



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**DR. S. RADHAKRISHNAN TEACHERS' TRAINING
COLLEGE**

**SUKRIGARHA, LARI, RAMGARH
825101
www.srkttc.in**

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Dr. S. Radhakrishnan Teachers' Training College (Dr. SRKTTC) is a distinguished educational institution established by the registered society, Jan Akanksha. The society's primary objective is to foster the holistic development of the community with a particular focus on the marginalized populations in the region. Dr. SRKTTC aims to address the pressing need for skilled and trained individuals in educational institutions operating at the secondary level & Senior Secondary level(10+2).

Since its inception in 2012, Dr. S. Radhakrishnan Teachers' Training College has been actively involved in providing quality education. The college is dedicated to fulfilling the training requirements for primary and secondary school education in the Ramgarh region of Jharkhand, India. It holds affiliations with Vinoba Bhave University in Hazaribag, Jharkhand, and the Jharkhand Academic Council in Namkum Ranchi.

The college envisions a regeneration and up liftment of the educational landscape in the region. By imparting teacher training, it equips educators with the necessary skills and knowledge to cater to the educational needs of the community effectively. Dr. SRKTTC recognizes the pivotal role of well-trained teachers in fostering academic excellence and overall development.

Through its affiliations with Vinoba Bhave University and the Jharkhand Academic Council, Dr. SRKTTC ensures that its programs adhere to established educational standards and regulations. This affiliation contributes to the credibility and recognition of the college's training programs.

By nurturing a competent and dedicated teaching workforce, the college plays a vital role in advancing education in the region. The trained teachers from Dr. SRKTTC are well-prepared to contribute to the growth and development of educational institutions, thereby benefiting the students they teach.

In conclusion, Dr. S. Radhakrishnan Teachers' Training College, established by the Jan Akanksha society is committed to providing quality teacher training to meet the educational needs of the Ramgarh region in Jharkhand. The college's affiliations with Vinoba Bhave University and the Jharkhand Academic Council ensure adherence to educational standards, preparing teachers to make a positive impact on the community. Through its efforts, the college seeks to regenerate and uplift the educational landscape, particularly in minority and marginalized communities.

Vision

The Board of Management of Dr. S. Radhakrishnan Teachers Training College envisions imparting world-class education in teacher training which serves as the foundation for social and national development. The college aims to promote research and the dissemination of knowledge, as well as engage in extramural studies, extension programs and outreach activities. These initiatives contribute to the development of society and the nation by enriching the human capital.

The ultimate goal is to establish Dr. S. Radhakrishnan Teachers' Training College as a Center of Excellence, attaining re-accreditation from the National Assessment and Accreditation Council (NAAC). Additionally, the college plans to introduce post-graduate level Teachers' Education Programs (M.Ed) to produce competent and aspiring teachers for secondary, higher secondary and higher education levels. This expansion will cater to individuals who choose teaching as a profession and possess the inclination to excel in the field.

By striving for excellence, accreditation, and offering advanced programs, Dr. S. Radhakrishnan Teachers' Training College aims to contribute significantly to the field of education and meet the evolving needs of the community, thereby promoting the overall development of the nation.

Mission

The mission of the Board of Management of Dr. S. Radhakrishnan Teachers' Training College is to establish a world-class institution for teacher training, providing quality education to pupil teachers. The college aims to teach problem-solving, leadership, and teamwork skills while instilling values of commitment, quality, ethics, and respect. It seeks to bring education to underprivileged communities, ensuring active participation in the teaching-learning process. The college emphasizes both scholastic and co-scholastic learning, encourages participation in seminars and workshops, and conducts action research projects. It plans to open an M.Ed program, offers extension and consultancy services, and maintains connections with educational agencies for quality and transparency in teacher education.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The institution is maintaining its linkages with the school sector in relation to the Institute-School-Community networking in the following ways-

- Conduction of school internship programs in the nearby schools
- Discussion with the parent guardians as the community members with the school heads.
- Instruction to the student teacher for participation in the version co-curricular and culture program.
- Report with the guardians of the students teacher between the school authorities and the institution authorisation through information about performance of their words in the internship programme.
- Invitation to the parents guardians and teachers of the school with their heads to instruction about the various programme of the institution, for strong there the institute-school-community networking and making healthy rotation ship among them.
- Through instruction to the student that schools are the small society or 'Society on Miniature'.

Institutional Weakness

The principal in consultation with the chairman distributes work load to each member of the staff keeping in view their strength and weaknesses production and potentiality. She ensures that all the staff members work as a team and maintain harmonious relationship between them and with parents providing on an environment that is connective to the effective functioning of the college. Each faculty is effectively involved in curricular activities and co-curricular activities according to their potential, Test and need. Each of them are assigned some in charge ships to look into the specific area of the college like discipline, assembly, examination, work experience, co-curricular activities etc.

Communication with the staff which is so crucial remain very clear and direct so formal and informal meeting are much early for time to time. There is informal interaction between principal and staff members in order to sort out daily problems. The management look after the working in totality and supplements the financial needs. The day to day functioning of the college is looked after by the principal.

There are various source of getting feed on curriculum/Practice teaching. Are Teacher education/mentor Teacher/ School Teacher/ Peers Dr. S. Radhakrishnan Teachers Training College.

Institutional Opportunity

Use of new technologies is quite good in teaching learning. The SRKTTC has promoted and undertaken Research and extension. It provides maximum possible opportunities for professional development and engages its teachers in research encourages them to Present/ publish it in academic to run. The teachers are actively engaged in training and developing Instructional and other teaching learning materials, strong college - school 1 heads if necessary Community networking and linkages with national research and academic organizations are in place. The College reaches community and conducts many extension Programms and encourages its faculty to provide consultancy Services.

Infrastructure and resources are in ideal state infrastructural environment remains pollution free. Continuous argumentation enable it to keep pace with academic growth. Mechanisms for maintenance and optimal use of infrastructure are in place. Qualification faculty and staff shares workload equitably and collectively. Whole of staff is engaged in institutional activities. The college resource management practices support and encourage performance improvement, planning and implementation strategies. the financial resources are judiciously allocated and effectively utilized budgeting and auditing procedure are regular and ety or 'Society in standardized. The SRKTTC maintain functional internal quality management system. Inclusive practices and before proceeding excellent relation ship with stakeholders and thus nourishes real academic institutional culture. To foster and nurture good character and high moral persons of the pupil teacher with their values of community service, national integrity, national pride, religious, tolerance, aesthetic sense for earth's environments and provide education as and instrument for human growth & societal mobility and upward movement and its develop e Institute-school- competencies such as communication power, technological awareness, spirit of accountability leadership qualities, ability of judgement/ decision making and required professional skills.

Institutional Challenge

The complete academic planning is done at the start of the academic year. Different committees of staff (as

listed above) are formed well in advance for the proper execution of planned activities. Some of the responsibilities are assigned on personal basis to individual staff members. Every staff member of SRKTTC takes his/her responsibilities sincerely and performs the allotted work efficiently. Likewise, administration headed by the Principal presents its analysis and observations along with the proposals for their incorporation into the plan. In this the Principal is assisted by the in-charge of the office.

It may be emphasized that almost every employee is involved in the process of planning because of which they get identified with the task and the working itself. Besides, the employees are continuously monitored and reminded as and when required. At the same time, concerned functionary remains under the obligation of submitting a written progress report. Further, involvement and contribution of the individual employee is assured through motivation, inspiration and by following a policy of presenting challenges and providing incentives. Objectives are communicated at all the levels through circulars, meetings and sometimes by displaying them on the notice board, and through announcement.

To prepare the trainees to be competent teachers with better acquaintance with the skills of teaching,

various innovative methods and approaches, mastery over the subject matter with proper zeal and interest

- To adopt inclusive and equity based approach in the organization of both the scholastic and co- scholastic activities in order to give justice to one and all.
- To facilitate each trainee for development at his/her own pace.

To teach and train the trainees about the constitutional values for practicing these in the form of exercising their fundamental duties by enjoying the fundamental rights envisaged in the constitutions of India

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

To introduce need based courses and subjects relevant to the demands of the time. To plan and continuously provide necessary infrastructure and learning resources required for quality education and innovations. To impart continuously updated, advanced knowledge to the students. To make students devote and dedicate themselves for achieving academic excellence. To deliver effectively the knowledge and skills prescribed for particular programmes through creativity and innovation in teaching, learning and evaluation. To simulate activities to strengthen professional competencies of teaching and non-teaching staff. To provide support to make research a significant activity of the institution involving staff, To uphold the glorious tradition of our National Heritage in Global Scenario. To prepare them to combat challenges posted by the modern competitive society. To establish systems for communication amongst college, parents, alumni and society at large to create a healthy atmosphere of positive interaction for vision oriented growth. To continually ensure harmonious relationship among faculty, student community, parent and society through effective systems of communications, grievance redress, counseling and guidance. To introduce the students for entrepreneurship.

