to them to be tackled. The guardians are called by the educators to make them mindful of the students's academic performance and how they should be regulated to achieve great results. Directing meetings for both the students and guardians are coordinated at customary intervals. In a few cases, the healing and instructional exercise classes were additionally led for the students. Students are given assignments on the achievement basis so that they can start exploring and creating.

progressed students:

Progressed students are also identified by the marks obtained in school and college / university examinations. They are motivated to join skilled courses and are guided in a legitimate way to seek after different Vocation Choice. Students are urged to attend college clubs and ceremonies that are associated with youth festivities and inter-college competitions such as deliberations, proclamations, exams, writing articles, collage-production, and so on. The bright students are further given some mini projects and surveys to enhance their research skills. They are given additional lab work and additional scholastic tasks to use their abilities and clean them.

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. Assitive

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:** No Special effort put forth in accordance with learner needs**2.2.4 Student-Mentor ratio for the last completed academic year****Response:** 50:1**2.2.4.1 Number of mentors in the Institution**

Response: 2

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:**

Our college is ensuring the use of student-centered methods such as experiential, participatory learning and problem-solving methods in the teaching-learning process. The following activities are being regularly conducted by the college to make learning activities more student-centric.

*** Experimental learning:**

Our college is giving all students the occasion to assume a job as a teacher and have insight of educating in the class room. We are additionally promising students to coordinate projects at departmental level. It is assisting the students with improving their insight, introduction abilities and personality enhancement.

*** Participant Learning:**

Our College is utilizing participatory figuring out how to urge students to be effectively associated with the learning cycle. College is utilizing the accompanying member learning strategies like Group Discussion, Small Group Exercise, Assignment, Allocation, Quiz, Case Study, Project and so on.

*** Problem Solving Methodologies:**

Case studies are provided to improve critical thinking, creativity and problem solving skills among students and are asked to prepare project reports by various departments

*** Brainstorming as teaching strategy**

- First, a small group of students is formed. They are approached to sit in a group and are given a specific issue or point.
- Teacher, as the group leader, then ask group members to think about the problem and give their ideas. They are advised to find as many solutions to the problem as they can find. They are told not to condemn others thoughts however they are allowed to make considerations to others thoughts. Students are encouraged to put forward suggestions without hesitation even if they seem to come up with unusual and unorthodox ideas.
- Students thoughts are to be tuned in and acknowledged quietly, without passing any judgment or remark of any kind until the session is finished.

*** Focused Group Discussion**

Using this strategy involves gathering students from similar streams like Science, Arts together to discuss a specific topic of interest. It is a form of qualitative research where questions are asked about their perceptions attitudes, beliefs, opinion or ideas. In focus group discussion participants are free to talk with other group members; unlike other research methods it encourages discussions with other participants. It generally involves group interviewing in which a small group of usually 8 to 12 students. It is led by a teacher in a loosely structured discussion of various topics of interest.

*** online mode**

Nearly all teachers are using Google Classroom Application to teach their respective subjects. Whats App Group is created for all students to discuss their issues with teachers about various subjects. During the Covid-19 pandemic, students are being taught through online medium only.

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

Response: 31.25

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

2019-20	2018-19	2017-18	2016-17	2015-16
5	5	5	5	5

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: A. Any 4 or more 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:

Various provisions in the college support and enhance the effectiveness of the faculty in teaching and mentoring of students.

- The working environment of the college is conducive for the overall development of the faculty as well as the student teachers.
- Mentor teachers are chosen for their ability to model quality teaching practices that honour diversity and create classroom environments that support personal, social and academic success for all students. They are enriched further by arranging talks on the themes like multi-culturalism, inclusiveness and, straight away on mentoring.
- The teachers are provided with additional space in the college for establishing direct rapport with the needy students. They feel free to suggest any remedial/corrective/reformative steps which the

college tries its level best to translate into material success.

- Faculty members have been provided with the Audio-Visual aids, the LCD projector, OHP etc through which learning is made effective & efficient.
- There is provision for attending various faculty development programs. The college strives to enhance the facilities and equipments so that the faculty does not face any difficulty in the performance of its assigned tasks.

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

Response: A. Any 5 or more of the above

File Description	Document
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:

Innovation in education encourages **teachers** and students to explore, research and use all the tools to uncover something new. It involves a different way of looking at problems and solving them. The thinking process that goes into it **will** help students develop their **creativity** and their problem solving skills.

Creativity, innovation and learning

Creativity and innovation are fundamental to all disciplines and an essential **part** of the learning process, forming an important dimension of learning how to learn. They are also fundamental to **teachers** improving their professional practice and to school development.

learning involves challenging, refining and improving understanding by being made to think hard. Sometimes, to understand new concepts and broaden perspectives, our approaches to thinking need to be creative, imaginative and lateral, as well as linear. One characteristic of the creative process that makes it particularly powerful is that it requires not only knowledge and understanding of the domain being investigated, but also a willingness to question and not be constrained by existing knowledge. Learners should understand how they can question or challenge established knowledge to help them to formulate their own understanding, and imagination can play an important role: 'One cannot think creatively unless one has the knowledge with which to think creatively. Creativity represents a balance between knowledge and freeing oneself of that knowledge'

For creative thinking to deepen and extend learning, rather than be an enjoyable but superficial activity, it must be grounded in understanding of the content being investigated. It is vital that learners have sufficient

understanding of the material with which they are being asked to be creative. Creative practice needs to complement diligent and deliberate practice that develops foundational skills – not be a substitute for it.

An alternative, and probably more accurate, representation would be to include creativity as a process involved in skills at all levels represented in the taxonomy, and increasingly so with higher order skills. It might be thought that remembering factual information does not involve creative processes. Creative approaches can be very helpful in remembering information. The processes used by champions at the World Memory Championships are highly creative as they use the mind's capacity to recognise and remember chunks or patterns that have meaning to the individual much more effectively than isolated facts.

In **life skills education**, Students are actively involved in a dynamic **teaching** and **learning** process. The **methods** used to facilitate this active involvement include working in small groups and pairs, brainstorming, role play, games and debates.