Teaching-learning and Evaluation

Along with the instructional treatment of the topics like class room management, equity and equality in

education in different papers under theory component, the activities under the purview of practicum, school internship and sessional activities - teaching peers, group activity, school initiation program, Psychological practical, Community outreach activity, fieldtrip/ community living camp, action research projects etc are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process.

The Institution gets ample scope to engage & facilitate the students in active leaning more in the newly implemented Curriculum. As per the Curriculum transaction the students facilitate to do library study and group discussion on the learning difficulties faced by them. They are exposed to computer laboratory for fulfillment of their learning requirements through website searching process. They use to do peer teaching for micro teaching skills, computer assisted presentation, simulated teaching, preparation of low cost teaching learning materials, school initiation program, construction of Achievement Test, Psychological Practical under the purview of Practicum of the new B.Ed. Curriculum. In addition to this, the engagement of the trainees in active learning also would have been facilitated through school internship including the teaching practical, preparation of Reflective Journal, Action Research and various group activities and community outreach programs as the sessional activities.

Infrastructure and Learning Resources

Classrooms: There are mainly two classrooms i.e. section one and section two and in each room there are 50 students teachers. These classrooms are spacious with a seating capacity of fifty teacher trainees. Besides these classrooms there is a big classroom in which 100 student teachers sit together when there is combined class of both the sections. **Library:** It is well equipped with many text-books, good reference books, periodicals, research journals, and dictionaries. Books are available in both English and Hindi. **Library:** There is a college library. The student teachers as well as the staff members make full use of the library. At a time four books are issued to each teacher student. There are enough tables and chairs where more than 50 students can study together. **Psychology Lab:** The psychological tests suggested by the affiliating university like intelligence tests, creativity tests, sentence completion test, picture completion test, personality development test, concept achievement test, general classroom achievement test, mirror drawing apparatus, memory drum and card scoring tray are available in the lab. **Computer Lab:** Computers installed with Windows 2008, MS- Office, Anti-Virus Software, Photoshop, Coral,etc, LCD Projector. **Sports:** Provision of playground in the college Campus is there.

Student Support and Progression

After completion of admission of the candidates given by the University Authority for admission to the B.Ed. Course in our institution, we administer a "Teaching Aptitude Test" in the form of a questionnaire containing the items relating to Education, Training, Teaching as a Profession & Skills of Teaching in order to get pre-nstituti entry knowledge/ behaviour about the students. On the basis of the conduction of this test the entry knowledge or behavior lies with the admitted candidates in relation to the B.Ed. curriculum, the pace of teaching is decided he aca after the conduction of the academic committee meeting under the chairmanship of the Principal. AfteNational prolonged discussion on it the meeting of the Staff Council is conducted for discussion on the execution of the arayan Curricular & Co-Curricular activities as per the academic calendar meant for the session

Governance, Leadership and Management

Clear statement of the vision and mission which reflects the teacher education goals and objectives are communicated at all levels to assure the contribution of every stakeholder for institutional development. College prospectus, College Website etc. are means of communication. Yes, the mission includes the Institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education Institution's traditions and value orientations. . Needs of the society: Our college is situated in rural and naxal affected area. This area is also an educational backward area and our goal is to develop teachers with adequate knowledge, skills, attitude, and values that enables them to light the lamp of the knowledge and to remove ignorance from the society. Students, it seeks to serve: The Institution welcomes the students with spirit to grow, lead and win. They are provided enriched academic and co-academic experience that escort them to final goal being dedicated and professional quality teachers with positive set of attitudes. School Sector: The pupil teachers are provided the opportunity to gain direct teaching experience in schools under the guidance of teacher educators.

Institutional Values and Best Practices

Our institution has been adhering to the idea of gender equality by giving equal consideration to the girl students with respect to their identity and personality to be expressed on equal footing. Our college is committed to educating and following the idea of gender sensitization among the students as their prime duty and part of constitutional obligation. Successive governments have taken a lot of initiatives by implementing welfare schemes to ensure gender sensitization in the field of Higher Education by providing totally free education to the girl students. Every year governments provide various scholarships for the betterment of girl students. Our college constitutes a women Cell an anti-ragging cell to create awareness among the students to assert their rights and to educate them about women empowerment. These cells on various occasions conduct various programs and activities for the students to popularize the idea of gender sensitization and empowerment. We display posters and other circulars from the government consisting of warnings and information about stringent measures against women harassment and ragging.

Research and Outreach Activities

Dr. SRKTTC encourages its faculty for research, consultancy and extension programs. Even are engaged in research and extension activities through projects, action research and outreach programs.

Dr. SRKTTC encourages all faculty members to do research. The college has encouraged the non-Ph.D. faculty to get

enrolled for the Ph.D. degree. The college promotes its faculty to participate in Conferences / Seminars/

Workshops related to education.

Faculty of our college and other colleges shared with each other the various innovative methods in teaching and activities included in their curricula during the Conference on

"Innovative Practices in Teacher Education.

The performance assessment of faculty with regard to teaching and research is assured through the submission

of the Self-Appraisal Report with Teachers Journal to the Principal at the end of the academic session. Certificate of their participation in seminars/workshops /conferences and the publication of their articles in the ISSN assigned Journals /ISBN edited books submitted to the principal as and when completed and published

with regards to the research activities are the mechanisms for performance assessment of the faculty in research perspective.

The service of the faculty is assessed on the basis of their attendance in the institution, classroom performance, participation in various co-curricular activities and student feedback etc.

With regard to the non-teaching staff, their participation in the training/orientation programs, performance in the assigned duties in relation to the smooth functioning and management of the office, their working efficiency etc. are the mechanisms of their performance assessment. For maintenance of their service record, their time of arrival and departure, participation with doing the assignments given by the head of the institution, office records maintained by him/her are the mechanisms for performance assessment of the non-teaching staff.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DR. S. RADHAKRISHNAN TEACHERS' TRAINING COLLEGE
Address	Sukrigarha, Lari, Ramgarh
City	Ramgarh
State	Jharkhand
Pin	825101
Website	www.srkttc.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sunita Gupta	06553-291056		06553-	
IQAC / CIQA coordinator	Md Parwez Akhtar	06553-9835378815	9835378815	-	parwez7819@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	20-07-2012	24	First Recognition by statutory body NCTE given to the institution on Twenty July Two Thousand Twelve and revised order of recognition given by NCTE on Twenty Fifth may of Two Thousand Fifteen Which is Permanent

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	National Council for Teacher Education
Date of recognition	20-07-2012

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Sukrigarha, Lari, Ramgarh	Rural	0.99	4312.18

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Bachelor Of Education	24	Graduation with School Subject	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				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				1				15			
Recruited	0	0	0	0	0	1	0	1	10	5	0	15
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				9
Recruited	3	6	0	9
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				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	1	0	4	0	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	1	0	10	5	0	16
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	
	Others		Total	
	1		1	
	0		2	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	38	0	0	0	38
	Female	62	0	0	0	62
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	2	3	3	2
	Female	6	6	6	1
	Others	0	0	0	0
ST	Male	3	6	4	4
	Female	15	20	11	7
	Others	0	0	0	0
OBC	Male	25	6	22	11
	Female	38	10	32	40
	Others	0	0	0	0
General	Male	2	22	7	6
	Female	7	26	9	29
	Others	0	0	0	0
Others	Male	1	0	0	0
	Female	1	1	0	0
	Others	0	0	0	0
Total		100	100	94	100

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>a) A multidisciplinary and holistic learning is an integral education model that will relax the discipline boundaries for learning and make the system flexible enough for students. Our vision /plan such as To give a clear cut concept of the multi- disciplinary education or multi-disciplinary approach in education; To study the different aspects of multi-disciplinary approach in education; To highlight different aspects of multi-disciplinary approach in teacher education as proposes in NEP2020; To find out the relevance and importance of this method in teacher education programme and finally To recommend the necessary suggestions in association with it. b) Prepare students and workers to be more</p>
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effective communicators, critical thinkers, problem-solvers and leaders, prepare graduates to be more creative and effective teacher, scientists, engineers, technologists, and health care providers, particularly with respect to understanding the broad social and cultural impacts of applying knowledge to address challenges and opportunities in the workplace and in their communities. c) Yes institution offers flexible and innovative curricula because the flexible and innovative curricula of all HEIS shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education. Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living. Value-based education will include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills; lessons in seva/service and participation in community service programmes will be considered an integral part of a holistic education. d) Similarly we are also planed as HEIS in which they will focus on research and innovation by setting up start-up incubation centres; technology development centres; centres in frontier areas of research; teachers linkages in society, greater industry-academic linkages; and interdisciplinary research including humanities and social sciences research. Given the scenario of epidemics and pandemics, it is critical that HEIS take the lead to undertake research in areas of infectious diseases, epidemiology, virology, diagnostics, instrumentation, vaccinology and other relevant areas. HEIS will develop specific hand holding mechanisms and competitions for promoting innovation among student communities. e) Moving Forward with Multidisciplinary and Holistic Education Vocational & Skill Development, Imparting Education in Regional Languages, Online and Digital Education, Ensuring Access, Equity, Promotion of Indian Languages, Arts and Culture, Internationalization of Higher Education, Institutional Development Plan: A New Vision for the Way Forward.