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: A. Any 8 or more of the above

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian

languages /Community engagement**Response:** A. Any 8 or more of the above

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

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

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

Response: A. All of the above

File Description	Document
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:** B. Any 4 of the above

File Description	Document
Data as per Data Template	View Document
Link for additional information	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: A. All 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: A. Any 4 or more 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:

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

Internship of students is arranged in various private and government aided schools every year. The student teachers Practise Teaching comprises about 50-54 lessons, which include

- a. Micro teaching comprising five lessons in each teaching subject.
- b. Discussion lessons comprising two lessons in each teaching subject
- c. School-based teaching (20 lessons) followed by Final lessons (two lessons) in each teaching subject. The Final lessons are delivered in the presence of External Examiner appointed by the University.

The Practice teaching is thus carried out for more than mandated working days to deliver more than the

number of lessons (i.e. 20 in each subject) required by the NCTE

- The student teachers involve themselves in all school activities like conducting the assembly, arranging sports events, school day, Festivals, evaluation, etc.
- They develop files, prepare models and charts.

File Description	Document
Link for additional information	View Document

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

Response: 12.5

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

Response: 8

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: A. Any 8 or more 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:

Subhash Teachers Training College adopts effective monitoring mechanisms during Practice teaching is conducted in various local schools.

- Two lessons per day are delivered during their practice teaching sessions.
- Teacher educators (preferably subject experts) from the college are detailed to check and approve the lessons plans beforehand. The student-teachers are allowed to deliver the duly approved lesson plans.
- 60 to 70 per cent of the lessons in schools are observed by the faculty.
- Teachers of concerned schools also observe the lessons. The school teachers are encouraged to give suggestions for improvement.
- Teacher educators and school teachers note down remarks on the lesson plan book. Thus, on the spot feedback are provided to the student-teachers.
- More feedback comes in the form of discussion with the observers which is done soon after the lesson is finished;
- Detailed feed back is also provided in the college collectively on subsequent days.

Remarks on the notebook, subsequent discussion and observations based on self-reflection are taken into consideration for bringing about improvement. The process of observation and feedback is comprehensive and continuous.

File Description	Document
Link for additional information	View Document

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

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

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

Response: A. All 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

File Description	Document
Any additional Link	View Document

2.5 Teacher Profile and Quality**2.5.1 Percentage of fulltime teachers against sanctioned posts during the last five years****Response:** 100

File Description	Document
Data as per Data Template	View Document

2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years**Response:** 0**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years**

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

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document

2.5.4 Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

The teaching community must keep themselves to pace on this path of change to implement new or modified methods of teaching-learning process to suit the requirements of the day. This is how teachers must develop or update themselves. This development of teachers can be broadly classified into three areas viz. Personal (Self- Centered); Professional (Student-Centered); and Social.

Personal: Self-Centered Development

Teachers can attain this development in two manners – Formal and Informal. Formal methods include: attending conferences, workshops, webinars, seminars, symposiums with a view to enlightening teachers on latest developments in the field of education, which help them update with latest concepts that are required for professional development. Writing articles/books, material production, publication of research papers, etc also help a lot in this form of development. Action research that draws out conclusions at the end of experimentation and investigation can also be helpful in the development.

Under the Informal manner, teachers must develop their portfolios to illustrate their personal works, professional growth and abilities. Attending in-house training sessions are advised, preparing lesson plans and using critical incidents for informal research boost the development.

Professional: Student-Centered Development

Teachers, in order to let learners learn in the best possible ways, have to adapt to the changes from time to time. Learners live in a different setup as compared to teachers. This gap can be bridged by teachers only when they reach out to the mental level of the learners. Over a period of time there have been tremendous changes in the setup of our education system. Teachers have to have demonstrate that they possess some special characteristics to handle the changing times and trends in education sphere.

Social: Reflective

Man is a social animal and so is a teacher. His needs do not differ from any other living creature. But since he is entrusted with the job of 'shaping the future of a country' as stated in Kothari Commission, he has to live a life of austerity and limitations. He has to constantly reflect upon his actions as a teacher and make necessary changes to suit the need of the hour.

2.6 Evaluation Process

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

Response:

Subhash Teachers Training College sticks to academic schedule which is being given by the Vinobha Bhave University for Conduction of nonstop internal evaluation system. The academic calendar involves the dates of commencement and completion of the syllabus, time tables of internal exams and so forth It set out the dates of term end examination. The time tables have been arranged and executed in like manner. The teachers define teaching plans as indicated in the academic calendar and guidelines of the Vinobha Bhave University. The time table of external examination is fixed by the University and the same is display on notice board for the students. Any changes are conversed to the students well in advance.

1. Preparatory Exams are conducted every year before university exams.
2. Every teacher conducts regular class tests on the related topic.

Principal & Teachers clear doubts of students with advice about writing correct & appropriate answers. The regular monitoring is done by the college Governing Council. The Principal heads curricular and extra curricular review meetings on regular basis to check the execution and progress of all the activities in the academic calendar. Based on these review meetings some changes in schedules of activities are made if required.

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: A. Any 4 or more of the above

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

There is complete transparency in internal assessment. Norms directed by the Vinobha Bhave University have been adopted in the college.

1. At the beginning of the semester, faculty members expose the students to various components in the evaluation process during the semester.
2. Internal assessment test programs are organized according to the university and students are informed in advance.
3. To ensure proper conduct of formative tests, two observers are allocated in each hall. The course is evaluated by faculty members within 15 days from the exam date.
4. Correct answer scripts are confirmed by HOD at random to ensure standard evaluation process.
5. Correct answer sheets are sent by the students for their verification and any grievance is redressed immediately. The marks obtained by the students in internal assessment tests are displayed on the notice board of the department.

Departmental level: Students are constantly evaluated by faculty regarding theory lectures, labs, assignments, unit tests. Midterm marks are assigned based on defined strategies and displayed on the notice board. Questions if discussed with any faculty and HOD.

College Level: The college appoints a senior supervisor for the smooth conduct of college examinations. If the students are facing any problem, they are solved by the principal of the college. The grievances are deliberated during the conduct of theory examinations and deliberated with the Principal and forwarded to the University in the examination section if necessary.

Redressal of grievances at university level: After forwarding such questions through the college examination section, the questions related to the result, improvement in mark sheet, other certificates issued by the university are handled in the examination section. Students are allowed to apply for reevaluation, recruitment and a challenging assessment by paying the required processing fee to the university if students are not satisfied with the university's assessment through college.

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

Response:

The academic calendar is prepared by the college according to the guidelines of the Vinobha Bhave University and according to the temporary date sheet of the university examinations. In the semester system, practicals are prescribed in terms of planning of departments, time table, attendance review, mid-term tests and science subjects. Students with small attendance are notified according to their names and fined.

Assignment work is awarded to students and marks are awarded before the commencement of the final examination. The syllabus is discussed by the staff members of each department and prior notice is given regarding the conduct of the mid-term and final examinations.

Co-curricular activities are conducted simultaneously from time to time and information in respect of the same is displayed on the notice board. Similarly, annual celebrations are also held during the end of the academic year.

The head of each department monitors the quality of teaching-learning through daily monitoring of teaching-learning activities. Continuous counseling is also done through departmental meetings and staff meetings.

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:

PROGRAMME LEARNING OUTCOMES (PLOs) :

On the completion of the B.Ed. (2 years) Programme, student teachers will be able to develop:

- **Content Competency:**

- to impart relevant knowledge with respect to foundation and methodology courses,
- to promote mastery over the required content.
- to know, select and use teaching methods.
- to understand the paradigm shift in conceptualizing disciplinary knowledge in school curriculum,
- to acquire necessary competencies for organizing learning experiences,
- to select and use of appropriate assessment strategies for facilitating learning.
- to analyse the content, text books and syllabus.

- **Pedagogical Skills:**

- to impart teaching skills and strategies to transfer the given content suitably in classroom situations
- to innovate and experiment classroom practices.

- **Professional Ethics:**

- to imbibe and uphold qualities of a good teacher ,
- to be just and impartial ,
- to show love and respect to the individuality of the child ,
- to inspire and professionally help the parents for the care and guidance of their wards ,
- to preserve proper balance of his/her life as a person of character and be an example to others with his/her intellectual honesty and moral integrity as well as loyalty to the institution to which he /she belongs
- to develop professional attitude, to help demonstrate commitment to values such as loyalty, love, service, equality and excellence.

- **Effective Citizen Ethics:**

- to understand different values such as morality , social service and accept responsibility for the society.
- to create leaders in all walks of life and thus be agents of change in the society by breaking the fetters of all social evils for the betterment of the people of our country and for a better world.

- **Effective Communication:**

- to boost confidence and promote abilities to communicate effectively,
- to plan, teach, organize school related /community based activities and programmes,
- to collaborate with parents and community for the betterment of students.

COURSE LEARNING OUTCOMES (CLOs):

After the completion of the course the student will be able to:

- Childhood & Adolescence
- Understanding of Educational Technology
- Language Across the School Curriculum
- Understanding Discipline and Pedagogy: Language, Social Science, Scinces, Mathematics, Commerce
- ICT Basics
- Learning, Teaching & Assesment
- Knowledge & Curriculum
- Contemporary Education in India
- Techniques, Methods & Approches of Pedagogy
- Understanding Self, Personality & Yoga
- Inclusive Education
- Educational Evaluation
- Guidance & Counselling
- Value Education
- Health & Physical Education
- etc.

2.7.2 Average pass percentage of students during the last five years**Response:** 79.84**2.7.2.1 Total number of students who passed the university examination during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	100	98	98	100

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Any additional information	View Document

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

The most appropriate assessments to improve guidance in student learning are quizzes, tests, writing

assignments, and other assessments that teachers make in their classes on a regular basis. Teachers rely on the results from these assessments because of their direct relationship with classroom teaching goals. Plus, the results are immediate and easy to analyze at the individual student level. To use classroom assessments to improve, however, teachers must change both their approach to assessment and their interpretation of the results. In particular, they need to see their assessment as an integral part of the instruction process and as important in helping students learn.

Despite the importance of assessment in education today, some teachers receive very formal training in assessment design or analysis. Lacking specific training, teachers rely too heavily on assessments submitted by the publisher of their textbooks or instructional materials. When no appropriate assessment is available, teachers construct themselves in a disgusting fashion, with questions and essays similar to those their teachers used to use. They form assessment as assessment instruments, to be used primarily after instructional activities are completed and to provide students with grades.

2.7.4 Performance of outgoing students in internal assessment

Response: 100

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

Response: 100

File Description	Document
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:

know how to prepare themselves for the assessment. perform to the best of their ability have a greater confidence in the assessment method and the teacher's/assessor's judgment. improve their motivation. Follow the assessment process:

- understand exactly what is expected from them
- have a clearer understanding of the assessment criteria
- understand what they have to do
- know how to prepare themselves for the assessment
- perform to the best of their ability (when they are fully informed about the assessment)
- have a greater confidence in the assessment method and the teacher's/assessor's judgment

- improve their motivation
- take ownership of their assessment
- Prepare for the assessment (ensuring they have all relevant equipment available)

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response:

NAAC

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..

2019-20	2018-19	2017-18	2016-17	2015-16
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)

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

Response: D. Any 1 of the above

File Description

Document

Data as per Data Template

[View Document](#)

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: 0.25

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	0	1	1	1

File Description

Document

Data as per Data Template

[View Document](#)

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description

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: 1

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	1

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: 88.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
88	94	85	80	95

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: 88

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

2019-20	2018-19	2017-18	2016-17	2015-16
95	89	84	94	78

File Description	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:**

Subhash Teachers Training College is affiliated to Vinbha Bhav University, Hazaribagh and our NSS activities are controlled by the NSS coordinator of the University. In this college we have one unit of NSS headed by a Program Officer to execute NSS activities throughout the year and also during the annual camp. They are instrumental in converting students into the responsible citizens of the country. Through NSS various programs are organized to spread awareness about health care, cleanliness, energy conservation, environment protection, social equality etc. The NSS adopts one village every year and involves the local community in various activities.