2. Academic bank of credits (ABC):	<p>a) At present not initiatives taken by the institutions.</p> <p>b) Our faculty are encouraged to design their own curricular and pedagogical approaches within flexible and innovative curricula of all HEIs in the approve framework including textbook, reading metrial, assignments and other pedagogical activites. c) Moving Forward with Multidisciplinary and Holistic Education Vocational & Skill Development, Imparting Education in Regional Languages, Online and Digital Education, Ensuring Access, Equity, Inclusion and GER Enhancement, Promotion of Indian Languages, Arts and Culture, Internationalization of Higher Education, Institutional Development Plan: A New Vision for the Way Forward</p>
3. Skill development:	<p>a) The efforts made by the institution to strengthen education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Such an education will help develop well-rounded individuals that possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields. b) The very idea that all branches of creative human endeavour, including mathematics, science, vocational subjects, professional subjects, and soft skills should be considered 'arts', has distinctly Indian origins. This notion of a 'knowledge of many arts' or what in modern times is often called the 'liberal arts' (i.e., a liberal notion of the arts) must be brought back to Indian education, as it is exactly the kind of education that will be required for the 21st century. c) Towards the attainment of such a holistic and multidisciplinary education, the flexible and innovative curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education. Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and</p>

	<p>living. Value-based education will include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills; lessons in seva/service and participation in community service programmes will be considered an integral part of a holistic education. As the world is becoming increasingly interconnected, Global Citizenship Education (GCED), a response to contemporary global challenges, will be provided to empower learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies. Finally, as part of a holistic education, students at all HEIS will be provided with opportunities for internships with local industry, businesses, artists, crafts persons, etc., as well as research internships with faculty and researchers at their own or other HEIs/research institutions, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>a) The Policy recognizes that the knowledge of the rich diversity of India should be imbibed first hand by learners. Towards this direction under 'Ek Bharat Shrestha Bharat', 100 tourist destinations in the country will be identified where educational institutions will send students to study these destinations and their history, scientific contributions, traditions, indigenous literature and knowledge, etc.</p> <p>b) A number of initiatives which include a greater emphasis on music, arts, and crafts throughout all levels of school; early implementation of the three-language formula to promote multilingualism; teaching in the home/local language wherever possible; conducting more experiential language learning; the hiring of outstanding local artists, writers, craftspersons, and other experts as master instructors in various subjects of local expertise; accurate inclusion of traditional Indian knowledge including tribal and other local knowledge throughout into the curriculum, across humanities, sciences, arts, crafts, and sports, whenever relevant; and a much greater flexibility in the curriculum c) i</p> <p>Efforts to preserve and promote all Indian languages including classical, tribal and endangered languages</p>

	<p>will be taken on with new vigour. Technology and crowdsourcing, with extensive participation of the people, will play a crucial role in these efforts. ii- Sanskrit will be mainstreamed with strong offerings in school including as one of the language options in the three-language formula as well as in higher education. Classical language institutes will aim to be merged with universities, while maintaining their autonomy, so that faculty may work, and students too may be trained as part of robust and rigorous multidisciplinary programmes. iii- Teaching in the home/local language wherever possible; conducting more experiential language learning; the hiring of outstanding local artists, writers, craftspersons, and other experts as master instructors in various subjects of local expertise; accurate inclusion of traditional Indian knowledge including tribal and other local knowledge throughout into the curriculum, across humanities, sciences, arts, crafts, and sports, whenever relevant; and a much greater flexibility in the curriculum, especially in secondary schools and in higher education. iv- Cultural awareness and expression are among the major competencies considered important to develop in children, in order to provide them with a sense of identity, belonging, as well as an appreciation of other cultures and identities. It is through the development of a strong sense and knowledge of their own cultural history, arts, languages, and traditions that children can build a positive cultural identity and self-esteem. d) Moving Forward with Multidisciplinary and Holistic Education , Vocational & Skill Development, Imparting Education in Regional Languages, Online and Digital Education, Ensuring Access, Equity, Inclusion and GER Enhancement, Promotion of Indian Languages, Arts and Culture, Internationalization of Higher Education, Institutional Development Plan: A New Vision for the Way Forward</p>
5. Focus on Outcome based education (OBE):	<p>a) The world is experiencing multiple transitions at a rapid pace, be it in education or corporate space. At a volatile time like this, the demand for T-shaped skills or T-shaped persons is extremely high. The T-shape model is essentially a metaphor used in job recruitment to describe the abilities of persons in the workforce. The vertical bar on the letter T represents the depth of knowledge and expertise in a single</p>

	<p>field, whereas the horizontal bar comprises the ability of one to collaborate across disciplines and to apply knowledge in parallel areas of expertise. Within this current landscape, which is strife with socio-cultural, economic and demographic changes, companies must increase their competitiveness by improving human resources. Outcome-Based Education helps prepare graduates to this end by combining hyper- specialized knowledge with dynamic and cross-sectional capabilities, through revolutionizing curriculums. b) Outcome-based education is an approach to education in which decisions about the curriculum and instruction are driven by the exit learning outcomes that the students should display at the end of a program or a course. It facilitates establishing the conditions and opportunities within the system that enable all students to achieve those essential outcomes. A system based on outcomes gives priority to ends, purposes, learning, accomplishments, and results. c) Moving Forward with Multidisciplinary and Holistic Education Vocational & Skill Development, Imparting Education in Regional Languages, Online and Digital Education, Ensuring Access, Equity, Inclusion and GER Enhancement, Promotion of Indian Languages, Arts and Culture, Internationalization of Higher Education, Institutional Development Plan: A New Vision for the Way Forward.</p>
6. Distance education/online education:	<p>a) The whole educational system from elementary to higher education level in the tertiary has been collapsed during the lockdown period of the novel coronavirus disease 2019 (COVID-19) not only in India but across the globe. This study is a por-trayal of online teaching- learning modes adopted by the Mizoram University for the teaching- learning process and subsequent semester examinations. It looks forward to an intellectually enriched opportunity for further future academic decision-making during any adversity. The intended purpose of this paper seeks to address the required essentialities of online teaching-learning in education amid the COVID-19 pandemic and how can existing resources of educational institutions effectively transform formal education into online education with the help of virtual classes and other pivotal online tools in this continually shifting educational landscape. The paper employs both quantitative and</p>

	<p>qualitative approach to study the perceptions of teachers and students on online teaching-learning modes and also highlighted the implementation process of online teaching-learning modes b) Moving Forward with Multidisciplinary and Holistic Education Vocational & Skill Development, Imparting Education in Regional Languages Online and Digital Education , Ensuring Access, Equity, Inclusion and GER Enhancement Promotion of Indian Languages, Arts and Culture, Internationalization of Higher Education, Institutional Development Plan: A New Vision for the Way Forward we are looking for that</p>
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Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, an Electoral Literacy Club has been setup in the College. An electoral Literacy Club is a platform to engage school students through interesting activities and hands-on experience to sensitize them on their electoral rights and familiarize them with the electoral process of registration and voting. also our college designed learning meets fun, activities and games to stimulate and motivate students to strengthening the culture of electoral participation among young and future voters.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Sr. No Year Faculty Coordinator Student Coordinator 1 2017-18 Md. Parwez Akhtar Ashish Jha 2 2018-19 Md. Parwez Akhtar Tileshwar Mahto 3 2019-20 Md. Parwez Akhtar Nityanand Kumar 4 2020-21 Md. Parwez Akhtar Tikesh Ohdar 5 2021-22 Md. Parwez Akhtar Teklal Mahto 6 2022-23 Md. Parwez Akhtar Teklal Mahto
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	1. Voter Registration awareness camp for the eligible students in the campus. 2. Voter awareness camp conducted at various Village places in Ramgarh district. 3. Voter awareness camp conducted for disabled persons & senior citizen at various villages of Ramgarh. 4. Voter awareness guest lectures conducted for in-house students.

4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	1.A Voter awareness drive conducted in Ramgarh district. 2. Workshop on the awareness and vasing rights conducted by the college on the nearby village.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Voter registration drive conducted at Institute for above 18 yrs of age students

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
200	200	188	200	200
File Description			Document	
Institutional data in prescribed format			View Document	
Any other relevant information			View Document	
Other Upload Files				
1		View Document		

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
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..

2021-22	2020-21	2019-20	2018-19	2017-18
60	60	60	50	50
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
101	93	100	100	104
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..

2021-22	2020-21	2019-20	2018-19	2017-18
101	93	100	100	104
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..

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	94	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..

2021-22	2020-21	2019-20	2018-19	2017-18
16	15	16	13	15
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..

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	16	16	16
File Description		Document		
University letter with respect to sanction of p		View Document		
Any other relevant information		View Document		

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
133.80	45.11	130.22	118.48	121.53
File Description		Document		
Audited Income Expenditure statement year wise d		View Document		

3.2

Number of Computers in the institution for academic purposes..

Response: 34

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:

Dr. S. Radhakrishnan Teachers' Training College affiliated with Vinoba Bhave University, Hazaribagh, Jharkhand is dedicated to the holistic development and employability of its students. The college follows the university curriculum and implements it efficiently through various practices. The Academic Calendar is finalized at the beginning of each year, aligned with the university calendar, ensuring proper planning. Faculty members are assigned subjects based on their expertise and interests in advance. The Time Table Committee prepares a balanced schedule, maximizing learning opportunities for students.

The college follows the prescribed syllabus, evaluation schemes and objectives for each course, preparing action plans and assignments. Teaching methods include lectures, seminars, and the use of ICT infrastructure like smart boards and audio-visual support. Critical thinking is promoted through debates, role-playing and class discussions. Assignments, field trips, and co-curricular activities provide insights beyond the syllabus.

Infrastructure includes well-equipped classrooms with Wi-Fi, a library with subscriptions to journals and e-journals and regular upgrades to align with changing curriculum and pedagogy. Monitoring and feedback mechanisms ensure timely syllabus completion and identify areas for improvement. Student progress is monitored through tests, presentations and exams with remedial support for weaker students. A Mentoring Program allows students to provide feedback on various aspects, fostering a student-centric approach. Feedback from stakeholders contributes to continuous improvement.

In summary, Dr. S. Radhakrishnan Teachers' Training College prioritizes holistic development, systematic curriculum delivery and continuous improvement to produce competent and well-prepared teachers.

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

1.1.2

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

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

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

Response: A. Any 5 or more of the above

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

1.1.3

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

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

Response: D. Any 1 of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 42.86

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

2021-22	2020-21	2019-20	2018-19	2017-18
03	03	03	03	03

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

2021-22	2020-21	2019-20	2018-19	2017-18
07	07	07	07	07

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

1.2.2

Average Number of Value-added courses offered during the last five years

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Paste link for additional information	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: 46.05

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

2021-22	2020-21	2019-20	2018-19	2017-18
82	100	73	100	100

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document
Paste link for additional information	View Document

1.2.4

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

- 1.Provision in the Time Table**
- 2.Facilities in the Library**

3.Computer lab facilities**4.Academic Advice/Guidance****Response:** C. Any 2 of the above

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

1.2.5

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

Response: 50

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	98	98	98

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

It is crucial to have a fundamental and comprehensive understanding of the teaching profession in the subject of teacher education. Teaching requires instructors to develop not only knowledge but also skills and competence to meet the demands of 21st-century classrooms. It is both an art and a science. Recognising this, our institution accepts the need to give comprehensive information on the course structure and teacher preparation programmes.

We provide new students with an orientation programme before the start of regular sessions that gives them a thorough grasp of the many Teacher Education programmes accessible nationwide, such as the 2-year B.Ed., M.Ed. and 4-year IETP programmes. Students are introduced to the goals and activities of the teacher education programmes they will pursue during this programme. We also make sure that freshmen are informed about the program's and the course's learning objectives.

We require all students to visit the library in order to increase their knowledge with the resources available. This enables them to investigate and acquaint themselves with both print and electronic materials. Students are also made familiar with our institution's culture, norms, and regulations.

Our institution is committed to assisting the acquisition of information and skills for various levels of school education as an affiliated college. Micro and macro education, internships, field engagement, field excursions, laboratory work, MOU activities, extension activities, and field exploration are just a few of the cutting-edge methods and practical experiences we use. To help students better grasp each subject covered in the curriculum, our faculty use a variety of tools and approaches, such as seminars, brainstorming sessions, group discussions, PowerPoint presentations, and the usage of audio and video weblinks. These techniques enhance their teaching abilities, particularly during the internship programme.

We provide value-added courses that give aspiring teachers the knowledge and abilities necessary to meet the demands of schools in addition to the curriculum offered by the affiliated university. Additionally, values are imprinted firmly through value-oriented classes, which support students in absorbing these values and applying them in both classroom and real-world settings. Students are able to draw links between many academic fields of study because to the emphasis placed on skills in classroom management, programme organisation, and upholding discipline.

If they are not used for the welfare of society, acquired competences and abilities are of little use. Students participate in a variety of activities to make sure that knowledge is applied. Through micro and macro teaching practise, they put both theoretical and practical parts of their teaching skills to the test. Students have the chance to put their newly gained knowledge and competency to use through fieldwork and internships at their schools. We also provide kids the chance to pick up extra skills like papercraft,

candlemaking, bookbinding, and making flowers out of paper and cloth.

Students can learn new skills and put them into practise by having experienced teachers observe demo sessions and classroom teachings during internships and school visits. Additionally, students receive instruction on creating lesson plans and teaching materials, which assists them both during internships and in their future employment as teachers. While yoga sessions encourage a sound mind and a sound body, they also strive to improve communication skills, ensuring that students are fit for the future.

Essential competencies for teachers include emotional intelligence, critical thinking, conflict resolution and communication abilities, as well as teamwork. We introduce students to these ideas and give them chances to implement them in the classroom through value-added courses and Enhancing Professional Competencies (EPC) courses. Through EPCs, which include classes on Understanding Self, Language Across the Curriculum, and Drama and Art in Education, we concentrate on the skill and competency development of students.

In addition to theoretical knowledge and teaching skills, we place a high priority on the development of skills and competencies connected to various personality traits that help students successfully navigate their environment. Students take up duties in a variety of college activities, such as the celebration of religious festivals, national festivals, special assemblies, and other significant days. Peer guidance and tutoring also encourage teamwork.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

1.3.2

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

Response:

In our institution, students enrolled in various teacher education programs are provided with a comprehensive understanding of the diversities in the Indian school system. We ensure that students receive both theoretical and practical knowledge through the curriculum, school internships, and field engagement activities.

To familiarize students with the functioning of schools, we incorporate activities into field

engagement programs. Students actively observe and prepare profiles of different schools, highlighting the functioning of the respective boards to which the schools are affiliated. This is done as part of their internship in these schools.

Students are introduced to various systems of schools, such as Kasturba Gandhi Balika Vidyalayas, Kendriya Vidyalayas, and special schools, through the designed syllabus. Throughout the first to fourth semesters, students are taken on visits to government schools, aided schools, residential schools, and special schools as part of their field visits. During these visits, experienced teachers or school heads provide insights into the pattern, syllabus, mode of instruction, and facilities provided by the government and other organizations. Students actively observe, take notes, interact with teachers, and seek clarifications to understand the work patterns, types of students, and roles of parents, thus gaining an understanding of the various forms of school systems.

We also ensure that students are familiarized with global norms and standards for teaching and evaluation. Assignments, school visit programs, and internships are provided to help students understand the norms and standards followed by different school systems. Through these activities, student teachers gain insights into the patterns of schools, admission systems, and the roles and responsibilities of teachers in various types of schools, including government, private, and residential schools. By providing this comprehensive exposure to the school system in India, we aim to equip student teachers with a deeper understanding of the norms, standards, and functioning of different types of schools. This knowledge will contribute to their overall development as effective educators in diverse educational settings.

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

1.3.3

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

Response:

Since its establishment in 2012-13, our institution has been dedicated to providing a holistic education for pre-service teachers, guided by a clear vision, mission, and objectives. The curriculum is designed to enable trainees to acquire knowledge, understand it, and effectively apply it in their teaching careers. We strive to equip prospective teachers and teacher educators with the necessary pedagogical skills and

knowledge to excel in their profession.

The institution places equal emphasis on theoretical inputs and practical understanding of teaching methods, skills, communication, and evaluation. We ensure that our student trainees are well-equipped with the knowledge and skills necessary for their careers. This is achieved through skill practicing at both the micro and macro levels.

To begin with, students are introduced to the theoretical and practical aspects of microteaching and its associated skills. They are provided with a platform to practice and master these skills in accordance with the pedagogy curriculum. This helps them develop their teaching abilities and gain confidence.

Following the acquisition of microteaching skills, students embark on their internship program, which is designed to provide them with maximum professional understanding. During this program, interns consolidate their understanding of different subjects and aim to elicit the best possible learning outcomes for the students in the assigned school.

In addition to the school system, we actively involve our student teachers and teacher educators in various extension activities and MOU activities organized within the institution. For instance, our student teachers give orientations to school students on topics such as vermicompost plans and their maintenance, as well as SUPW (Socially Useful Productive Work) orientations. Our teacher educators also contribute to the institution through faculty exchange programs, where they teach Constitution classes, communication classes, and spoken English classes to degree students, thereby motivating teachers to enhance their efficiency.

Furthermore, we encourage interns to identify and organize remedial teaching for students who may be struggling academically. This ensures that weaker students receive the necessary support to catch up with their peers.

Teaching practice, in our institution, is not only a process of skill improvement but also a journey of skill development through hands-on experience. We believe that teaching is a noble profession that requires continuous learning and growth.