3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years**Response: 2****3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	2	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: 1****3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	1

File Description	Document
Data as per Data Template	View Document

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

Response: 0

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

File Description	Document
Data as per Data Template	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: B. Any 5 or 6 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:

Teaching, Learning & Infra Facilities

- **Ventilated & Spacious Class Rooms with Glass Boards & LCD Projector, Conference & Seminar Hall, Dedicated Music Rooms, Well equipped Drawing Hall with drawing boards, Digital Library, Latest Configured Desktop Computers, Softwares with Printers and well equipped up to mark laboratories.**
- **Big playground with pavilion for playing Kabaddi, Volley Ball, Badminton, Judo and Boxing etc.**
- **Saprate Common Room for girls**
- **MI Room with medical first aid and stretchers.**
- **Gymnasium with latest fitness equipments.**
- **Fire Extinguishers**
- **Generator for power back up with the capacity of 42 KVA**
- **Running Canteen with a seating capacity of fifty students.**
- **Water Coolers for regular water supply and sanitary napkin for girls in the wash rooms.**

IT Infrastructure:

- **Wi-Fi enabled campus**
- **Language Lab for developing communication and interpersonal skills of the students.**
- **ICT lab**
- **Staff Room with ICT facility**
- **Audio system**

- **Public Address system for the ease of communicating important information to the students.**
- **Internal and external surveillance system (CCTV) cameras and two LCD for security and smooth administration.**

Library as a Learning Resource :

- **Air -conditioned**
- **Well-furnished and semi-automated with about 7000 books and magazine/journals.**
- **Computerized**
- **Access to Institutional ERP Software for issuing the books and keeping records accordingly.**

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: 33.33

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

Response: 3

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

Response: 9

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 (INR in lakhs)

Response: 11.93

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

2019-20	2018-19	2017-18	2016-17	2015-16
194388	968182	570746	177646	177646

File Description	Document
Data as per Data Template	View Document

4.2 Library as a Learning Resource

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

Response:

The library working is **computerized**; Software is being used for issuing books and maintaining records. The keywords used for the effective retrieval of books in the library are author, title and publisher. The library has four distinct sections. These are acquisition, cataloguing, circulation and serial control. The college library **has computer and internet facilities**. Details on the access to the staff and students and the frequency of use, are as follows:

- Access to the staff: Teachers and students use computer and internet to access various kind of information regarding teaching subjects, teaching-learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of audio visual teaching aids, role of electronic media in education, recent researches related to educational developments and educational complexities etc., Teaching staff compare the educational developments of other countries with their educational practices of indigenous system.
- Frequency of use: the library is used almost on each working day.
 - a. By Teaching staff : on as and when required basis.
 - b. By students : on as and when required basis.

Computer and internet services are used by staff and the students alike

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

Response:

The college library **has computer and internet facilities**. Details on the access to the staff and students and the frequency of use, are as follows:

- Access to the staff: Teachers and students use computer and internet to access various kind of information regarding teaching subjects, teaching-learning process, teaching strategies, teaching

techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of audio visual teaching aids, role of electronic media in education, recent researches related to educational developments and educational complexities etc., Teaching staff compare the educational developments of other countries with their educational practices of indigenous system.

- Frequency of use: the library is used almost on each working day.
 - a. By Teaching staff : on as and when required basis.
 - b. By students : on as and when required basis.
- **Computer and internet** services are used by staff and the students alike.

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: 266112

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

2019-20	2018-19	2017-18	2016-17	2015-16
322560	414000	392000	87000	115000

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 last completed academic year

Response: 51.72

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: 400

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: 800

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: 1600

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: 2000

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:

Subhash Teachers Training College continuously updates its IT facilities. Purchased IT equipment includes desktop computers, digital lectures, projection systems, language cum-career labs, and various software for these. The college IT lab is equipped with 53 computers and a server that runs on Windows 7, 8, 10 and Linux OSES to support a mastery of basic IT skills for students. The college has a dedicated lease line of fast internet connectivity and Wi-Fi facility. ICT facilities are used extensively by both faculty and students.

4.3.2 Student – Computer ratio for last completed academic year

Response: 2:1

File Description	Document
Data as per Data Template	View Document

4.3.3 Internet bandwidth available in the institution

Response: 10

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

Response: 10

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: 21.51

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

2019-20	2018-19	2017-18	2016-17	2015-16
641408	1407242	1001104	357383	357383

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:

Subhash Teachers Training College checked the stocks annually in which the equipment available in various laboratories and in the library are physically checked and verified. Library Committee and the Purchase Committees along with ministerial and support staff conduct this work and identified the damaged items and books and recommended for purchasing & writing again. After proper recommendation by the both Committees, items and books are procured on the demand of the concerned teacher in-charge. All formalities related to the purchase and disposal of old damaged equipment and books as laid down in the Store and Purchase Rules. This relationship is rigorously followed. The college ensures optimal allocation and utilization of the available financial resources for maintenance and upkeep of different facilities by holding regular meetings of various committees constituted for this purpose.

Regarding the maintenance of indoor games like Volley Ball court/Badminton/Gym/ TT Courts on the college sports in charge consult coaches. In their guidance accommodations are arranged.

Computers/Printers and other IT accessories maintenance through AMC is done regularly and non-repairable systems are disposed off accordingly.

The college has a building maintenance committee to upkeep of infrastructure. Teachers submit their requirements to the Principal regarding classroom furniture and other. The college development fund is utilized for maintenance and minor repair of furniture and other electrical equipments.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

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

Response: B. Any 4 or 5 of the above

File Description	Document
Data as per Data Template	View Document

5.1.2 Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

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

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

Response: A. All of the above

File Description	Document
Data as per Data Template for the applicable options	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: A. Any 5 or more 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: 1.31

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	2	2	2

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: 9

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 9

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: 3.27

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	3	6	6

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:

Subhash Teachers Training College has a representative body of the students in which students are elected every year at the start of the academic year.

The student representatives coordinate various activities and responsibilities entrusted by the college to them. They act as a link between students and the faculty members, and the college.

The representatives provide feedback about various activities undertaken by the faculties and the college as well as how the decisions of College authorities are received by the students. Meeting of the representative body and college administration takes place regularly to work out different activities of the college.

Funding of various activities undertaken by the students' representative body is done by the college.