In conclusion, our institution is committed to providing a comprehensive and attractive teacher education program. We strive to create an engaging and supportive environment where prospective teachers and teacher educators can acquire the necessary skills and knowledge, transforming them into competent and confident professionals in the field of education.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: A. All of the above

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

1.4.2

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

Response: D. Feedback collected

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 98.8

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document
Any other relevant information	View Document
Any additional link	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: 132.27

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

2021-22	2020-21	2019-20	2018-19	2017-18
89	51	78	65	84

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

2.1.3

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

Response: 0.61

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	01	00	00	00

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

2.2 Honoring Student Diversity

2.2.1

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

Response:

The College has a well-structured Admission Committee led by the Principal and representative faculty members, ensuring a smooth and organized admission process. Before the commencement of admissions, the committee distributes an advertisement bulletin and a chart outlining the facilities available in the college. This initiative aims to provide detailed information about the institution to prospective students.

The admission process at the college consists of four levels. In Level 1, for all seats of the state, a state level entrance examination conducted by Jharkhand Combined Entrance Competitive Examination Board (JCECEB), Ranchi, a statutory body of the Govt. of Jharkhand. For this the Govt. body JCECEB, Ranchi publish an advertisement in local newspaper with all the details. The students who have applied for these seats as per the advertisement of JCECEB, Ranchi participate in the test and admissions are granted based on merit.

In Level 2, the Admission Committee assesses the basic eligibility criteria of the candidates, such as the minimum percentage of marks in their Bachelor's degree, subject requirements, and migration certificate for outstation candidates. The college provides a prospectus that describes the nature of the program to interested students.

In Level 3, candidates are interviewed by the Principal to evaluate their needs and aspirations. The interview focuses on their chosen field of study, family background, and interest in the course. This one-on-one interaction allows the college to understand the candidates better and address any personal or academic difficulties they may face. It also helps the candidates develop a mindset of preparedness and readiness for the professional education program.

Level 4 emphasizes understanding the needs and creating a suitable environment for the students. The college organizes an orientation program for each new batch, enabling them to express their talents, potential, and reasons for choosing the course. Based on their interests, students are assigned to different clubs and cultural activities. This informal assessment allows both students and teachers to identify areas for improvement. Additionally, a content test is administered at the entry level to assess language and subject competency. The Pedagogy teachers employ various techniques and strategies to teach and revise the content effectively.

The entire admission process provides a valuable opportunity for all the candidates seeking admission to gain a holistic view of the B.Ed. program and mentally prepare themselves for the professional education they will undergo. It also allows the college to understand the individual needs of students and create a conducive learning environment.

In conclusion, the college's Admission Cell ensures a well-structured and comprehensive admission process. By considering academic merit, conducting entrance examinations, conducting interviews, and understanding the needs of students, the institution strives to provide a high-quality educational experience to its students.

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

2.2.2

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

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

Response: C. Any 3 of the above

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

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4**Student-Mentor ratio for the last completed academic year****Response:** 40**2.2.4.1 Number of mentors in the Institution****Response:** 5

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

At Dr. S. Radhakrishnan Teachers' Training College, the academic plan is designed to prioritize the needs of the learners. The aim is to provide them with up-to-date knowledge, expose them to the latest research, and empower them to apply their skills to solve contemporary problems.

The teaching approach adopted by the faculty is interactive and participatory. Teachers encourage students to actively engage in the learning process, fostering an environment where knowledge is constructed collectively. Group interactive sessions are conducted, allowing learners to gather information in social and flexible settings.

Experiential learning plays a crucial role in the curriculum. Field experiences are incorporated to help students relate their theoretical knowledge to real-world situations in schools. This enables them to reflect on their content, specialized knowledge, pedagogical skills, and attitudes.

Focus group discussions are utilized as a learning tool. Teachers organize these discussions during lectures to facilitate the exploration of ideas and experiences related to specific topics.

Problem-solving skills are emphasized. Teachers guide students to articulate their problem-solving processes and help them identify and address specific problems and difficulties. Students are given action research projects, club activities, models of teaching, and classroom activities that emphasize problem-solving skills.

Active learning strategies are implemented to make the learning process engaging and interactive. Techniques such as brainstorming, think-pair-share, fishbowl techniques, Socratic questioning, and classroom opinion polls are used to promote active participation. Students are encouraged to employ these strategies during their teaching practice.

Reciprocal teaching is employed as a summarization strategy. It encourages students to think critically about the text they have read and collaborate with their peers to enhance their understanding and monitor their comprehension.

Collaborative learning is employed when teaching concepts that require higher-order thinking. This strategy enhances self-management skills and increases self-esteem among learners.

To create an interactive and flexible learning environment, flipped classrooms are utilized. This approach involves in-person teaching coupled with online materials, such as videos or audios, provided for further reference.

Blended learning, which combines face-to-face teaching with technology-enabled learning, is embraced by teacher educators. ICT resources are used in the classroom to enhance the educational opportunities available to students.

Due to the COVID-19 pandemic, online modes of learning have been introduced. An LMS platform, such as Google Classroom, has been implemented, allowing students to submit assignments and collaborate on projects. Teachers are encouraged to explore various teaching methods, including online approaches. Online assessment tools like Quizzizz and Testmoz are utilized to effectively test students' understanding of the content.

Lecture discussions and seminar presentations are employed to teach theory. These methods involve recognizing and incorporating different perspectives, fostering an inclusive classroom environment, and encouraging constructive and positive discussions.

Overall, Dr. S. Radhakrishnan Teachers' Training College employs a variety of learner-centered approaches to ensure students receive a comprehensive and engaging education that prepares them to apply their knowledge and skills in innovative ways.

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

2.3.2

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

Response: 6.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	1

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

2.3.3

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

Response: 0

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: 00

File Description	Document
Programme wise list of students using ICT support	View Document
Landing page of the Gateway to the LMS used	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Any additional Links	View Document

2.3.4

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

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

Response: C. Any 2 of the above

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

2.3.5

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

Response:

At our college, we have a well-established mentoring system that focuses on guiding students in their academic, professional, and personal development. Teachers play the role of mentors and provide continuous support and guidance to their assigned mentees. Additionally, we offer various value-added

courses to further enhance students' intellectual abilities and cater to their diverse interests.

To foster collaboration and teamwork, students are divided into groups or teams at the beginning of the academic year. Each team is assigned a mentor, and the groups are named after different rivers, mountains, poets, and more. The mentor's primary responsibility is to guide and assist the mentees in improving their professional performance and overall development. The team meets regularly to discuss individual students' needs and offer guidance for their personal and academic growth within the institution. Furthermore, the college organizes mentoring programs under the mentor's supervision, which train students in theoretical and practical aspects of school management systems, including lesson planning, micro-teaching, and community services.

Recognizing and addressing student diversity is a priority for us. At the entry level, we organize orientation programs where pupil teachers can interact with faculty members. This interaction helps the faculty members identify and engage with diverse learners, fostering effective mentoring relationships. Tutorials are conducted based on the specific needs of the learners. During these tutorial sessions, teachers identify any gaps in students' knowledge and provide bridge courses to fill those gaps and ensure a smooth transition between subjects studied in previous classes and those in their new courses. We also encourage students to take up project works, assignments, and teaching-learning materials (TLM) to facilitate mentor relationships and further explore their interests in different areas.

Balancing home and work stress is essential for students' overall well-being. To support this, our institution organizes sports activities, excursions, and subject tours to different places, enabling students to interact with others, socialize, and build personal bonds. These activities help create a conducive environment for maintaining a healthy work-life balance.

We emphasize the importance of staying updated with recent developments in education and life. To facilitate this, the college organizes workshops, seminars, and conferences, encouraging students to engage in self-study and providing internet facilities for research purposes. Assignments and hands-on activities are designed to require extensive referencing, enabling students to stay informed about current and emerging trends in education and promoting diverse learning experiences among students.

Overall, our mentoring system, value-added courses, and focus on student well-being contribute to a comprehensive and enriching educational journey, empowering students to thrive academically, professionally and personally.

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

2.3.6

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

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

Response: C. Any 3 of the above

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

2.3.7

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

Response:

Innovation in teaching practices is a key aspect of our teaching program. Our student teachers are encouraged to explore and implement various innovative models and approaches throughout their training, focusing on teaching at the primary, elementary, and secondary levels. We believe that incorporating innovative teaching methods makes classes more engaging and interesting for students. Some of the innovative teaching practices followed by our teachers include:

Use of HOME M TUTOR (LMS) and G-Meet online classes: We leverage technology by utilizing a Learning Management System (LMS) called HOME M TUTOR and conducting online classes through platforms like G-Meet. This allows for effective communication and seamless sharing of resources, enhancing the learning experience.

Experiential learning: Our students are encouraged to develop new ideas and create working models,

charts, and teaching aids. Many students also engage in developing e-content, which adds a dynamic element to their teaching approach.

Field visits: We organize field visits and projects to promote participative learning. These visits provide practical exposure to students, allowing them to connect theoretical concepts with real-world scenarios.

Seminars and workshops: We conduct workshops, seminars, conferences, and extension lectures to foster creativity and innovation among our students. These platforms serve as opportunities for students to explore new ideas, share knowledge, and learn from experts in their respective fields.

Co-curricular competitions: We actively encourage students to participate in various co-curricular competitions such as quizzes, debates, poem recitation, drawing, map writing, and other Creative and **Cultural Activities (CCA)**. These competitions help students develop their talents, boost confidence, and enhance their overall personality.