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

Response: 80

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

2019-20	2018-19	2017-18	2016-17	2015-16
100	100	100	100	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:

Contribution of Alumni to the Growth and Development of the College.

- The alumni's contributions in the growth and development process are given below.
- The Alumni helps in establishing Networking with all students.
- It helps the college in updating about the placements of pass out students.
- It furnishes information about job opportunities in schools
- Its feedback has helped in improving the existing curriculum, organizing new activities, etc.
- It has given many healthy suggestions for the augmentation of the college.
- Helps in publicity

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

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

Response: 4

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	1	1	1

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 College has an Alumni Association. The Association has been helping the college in its growth and development process efficiently, by providing positive feed back.

1. The principal of the College is the President of the Alumni Association. Other members include faculty and students.
2. The activities of the Alumni Association of the last two years are given below.
 - Informal get together of the students of every preceding session's passed out batch in college campus.
 - Felicitation of the students who get placements during the preceding academic year
 - Election of the office bearers from the students of the preceding session.
3. The top ten alumni occupying prominent position.
4. Contribution of Alumni to the Growth and Development of the College.

The alumni's contributions in the growth and development process are given below.

- The Alumni helps in establishing Networking with all students.
- It helps the college in updating about the placements of pass out students.
- It furnishes information about job opportunities in schools
- Its feedback has helped in improving the existing curriculum, organizing new activities, etc.
- It has given many healthy suggestions for the augmentation of the college.
- Helps in publicity

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:

We envision ourselves as one of the leading institutes of teachers training that imparts quality and valuebased education to students of the plateau state. Our constant endeavor is to provide a safe, secure and conducive learning environment to the underprivileged students from rural and semi urban areas, particularly girls who aspire for higher education.

The College endeavors to:

Vision:

- To be a leader in Educational services
- To Provide a Unique learning Experience which will enable the students to realize their potential and mould their overall Personality.
- To make available equal opportunities and ensure support without prejudice based on gender, class, caste, religion and economic status.
- To ensure recognition as an international leader in holistic education to achieve global competency in corporate and social world.
- To go beyond the recognized frontiers of social equity and justice and provide pioneering leadership action in bringing together the illiterate and the ignorant towards education to transform human Population into a human resource.
- To make available globally competitive education infrastructure compatible to the changing challenges of India's nation – building processes.

Mission:

- To strengthen the weaker sections of Jharkhand state through higher education.
- To empower the rural masses by educating them and by creating in them the social , political and cultural awareness
- To give them confidence that they are the creators and not the creatures of their fate.
- To striving continuously to Provide quality teacher training.
- To carry out teaching and training programs for aspirants as per the norms and standards set by the control bodies such as NCTE and state govt.
- To effectively execute various activities under the academic and social responsibility of Subhash Teachers' Training College.
- To meet the vision and mission goals, we adopt the process of creating a strategic action plan and participatory process. The responsibility to fulfill the vision and mission of the organization is one. However, the overall management of the college lies with the state government, which is the head of the institution, ensuring that all members of the institution are fully aware of which direction the institution is headed.

Principals hold periodic meetings with teaching and non-teaching staff, thus, reinforcing a lot of editing of the institute. To ensure accountability of employees, principals evaluate their performance through ACR.

Various committees are formed with senior members as convenors who seek feedback from staff members. Proper representation of all faculties is ensured by forming committees. When appointing officers in charge of various programs in institutional development (NSS, etc.) a unanimous decision is taken.

The planning for the academic session begins with a well-designed academic calendar designed according to the annual calendar notified by the university. The weekly time table governs the teaching schedule for the semester. Classes are taken regularly according to the schedule.

During the year, vulnerable students are identified for additional reinforcement through tutorials and peer-instruction. Counseling is also given to the students at the time of admission. The Parent Teacher Association is formed at the beginning of each session and their valuable inputs are taken.

File Description	Document
Vision and Mission statements of the institution	View Document
Link for additional information	View Document

6.1.2 Institution practices decentralization and participative management

Response:

The college practices decentralization and participatory management in keeping with its belief in collective leadership and democratic traditions. A particular reflection of this practice may be seen in the extensive delegation of authority to the teachers in the college.

The Ways in which all teachers participate in the Management Process:

- The Principal oversees the Teaching Plans of his/her departmental members.
- Teachers have right to make adjustments in the routine.
- They often takes the lead in planning seminars, workshops, career counselling sessions, remedial measures, interdepartmental or/and inter-college exercises, departmental excursions and study tours.
- They have liberty to introduce creative and innovative measures for the benefit of their students.
- They can decides on the nature, pattern and duration of special and remedial classes for the students of their department.
- The above enumeration of features comprising participatory management points fairly conclusively to the ethics of decentralization which is integral to the institution and informs its functioning at every level.

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

Response:

Financial Affairs:

Subhash Teachers Training College is a self-finance institution. Salaries and other expenditures are directly controlled by the Trust management. Funds collected from the students fee as per norms as a part of a self-generated resource that is spent for the salary. Fee and funds available with the college are directly controlled by the Trust. Audits are periodically conducted to ensure complete transparency. Payments are made through cheques. Scholarships and other benefits available to the students are directly credited into their bank accounts.

Academic Affairs:

The college offers B.Ed course. Admission is taken on the basis of entrance examination conducted by the state government. Admission is done as per the guidelines issued by the government from time to time.

Administrative Affairs:

Every employee from top to bottom is part of the college administration. Teaching as well as non-teaching is given additional tasks in addition to their normal duties at the beginning of the session. Deep interest is taken by the employees to complete the assigned tasks. Various committees are formed at the beginning of the session every year to look into the various activities of the college.

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

The strategy followed by the college is quite specific and action oriented. In order to achieve the goals the Subhash Teachers Training College has designed specific short term and long term plans. The time-bound strategic plan developed by the college is effectively implemented and supported with appropriate financial allocations. The officers of the college are governed on the principles of participation and transparencies.

The college maintains an IQAC that functions on the basis of MIS. The college maintains an efficient management system to collect, align and integrate information on academic and administrative aspects of the college. The college has good practice of meeting and deciding on issues. The various teacher-in-charges are under the obligation of reporting the matter to the head. It is a well-planned and meticulously observed practice.

Particularly, the following activities fall under the preview of the issue in hand:

- | | |
|---|------------------------------|
| a. Syllabus Coverage | b. Use of Audio Visual Aids. |
| c. Students Attendance Record | d. Internal Assessment, |
| e. Organization of CCA | f. Laboratory Work |
| g. Use of ICT and Educational Technology. | |

The above aspects are handled by the concerned committees headed by the head of the college. Data collected are then forwarded to Manager. Prospective plan is developed at the beginning of the academic session. Development of programmes works on the collective wisdom of the faculty.

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:

Organizational structure of the Subhash Teachers Training College is framed, in which, The Principal is the academic and administrative head of the institution. He is assisted by senior most teachers like, Professor in charge and other professors. They all follow rules and regulations as prescribed by UGC/NCTE/State Government for the constituent colleges. Faculty are directly responsible for the academic and curricular development of the students. Staff members have been designated as Criteria in charge, Chairperson or members of various committees. Students are involved as active members of the committee. For the complete functioning of college activities, more than 15 committees are identified. Every committee consists of committee chairperson, staff and student members. They together plan for the activities. The function of every committee in the Institution is well defined. All Chairperson report to Principal and Principal monitors the effective functioning of these bodies. Apart various committees are formed for smooth functioning of various activities of the college like:

1. NAAC steering committee
2. Admission committee
3. Library committee
4. Building committee
5. Student placement cell
6. Student counselling cell
7. Sports committee

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: A. Any 6 or more 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:

The planning and implementation of all the activities of various bodies and committees is carried out by the members of the respective bodies through a well organized system of planning and evaluation. Minutes of staff meetings are duly recorded for maintenance and transparency of records. Various activities and plans in the college are formulated according to the guidelines of the State Higher Education Department, Vinoba Bhave University and the vision and mission of the college. It is based on feedback and suggestions in meetings with stakeholders such as college students, CSCA, teachers and members of the Parent Teachers Association (PTA), alumni and IQAC. Efforts are always made to implement and execute all plans and decisions effectively keeping in mind the welfare of the students and the overall development of the institution. Press releases are also issued by the institution to make public any significant achievement. The college also provides important information on the website and notice board. The various bodies and committees present in the college make it a point that the academic and cultural calendar is implemented in a timely manner. Decisions taken at various meetings are properly documented and effective steps are taken to implement the decisions at the ground level in reality.

6.3 Faculty Empowerment Strategies

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

Response:

Subhash Teachers Training College Management is cater their staff as family members and fully supportive in every way to improve their professional development of its teaching and non-teaching staff. In the present scenario. The College ensures the professional development of the staff by:

- Encouraging faculty members for participating in seminar, workshops orientation and refresher courses.
- Encouraging the faculty to publish research papers in national journals.
- Encouraging the faculty to take up membership of various state and local level research.
- The administrative/non-teaching staff also needs training in advanced skills related to their work.
- Training in computer and software management is provided to the staff members as per requirement.

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: 5****6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
1	0	1	2	0

File Description	Document
Income Expenditure statement highlighting the financial support to teachers	View Document
Data as per Data Template	View Document
Any additional information	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: 10****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**

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	2	2	2

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: 0****6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course**

and any other similar programmes during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

6.3.5 The institution has a performance appraisal system for teaching and non-teaching staff**Response:**

Subhash Teachers Training College has mechanisms in place for performance assessment and using the evaluations to improve teaching, research and service of the faculty and other staff. The college analyses and appropriately uses the assessment and evaluation and the annual appraisal outcome of both teaching and non-teaching staff.

The college has suggestion box for volunteering suggestions on the performance of the faculty from any stakeholder. Students' feedback is a regular practice and they are free to communicate to the principal and the management. Students are given opportunity to express their views about different academic and co-curricular programmes organized by the college, during the academic session Comprehensive evaluation by students and peers are also incorporated in the assessment. The college procures written feedback from the students at the end of the academic year. The feedback form has columns dealing with the performance of the faculty and other staff. The faculty is required to submit self-appraisal report as well.

The relevant committees, Teacher-in-charges, event managers and the principal present their over all assessment. All the suggestions and feedback are analyzed and a report is prepared and placed before the Manager, who decides on the action to be taken by the executives.

The analysis report is implemented for the betterment of the faculty and other staff, and with that the total working of the college. Concerned decision-making bodies and committees and functionaries workout the mode of operation and provide necessary resources and issue directives for its implementation. If need be services of some expert are also requisitioned for seeking necessary guidance.

6.4 Financial Management and Resource Mobilization**6.4.1 Institution conducts internal or/and external financial audit regularly****Response:**

Subhash Teachers Training College has set up a system for directing internal and external audits for ensuring proper accounting for receipts and payments of the student fees is looked after by the management. All vouchers are examined by an internal financial committee on half yearly basis. The

expenses incurred under various heads are completely checked by confirming the bills and vouchers. In the event that any discrepancy is discovered, the same is brought to the notice of the principal. A similar cycle is being followed throughout the previous five years.

The mechanisms to monitor the effective and efficient use of financial resources are as follows:

The college budget includes recurring expenses such as salaries, electricity, internet charges, maintenance costs, stationery, other consumable fees and non-recurring expenses such as lab purchases, furniture and other development expenses.

The expenditure will be monitored by the accounting department as per the allocated budget.

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)

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

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

Response:

Budgeting and auditing procedures are regular and standardized.

The sources of income of the college are legitimate and known. Financial planning is done to ensure allocation of required funds for all the college activities. The college follows financial regulations based on the approved procedures of financial management. It budgets all items of expenditure which remain transparent. In the financial sphere it honours all the legal limits and maintains transparency in

transactions.

The college is self-financed and does not get any grant for the conduct of the programme. The only sources of revenues are the fee realized from the students as per norms of the NCTE and the affiliating university. The details are reflected in the annual budget of the college.

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:

Subhash Teachers Training College has adopted quality management strategies in academic and administrative aspects. It is geared to promote an ambience of creativity, innovation and improving quality.

The college formulated and established a Seven-member Internal Quality Assurance Cell (IQAC) in 2016 so as to respond to the changing educational, social and market demands.