Value-added courses: In addition to the regular curriculum, we offer value-added courses like spoken English and English & Hindi typing courses. These courses equip students with additional skills that are relevant in today's professional world.

Use of ICT: We promote the effective use of Information and Communication Technology (ICT) tools such as PowerPoint presentations, projectors, multimedia, and laboratory equipment to facilitate the teaching-learning process. These tools enhance the visual and interactive aspects of learning, making it more engaging and impactful.

Preparation of lesson plans: Student teachers are trained to prepare well-structured lesson plans that incorporate innovative teaching strategies and techniques. This helps them deliver organized and effective lessons, catering to the diverse learning needs of their students.

Brainstorming sessions: We encourage students to actively participate in brainstorming sessions, where they can freely share ideas, exchange perspectives, and collectively solve problems. These sessions promote critical thinking, creativity, and collaborative learning.

Additionally, we recognize the importance of Drama and Art in Education. Dramatic Arts education provides students with a platform to express their emotions, thoughts, and dreams creatively. Through dramatic exploration, students can step into different roles, experiment with personal choices, and tackle real-life problems. We organize special lectures on topics like "Drama Art in Education," voice exercises, and the use of drama and art for creative expression. These initiatives help students enhance their aesthetic sensibilities, improve communication skills, develop critical thinking abilities, and effectively manage stress and intonations in the classroom.

By incorporating these innovative teaching practices and fostering creative expression, we aim to create a vibrant and stimulating learning environment for our students, enabling them to become well-rounded individuals and confident learners.

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

2.4 Competency and Skill Development

2.4.1

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

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

Response: D. Any 2 or 3 of the above

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

2.4.2

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

- 1. Formulating learning objectives**

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

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

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

2.4.4

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

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

Response: C. Any 2 of the above

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

2.4.5

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

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

Response: C. Any 3 of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document
Any other relevant information	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: C. Any 3 of the above

File Description	Document
Photographs with caption and date wherever possible	View Document
Data as per Data Template	View Document

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: B. Any 3 of the above

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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

The process of selecting and identifying schools for internships is done in a participative manner or based on student requests. Several factors are considered, including proximity, ideology, student abilities, school standards, medium of instruction, distance from home, and specific methodology requirements of the schools. The aim is to provide students with a diverse range of internship experiences.

Before the interns begin their placements, an orientation is conducted for the school principals or headmasters, as well as mentor teachers. During this orientation, the roles and responsibilities of the interns are explained, and the assessment and monitoring process for various activities and tasks are outlined. This ensures that all stakeholders are aware of their respective roles in the internship program.

Furthermore, students going for internships receive an orientation from Mentor Teacher Educators. They are informed about the objectives and competencies expected during the program. The students are given instructions to adhere to, such as being regular and punctual, maintaining a professional dress code, submitting lesson plans before teaching, ensuring their classes are observed and collecting feedback from their mentors, engaging in various school activities including remedial teaching and action research, and completing all necessary documentation within the designated timeframe.

The role and responsibilities of teacher educators in the internship program are defined by the college principal. Teacher educators are responsible for guiding the interns in various tasks, including preparing lesson plans, notes of lessons, unit tests, diagnostic testing, and remedial teaching. They also provide guidance on organizing co-scholastic and extracurricular activities, as well as planning and implementing action research. The importance of each activity is explained to the interns, emphasizing the unique aspects of the school setup. Teacher educators also visit the internship schools to monitor student performance and assess the interns' strengths and weaknesses as teachers, communicators, and leaders in the classroom.

The assessment of intern performance is carried out through mentor assessment sheets provided by the college to the mentor teachers. Regular assessments take place in the interns' classrooms by their mentor teachers. A systematic feedback mechanism is in place, where interns receive necessary suggestions to improve their behavior, communication skills, and the implementation of innovative methods and strategies to deliver quality lessons.

The internship program aims to provide exposure to a variety of school setups. Student teachers are required to attend institutions catering to different levels of learning, such as middle schools, high schools, and higher secondary schools, encompassing private and government institutions as well as

English and Hindi medium schools. Prior permission is obtained from the school principals to orient the interns about the objectives, curriculum structure, features, and assessment patterns of each school.

By following these guidelines and providing a diverse range of internship experiences, our college ensures that student teachers gain valuable practical insights, develop essential teaching competencies, and become well-rounded professionals ready to embark on their teaching careers.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View 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: 5.05

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

Response: 20

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document
Any other relevant information	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: B. Any 6 or 7 of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

The role of the Internship Incharge, who is a Teacher Educator nominated by the Principal, is to coordinate the school Internship Program. The Incharge works closely with Mentor Teacher Educators and assigns a group of students to them for assessment of the interns' overall performance in their respective schools. The Incharge is responsible for allotting the timetable and syllabus distribution, as well as other administrative tasks related to the internship program. They also prepare an observation schedule for the month, ensuring proper monitoring of the interns' progress.

The School Head or Principal plays a crucial role in orienting the interns about the intensive participation required in all school activities and the fulfillment of internship program objectives. They assign a Mentor teacher to each intern and supervise their lessons and activities. The Principal provides regular feedback to improve innovativeness, performance, capacities, and abilities of the interns.

The School or Master Teachers are involved in the planning process of assigning schools to student teachers. Students approach their respective methodology master teachers as instructed by the school principals. The master teachers assign lessons to be taught according to the government's guidelines. They divide lessons into periods, determine the number of classes for specific activities, and provide guidance on giving homework that encourages active participation. They also monitor tests and provide psychological support to the interns.

The Mentor Teacher Educator plays a critical role in the internship program. They visit the school regularly, without prior information to the interns, and assess their performance in various aspects such as lessons, activities, involvement in school activities, and action research projects. The Mentor

Teacher Educator gathers information from Mentor teachers, subject teachers, and the head of the institution to gain a comprehensive understanding of the interns' responsibilities and participation in all school activities.

Peers also have a role in the internship program. They observe a significant number of lessons delivered by each student teacher and provide feedback to help them identify their strengths and weaknesses. Peer groups collectively perform assigned duties during co-curricular events, contributing to the successful completion of the internship program.

During the COVID-19 pandemic, the college provided clear guidelines to students on how to make the most of the internship program by utilizing ICT as a link with students and learning resources. Simulated conditions were created to ensure the completion of the internship program while adhering to the norms and regulations set by the university.

Through the collective efforts of the Internship Incharge, School Head, Mentor Teacher Educators, School/Master Teachers, Peers, and the adaptation to the challenging circumstances of the pandemic, the internship program at our institution continues to provide valuable learning experiences and support for student teachers.

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

2.4.12

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

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

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

Response: C. Any 2 or 3 of the above

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

2.4.13

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

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

Response: D. Any 1 or 2 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document
Any other relevant information	View 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: 93.75

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document

2.5.2

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

Response: 26.67

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

Response: 04

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

2.5.3

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

Response: 1

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

Response: 16

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

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Our institution places great importance on the professional development of its staff members. They are actively encouraged to attend various orientation programs, refresher courses, Induction Training Programs, workshops, seminars, and symposiums organized by both government and non-governmental organizations. These programs provide valuable opportunities for staff members to enhance their knowledge and skills in their respective fields.

Following these programs, the institution organizes faculty development programs through the Internal Quality Assurance Cell (IQAC). These programs provide a platform for teachers to share their experiences and insights with their colleagues through seminars. The seminars cover a wide range of topics such as communication skills, action research, case studies, flipped learning, ICT-enabled teaching and learning, value and peace education, instructional strategies, stress management, soft skills development, internship module development, and more.

The institution also encourages its staff members to participate as resource persons in seminars, workshops, and other college activities, both within the institution and at external organizations such as universities, colleges, and schools. Staff members are also encouraged to present papers at national, international, and state-level seminars and workshops. The management provides them with duty leave to facilitate their participation in such events. Additionally, the institution supports staff members in writing and publishing books, articles, and research papers, including contributions to edited books and reputed research journals.

To ensure that faculty members stay up-to-date with the latest trends and technologies, they are provided access to the computer laboratory and the internet. This allows them to continuously update their knowledge in their subjects and in the field of education. Faculty members are also involved in university duties such as evaluation, paper setting, and invigilation in university examinations. They are frequently appointed as members of various committees by the affiliating university.

In line with their professional and career development, the institution encourages faculty members to enhance their qualifications. They are supported in pursuing higher studies through the Faculty Development Program (FDP). The institution takes pride in acknowledging the achievements of its faculty members, such as winning awards or completing a Ph.D., by felicitating them. The institution also recognizes and appreciates the outstanding performance of teacher educators through an excellence award presented annually. Such achievements are also celebrated in meetings and publicly announced through the institution's address system.

Furthermore, staff members are encouraged to appear for the National Eligibility Test (NET) exams if required for their professional growth. The institution fosters an environment that promotes continuous learning, growth and recognition for its faculty members, ensuring they have the necessary support and opportunities to excel in their careers.

File Description	Document
Documentary evidence to support the claims	View Document
Link for additional information	View Document

2.6 Evaluation Process

2.6.1

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

Response:

The College adopts a comprehensive system of continuous assessment to evaluate the academic performance of its students. This assessment process covers both curricular and practical aspects of their education.

In curricular aspects, internal tests are conducted every semester, and students are allotted marks for tests, assignments, and seminar presentations. Descriptive papers are also included in the assessment, carrying a significant weightage. Assignment marks are awarded based on factors such as references, organization, presentation, and classroom interaction. Students receive feedback on their progress, and if necessary, they are given opportunities to modify their assignments. Remedial measures are provided to students who have not performed well in exams, ensuring they have support and resources to improve their performance.

In practical aspects, the assessment includes micro-teaching and internship programs. Micro-teaching allows students to integrate their teaching skills and simulate lessons, enhancing their abilities and expertise in the teaching profession. Students practice various micro-teaching skills and conduct lessons in each pedagogy. They also observe lessons taught by teachers and college faculty during pre-teaching to familiarize themselves with the school environment. During the teaching practice phase, students are assessed for content mastery, transaction of content, and use of tools and techniques in lesson development. They are also trained in evaluation methods and participate in co-curricular activities in internship schools.

The internship program provides students with real-world engagement in primary and secondary schools. Their performance in all internship activities is assessed through mentor assessment sheets provided by the college. Regular assessments are also conducted by mentor teachers in the internship schools. Students are guided in preparing lesson plans, notes, unit tests, diagnostic testing, and remedial teaching. They are trained in integrating ICT (Information and Communication Technology) in classrooms through assignments and practical application. Students also participate in weekly co-curricular activities, social work projects and interactive programs organized by the college.

Overall, the continuous assessment system ensures that students' progress and performance are consistently monitored and supported. It provides a holistic evaluation of their academic abilities, practical skills, and professional development, enabling them to become competent and effective educators.

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

2.6.2

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

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

Response: B. Any 3 of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The institution has a well-organized mechanism in place for addressing grievances related to internal evaluation. At the beginning of the B.Ed program, students are informed about the evaluation process and components by the faculty. They are given the flexibility to approach the faculty, internship in-

charge, examination in-charge, or the Principal to address any examination-related grievances.

The grievance redressal committee plays a vital role in this process. Its functions include receiving representations, examining grievances, making recommendations to the Principal, and taking suitable action to resolve the grievances. The committee ensures that all examination and evaluation grievances are handled efficiently and effectively.

For grievances related to internal assessment and examination, the college conducts an orientation program to educate students about the evaluation system and the attainment of Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs). Various assessment methods such as tutorials, home assignments, tests, presentations, and group discussions are used to assess student performance. The internal examination process is conducted meticulously, including the preparation of question papers, weightage tables, blueprints, and evaluation schemes for each course. After students receive their answer papers, they can discuss any grievances or queries with the concerned staff. Remedial teaching is provided to students who have not achieved satisfactory results, followed by a re-examination and evaluation system.

Grievances related to assignment works are also addressed. Students are given assignments, assessed based on specific criteria, and given an opportunity for individual presentations. If students have any doubts or grievances regarding the marks allotted, they can approach the examination in-charge, faculty, or the Principal. The institution also provides a suggestion box for students to express any genuine academic grievances or dissatisfaction.

The grievance redressal mechanism for the internship program is equally important. Students are assigned internship sessions in primary and secondary schools based on their convenience. The internship in-charge and Principal provide detailed explanations about the program. In case students face difficulties in adjusting to the school system or with their peers, mentor teachers and the Principal supervise the resolution process. The institution aims to provide a rich experience for students, supporting their professional journey.

The grievance redressal mechanism for any other types of dissatisfaction if any is also important for us. For this the students have the freedom to use the suggestion box regarding the reason of their dissatisfaction. The Principal and the concern nodal officer keep an eye on the overall procedure by conducting the periodical meeting.

Overall, the grievance redressal system in the institution is transparent, time-bound, and aims to address students' concerns related to internal evaluation, assignments, the internship program and any others. It ensures that students' grievances are heard and appropriate actions are taken to resolve them, fostering a conducive learning environment.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Link for additional information	View Document

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

The Institution follows a well-planned academic calendar that is published and made easily accessible to students and faculty members. The calendar includes important information such as the start and end dates of the syllabus, teaching schedules, events, and semester examination dates. It is displayed in the Principal's office and published on the college's website.

Teachers prepare their teaching plans according to the academic calendar and university guidelines. The progress of students is monitored through continuous internal evaluation, including seminars, project work, unit tests, and semester examinations. The Principal regularly reviews the internal assessment process.

Preparatory exams are conducted before the university exams, and students receive their answer scripts for clarification and guidance on writing appropriate answers. The Principal holds regular review meetings to assess the implementation and progress of activities outlined in the academic calendar. Any necessary changes to the schedule are made based on these meetings. Extra lectures may also be scheduled to ensure syllabus completion before the university examination.

The college strives to adhere to the academic calendar for internal evaluation, and any changes to the university's examination schedule are communicated to the students well in advance.

File Description	Document
Any other relevant information	View Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	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:**

Dr. S. Radhakrishnan Teachers' Training College emphasizes the alignment of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) to ensure the effectiveness of its educational programs. The college offers a diverse range of programs that focus on competence building and

personality enhancement, with an emphasis on holistic development encompassing values, ethics, interpersonal skills, and communication abilities. The college maintains transparency by displaying course syllabi, PLOs, and CLOs on its website.

During the Orientation Programme at the beginning of each academic year, students are introduced to the PLOs, while faculty members responsible for each course brief their classes about the specific CLOs. This ensures students are aware of the intended learning outcomes and can actively work towards achieving them. The college's commitment to quality education is evident through clear program and course outcomes.

To facilitate effective planning, the college prepares an academic calendar in consultation with faculty members, ensuring students have access to timetables, date sheets, and submission deadlines posted on notice boards. The college diligently follows the scheduled syllabi, conducts examinations, and recognizes students who achieve merit.

In addition to regular courses, add-on courses are offered to enhance student development. Continuous internal assessments, end-semester tests, and final exams are conducted to assess the achievement of learning outcomes. Pedagogical approaches are carefully chosen to facilitate effective realization of the learning outcomes. The college maintains regular communication with parents to involve them in the learning process.

The college reinforces the alignment of PLOs and CLOs through its placement record and feedback from alumni about their job experiences. Student success in competitive exams serves as an indicator of the effectiveness of the stated outcomes. The college encourages student participation in literary and cultural programs, debates, elocutions, essay writing, quizzes, group discussions, seminars, and co-curricular activities like morning assemblies, NSS camps, tree plantation campaigns, and awareness camps, fostering overall student development.

To ensure faculty members stay updated, they are encouraged to participate in faculty development programs, seminars, and incorporate experiential learning techniques such as workshops, field visits, and internships. This continuous professional development enhances the attainment of PLOs and CLOs.

In conclusion, Dr. S. Radhakrishnan Teachers' Training College takes a comprehensive approach to ensure the learning effectiveness of its programs. Through the alignment of PLOs and CLOs, regular assessments, faculty development initiatives, and a wide range of extracurricular activities, the college strives to provide quality education and facilitate holistic student development.

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

2.7.2**Average pass percentage of students during the last five years****Response:** 99.2**2.7.2.1 Total number of students who passed the university examination during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
100	101	93	100	100

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

As an affiliated institution of Vinoba Bhave University, Hazaribagh, the college follows the examination pattern set by the university. The end semester examination results are carefully analyzed to evaluate students' achievement of desired learning outcomes. To support student growth and improvement, proper counseling and guidance are provided, helping them overcome any barriers they may face.

At the beginning of each session, tutorial sessions are conducted, and tutors maintain records of students' progress and relevant information from the entry level onward. The college adopts various methods to assess students' progressive performance and their attainment of professional and personal attributes aligned with the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs), including:

1. Compulsory attendance policy of at least 80% per semester.

2. Timely paper evaluation for internal assessment grading.
 3. Prompt checking and marking of practical work, such as assignments.
 4. Implementation of remedial measures based on result analysis.
 5. Provision of counseling and guidance programs to enhance cognitive and professional performance.
 6. Regular internal assessments to record students' marks and predict their academic progress.
 7. End semester house tests and final exams to ensure alignment with stated outcomes.
 8. Utilization of suitable pedagogical approaches to effectively realize learning outcomes.
- Active participation in literary and cultural programs, debates, elocutions, essay writing competitions, and quiz tests.
9. Involvement in classroom activities like group discussions and seminars.
 10. Engagement in various co-curricular activities, including organizing morning assemblies, NSS camps, tree plantation campaigns, and awareness camps.
 11. Community engagement activities, such as visits to Red Cross, orphanages, Pingalwara, and old age homes.
 12. Evaluation of teaching proficiency during internship using an assessment rubric provided to supervisors, with encouragement for peer observation and constructive suggestions.
 13. Assessment of various internship activities, including maintaining registers, conducting action research, and organizing co-curricular activities.
- By consistently carrying out these activities and monitoring learning outcomes, the college aims to maximize student development and ensure their overall growth and success.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 92.08**2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year****Response:** 93

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.5

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

Response:

During the admission process, the Principal of the institution interacts with both parents and students to understand their needs and aspirations. Students receive counseling and guidance to ensure a smooth transition into the college. An orientation program is organized at the beginning of each academic year to familiarize new students with the course structure, internal assessment methods, curricular and co-curricular activities, as well as the rules and regulations of the institute. This program also introduces them to the various facilities available.