The cell makes assessment of different aspects of the functioning of the college, and monitors their functioning. It gives suggestions from time to time i.e. from beginning to the end of the course. This cell also examines and addresses the suggestions received through different modes such as verbal, communicated or through Suggestion Box and allied channels. Its major activities include

- Development and application of quality benchmarks/parameters for the various academic and administrative activities of the College;
- Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;
- Arrangement for feedback responses from students, parents and other stakeholders on quality-related institutional processes;
- Dissemination of information on the various quality parameters;
- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;
- Documentation of the various programmes/activities of the College, leading to quality improvement;
- Development and maintenance of Institutional database through MIS for the purpose of maintaining /enhancing the institutional quality;
- Development of Quality Culture;

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

Response:

Subhash Teachers Training College is sensitive to the quality of education as well as to changing educational, social and market demands.

The college has IQAC and Programme Advisory Committee (PAC) which assess the performance of the programmes approved by it. The quality is reflected in the implementation of the academic programmes and quantum of target achieved.

The college takes utmost care in planning and implementation of the academic programmes. To sustain the quality of its academic programmes, the stakeholders' feedback and the previous years' results are the benchmark for further improvement.

The college makes all out efforts to

- Ensures adherence to academic calendar with the help of schedule for all activities
- Supervises content delivery by faculty, through Principal
- Ensures high performance of students in internal examination academic
- Monitors attendance of students and also keeps the students informed on quarterly basis.
- Maintains and ensures stock verification
- LCD projectors have been installed in various classrooms for a better learning process.
- Remedial classes are organized as per the requirement and feedback of the students.
- To make the library student friendly the institution has taken the measures to digitalize the library. Internet facility is also provided to the students in the library.
- Evaluating teaching-learning methodology periodically through student feedback.
- The college does not have any control over the syllabi and these are implemented as per the direction of the Vinobha Bhave University, Hazaribagh.

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: 16

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

2019-20	2018-19	2017-18	2016-17	2015-16
16	16	16	16	16

File Description	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: A. Any 4 or more 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:

Subhash Teachers Training College reviews its teaching learning process, operations and learning outcomes. The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. The academic calendar is prepared in advance, displayed and circulated at the institute and is strictly adhered to.

Admission to B.Ed. Programs, summer, winter and mid-term holidays, examination schedules and results are announced in the academic calendar.

All newly admitted students are compulsorily involved in orientation programs, in which they have philosophy, specificity of education system, teaching learning process, system of continuous assessment, compulsory core curriculum, various cultural activities, discipline and culture of the institution. All students are also given a guided tour of the campus and various facilities. Students are made aware of time table, program structure, syllabus of courses before the semester starts. Class committees are held regularly to seek feedback with students and appropriate steps are taken for the teaching-learning process.

The approach of IQAC has always focused on the process of learner-centered teaching learning and it has formulated policy to evaluate and evaluate it from time to time. Accordingly, the IQAC complies with teaching, learning activities and reviews, and modifies after taking suggestions. To see the learning outcomes, the IQAC periodically reviews the teaching process and suggests gradual and regular expansion, upgrades and addition of expected materials, equipment, infrastructure and more.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The college currently uses a 42 KVA generator as an alternative source to meet its power requirements. In the future, the college for alternative sources is poised to formulate a systematic energy policy of energy conservation methods and has considered to work seriously on it.

This is our long term goal as per the policy includes educating students and employees on environmental concerns and sustainability to turn our college into a carbon-negative institute. To include environment concerns in planning and decision making. Our sole goal is to include environmental concerns in planning and decision making.

Solar is one of the easy ways to cut down electricity costs at institutions. In our area, we receive around 330 days of sunshine a year. Compared to the rest of the other areas, we are in the driver's seat to utilise a large portion of the sun's energy.

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

Response:

Policy Statement

Subhash Teachers Training College will adopt the principles of the "**MAXIMUM SUSTAINABLE WASTE MANAGEMENT**" in the delivery of its waste management services. The College will apply a 'squander various levelled approach', to diminish, reuse, reuse and recuperate by products in preference to the removal of waste to landfill. The College recognises the importance of meeting these legal prerequisites and deal with its waste responsibly, diminish the volume of waste sent to landfill and boost reuse and recycling where possible.

The College needs all the teaching and non-teaching staff, students, making use of the premises to comply with this Policy. Any solid waste generated in the campus hall be overseen and taken care in accordance with the compliance criteria and the procedure laid down by the CPCB. There is a legal requirement for all who produce, keep or dispose hazardous/radioactive waste/chemical waste of any type to comply with the various regulations under national and international environmental protection legislation.

Implementaion Procedure

It will be compulsory with respect to the Principal Investigator to report changes/additions in unsafe waste generation and step taken to decrease generation of waste per unit of production.

According to the Hazardous Waste guidelines, College can store dangerous waste for a period not exceeding 90 days and will manage a record of sale, shifting, storage, reusing and reprocessing of such wastes except if the concerned State Pollution Control Board has broadened the specified period.

The waste could either be reused or discarded in captive or regular treatment, storage and disposal facilities available in the campus, as proposed in the following waste hierarchy.

- Prevention
- Minimization
- Reuse
- Recycle
- Energy Recovery
- Proper Disposal (Landfill/Incineration)
- Avoiding waste at source and minimizing waste utilization

In the hierarchy of waste management, waste avoidance and waste reduction must first be attempted, for which the dissemination of information on technical options should be a continuous practice. Promote the implementation of recovery of resources such as solvents, other reagents and by-products, as well as the regeneration of spent catalysts within the time limit.

Reuse, retrieval and recycling of non-hazardous waste

Subhash Teachers Training college will explore opportunities / opportunities for reuse, recovery and recycling of waste in an environmental manner. Paper waste will be recycled to make paper boards and packing materials. The paper's toxic inks and dyes will be treated with enzyme technology, which is environmentally benign.

Safe disposal of hazardous waste

For waste that cannot be recycled, safe and environmentally sound disposal will be adopted based on the waste category. The design and operation criteria of disposal facilities should be strictly followed as per the guidelines laid down by the CPCB.

Setting up of general treatment, storage and disposal facilities

General treatment plant for departmental and house hold waste will be set up and rotatable and non-biodegradable waste will be separated and treated according to their physical nature.

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: B. Any 3 of the above

7.1.4 Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

Response: B. Any 3 of the above

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

Response:

By enforcing the Prime Minister's "Swachh Bharat Mission", Subhash Teachers Training College is always committed to maintaining a clean college environment sets a good example to students, teachers & other staffs. It encourages learners to take pride in their college, which makes them less likely to drop litter and as such they will potentially make a bigger effort to maintain their environment. Cleanliness is incredibly important when it comes to cutting down on the spread of diseases in the college and means that staff and students are able to enjoy a comfortable learning environment. It also improves hygiene levels and can help to reduce the spread of sickness.

Cleanness in Campus:

1. Provide door mats in each class.
2. Keep trash bins in each working station and class.
3. Start recycling practices in the college
4. Encourage students and teachers to keep things away immediately after use.
5. Organise cleaning day events like Swachh Bharat.
6. Clean the campus facilities frequently.
7. Hire a professional cleaning team.

Sanitation:

1. Personal hygiene
2. Safe drinking water
3. Toilet/human excreta disposal
4. Disposal of waste water
5. Solid waste management
6. Environmental sanitation

Green Cover

We are endorsing and enforcing measures to make the College a carbon negative campus using the

following:

1. Tapping Solar Energy

The arid zone of Giridih has an abundant supply of solar energy. We therefore have plans to install in house solar plants and create sustainable energy for the requirement of the campus.

2. Rainwater Harvesting

In another step towards the preservation of the intricate water table in the college, building have been made compatible for rain water harvesting. We are positive that the rain water harvesting method employed by us will be the guiding light for others.

3. Utilizing Natural Light

The building architecture of college is designed in such a manner that permits the free flow of air and allows natural light to cover all the corners of the building. The ample natural light therefore avoids the usage of the lights in the corridors and rooms.

Polution Free Healthy Environment

1. Use Reusable Water Bottles and Coffee Mugs. ...
2. Recycle and Compost.
3. Waste control chemicals and e-waste management
4. Use of LED bulbs in college
5. Conducting energy audit
6. Dustbins on the Premises
7. Waste control in entire campus
8. No use of plastic in campus
9. Use of dust proof chalks in classrooms
10. Minimum use of Photocopy/Printing

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: C. Any 3 of the above

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	1

File Description	Document
Data as per Data Template	View Document

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

Response:

The college is only an affiliated college to Vinoba Bhave University so don't have any role in this context.

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: E. None of the above

7.2 Best Practices

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

Response:

Subhash Teachers Training College is organizing blood donation camps since last two years. These camps are organized in association of local clubs with the help of nearby District Hospital. For organizing such blood donation camps, this college is an ideal place as District Hospital Giridih is situated within a radius of 3 kilometers. Blood donation camps have become a regular feature of this college and every year at least one camp are organized in the college. The students generally feel enthusiastic to donate blood and not even boys but girls also participate in this noble mission voluntarily. Besides this, the teachers also donate blood during these camps. This practice is being continuously observed every year without fail.

The second one practice of our college is rather unique. A "Welfare Fund for needy students" is generated on the part of teachers of this college from their own pocket voluntarily. This welfare fund is collected with a view to helping those students who are actually needy and cannot pay even their fees. This welfare fund

is functional for the last two years and the identification of such students is done on the basis of merit cum means. From every department, two students are chosen and the needful amount is given to such students during each semester. Not only this, even these students are helped with books. With the passage of time, the idea is to expand the scope of this fund in order to facilitate more students.

File Description	Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

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

Response:

The Vision, Mission and Objectives of the institution clearly points towards a value based education based on the curriculum of the affiliating university. The college has a strong bonding with the local people. This includes a number of minorities and marginalized section students. The college successfully implemented the semester system which was introduced by Vinoba Bhave University in 2015. The focus is on skill development, career oriented programs through value added courses. Special attention is given to weak students especially belonging to ST/SC, OBC and minority groups. This college caters to the needs of rural students also.

The number of girl students also remains good in college. The main focus of the institution remains on the betterment and welfare of the girl students. Women-oriented programs are frequently organized in the college to motivate the girls. Most of the girls would have remained either at home or would have chosen different tracks. The college administration always endeavors to provide such girls a good platform to exhibit their talents in different activities in the college. A sanitary vending machine has been installed in the college. For the safety of the girls, the college has appointed one security guard at its own expenses which is not a routine practice generally in government colleges. As a distinctive feature, the college has created a ~ Mobile Using Zone~ so as to restrict the usage of mobiles in the campus.

Through proper planning and strategies, the institution focuses at delivering to its best ability the vision of the college. Our college believes in philosophy that students are the most essential and crucial stakeholder and all essential efforts are made to make them professionally and socially competent, so special efforts are made in this context. In our institute Students from a diverse socio-economic and academic background are enrolled annually.

File Description	Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

NSS

Health and Hygiene

Proper Safety Measures

Sufficient Facilities For Women Students

Seminar, WorkShop

Extra Tutorials

Best Study Materials

Inter College Programs

Varieties Of Competitions

Classroom Seminar

Honouring Talented And Topper Students

Concluding Remarks :

Inspite of few challenges and weakness still college lays stress on overall development and provide quality education. Staff members continue works hard and try to continue and whatever the barriers and hurdles comes on the way are being gradually solved out. The college faces a problem that emanates from its location, the rural area. Students from cities like Delhi do not like to take trouble of visiting such a place. Likewise teachers do not prefer the area to serve. So we have to depend on locally available resourced and resource persons, though and invariably. But still college appointed best locally available teachers and learning program.

In a fast changing environment the college is well poised to take on future challenges of higher education. The college strives to maintain and sustain standard of teaching-learning and innovation which continue to guide curricular and co-curricular thrust of college. The college continuously upgrade its facilities and infrastructure to respond to the changing pedagogic. The college had also received award for the best B.Ed college in Jharkhand. The college faculty and students have responsibly engaged with people and community .It lives up to the vision and mission of the institution and stood the test of time. Marching ahead for national development.