To identify students' hidden talents and skills, talent search programs are conducted, which help in the formation of student unions based on their respective abilities. Content analysis work and entrance tests play a significant role in assessing students' initial knowledge and skills in specific subject areas, enabling effective teaching throughout the program. Mentoring and counseling help identify the individual needs of learners and assist in developing effective classroom practices that lead to better learning outcomes.

To promote ICT skills and the adoption of modern teaching-learning techniques, students are engaged in project work, action research, preparation of online tests, ICT-based lessons, and e-content creation. This prepares them to meet the challenges of the 21st century and enhances their ICT proficiency. The institution emphasizes the observance of regional, national, and international days of importance through various club and association activities, fostering national integration and preserving the heritage of the nation.

Personality development and leadership qualities are nurtured through constructive feedback and suggestions provided by teachers. This process enhances students' self-confidence, morale, and self-

esteem. Participation in diverse activities helps students develop professional values, which are essential for becoming competent teachers.

Faculty members regularly assess the learning needs of students through class tests and house exams. Performance is evaluated based on the scores obtained in these assessments. Students who score lower are provided with additional assistance to improve their academic performance. The institute conducts remedial classes in various subjects for weak students, focusing on enhancing their skills and competencies. Slow learners are identified based on their performance in class tests and house exams, and they receive remedial teaching to bridge any learning gaps. Students are provided with reading material, and they are assigned written assignments and exercises. Remedial examinations are conducted to evaluate the knowledge acquired during class hours.

In summary, the institution prioritizes the holistic development of students by offering counseling during admission, organizing orientation programs, conducting talent search programs, fostering ICT skills, promoting national integration, providing constructive feedback, and offering remedial support to enhance student performance. These initiatives contribute to a comprehensive learning experience and prepare students for success in the 21st century.

File Description	Document
Documentary evidence in respect to claim	View Document
Link for additional information	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.59

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..

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

Link for additional information

[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)

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description

Document

Link for additional information

[View Document](#)

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: E. None of the above

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

3.1.4

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

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

Response: C. Any 2 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Link for additional information	View Document

3.2 Research Publications

3.2.1

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

Response: 1.33

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	0	2	2	1

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

3.2.2

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

3.3 Outreach Activities

3.3.1

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

Response: 18

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	8	11	24	22

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

3.3.2

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

Response: 38.97

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

2021-22	2020-21	2019-20	2018-19	2017-18
85	70	75	80	75

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

3.3.3

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

Response: 1.42

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	3	3	3	3

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

Dr. S. Radhakrishnan Teachers' Training College is committed to making a positive impact on the country by engaging our faculty and students in various initiatives that benefit the community and ensure their well-rounded development.

We actively collaborate with the local community to organize community awareness programs in partnership with the National Service Scheme (NSS) Wing and other departments. These programs aim to raise awareness about cleanliness, plantation, health and hygiene, social issues, and the conservation of natural resources. We also work with government Primary Health Centre to facilitate health checkup camps and health campaigns.

Our college conducts gender sensitization programs, awareness sessions, and celebrates important days for students in internship schools. We actively participate in local campaigns organized by government and non-government organizations, focusing on health awareness, drug awareness, unity, peace, and various social issues. The Electoral Literacy Club (ELC) at our college plays a significant role in campaigns related to voter enrollment and promoting the use of electronic voting machines.

Our outreach programs encompass a wide range of activities, including environmental resource conservation, vocational training, and skill development programs for our students. We contribute to the Swachh Bharat movement, promote road safety, and organize literary and art competitions for school students. We also conduct seminars and extension lectures on social and gender issues for school students.

During the COVID-19 pandemic, our college played a crucial role by raising awareness about the virus. We offered our campus as a COVID-19 isolation and quarantine center for over three months, as declared by the district administration of Ramgarh, Jharkhand. We organized awareness programs in collaboration with local communities, encouraging vaccination among villagers, and paying tribute to the corona warriors for their selfless service.

Furthermore, we actively participate in government initiatives such as the Swachh Bharat movement, Road Safety Week, health awareness campaigns, and celebrations of important days like Women's Day, AIDS Day, World Environment Day, Human Rights Day, Republic Day, and Independence Day. These initiatives are carried out through various clubs and cells within our college.

In summary, Dr. S. Radhakrishnan Teachers' Training College is a responsible institution that organizes a wide range of outreach activities for community welfare and the comprehensive development of our students. Through collaborations and active participation, we address social issues, spread awareness, and contribute to initiatives that aim to make society better.

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

3.3.5

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

Response: 0**3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

3.4 Collaboration and Linkages**3.4.1****Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years****Response: 0****3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

3.4.2**Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years****Response: 8****3.4.2.1 Number of functional MoUs with institutions of National and / or International importance,**

other universities, industries, corporate houses etc. during the last five years

Response: 8

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Link for additional information	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: D. Any 1 or 2 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Dr. S. Radhakrishnan Teachers' Training College, established in 2012, boasts modern and traditional workspaces that create an excellent ambiance for teaching and learning. The college is spread across a built-up area of 46,416 sq.ft, offering a range of facilities to support efficient and effective educational processes.

The college features 14 well-ventilated and spacious classrooms equipped with green boards, comfortable furniture, and Wi-Fi connectivity at a speed of 100 Mbps. In line with the NCTE framework, existing facilities have been upgraded to align with the redesigned curriculum. Additionally, there are two multipurpose classrooms and a Multipurpose Hall with ample seating capacity.

The educational technology room is well-equipped with modern tools, including an overhead projector, OHP sheets, a projector, desktop computers, audio-visual equipment such as film strips, CDs, DVDs, microphones (collar and wireless), a trolley speaker, amplifier, camera, and video camera. The ET lab houses one computer system with television and projector facilities.

The computer lab comprises 26 computers, along with printing facilities and LAN and Wi-Fi connectivity at 100 Mbps speed. This facility is utilized by student teachers and teacher educators. The IQAC room is equipped with three computers and two printers, while the staff room has one computer system and printer. The office is equipped with five computer systems, two printers, and Wi-Fi facilities. The management chamber has one computer, and the general hall features one computer with an advanced projector. The library has nine computer systems along with a scanner and printer. The auditorium is equipped with one projector, and a movable projector is also available.

The college provides well-equipped laboratories for subjects such as science, psychology, computer science, mathematics, curriculum, and social studies, enabling curriculum-oriented activities and research. There are three resource centers, including the Art and Craft Resource Centre, Music Resource Centre, and Health and Physical Education Resource Centre, with adequate equipment and materials.

The library and resource center spans an area of 1,964 sq.ft. It houses 6,869 books, including reference books, journals, magazines, and daily newspapers. The library is also equipped with nine computers and provides internet facilities at a speed of 100 Mbps, as well as e-library resources.

Cultural and sports facilities are a highlight of the college, with excellent provisions for cultural activities and a well-established Health and Physical Education Laboratory catering to students' diverse needs in sports. The college provides ample space, sporting equipment, and infrastructural

facilities for indoor and outdoor games, including football, basketball, carrom board, skipping ropes, and table tennis. A well-maintained playground is also available.

Other essential facilities include the Principal Chamber and Administrative Office, separate washrooms for males, females, and PwD individuals, a canteen, common rooms for boys and girls, a staff room, first aid access, safe drinking water, a waiting/visitors room, spacious parking, Wi-Fi facility, multipurpose hall, seminar hall, playground, and CCTV surveillance.

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

4.1.2

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

Response: 42.86

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: 7

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

4.1.3

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

years

Response: 42.11

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

2021-22	2020-21	2019-20	2018-19	2017-18
68.44	0.94	71.14	21.71	68.99

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document
Link for additional information	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library of the college was established in 2011, since then library has made consistent progress in terms of collection of books, periodicals, e-resources and other services. The college library is enriched in terms of availability of textual resources consisting of text books, reference books, e-books, national policies/documents, journals, e-journals, abstracts, magazines, encyclopedias, dictionaries, and newspapers. We are also the member of National digital library of india (NDLI) Club which is the richest and ubiquitous Digital Resource Repository of Academic Study Materials. These services of e-resources are accessible for students, faculty of the college and other beneficiaries who have a liaison with the college library. It is functional with proper internet and Wi-Fi connectivity.

The library provides services like Computerized issue/return, New arrival display, subscription of journals- Print and online, orientation programs for new users, e-resources access for all users in an effective manner. The scanning and photocopying facilities are available for the students and faculty. Separate library cards are issued to all students. All the students and faculty are allowed to access internet free of cost. The college has appointed a full time librarian, one assistant librarian. Proper maintenance of registers is done from time to time.

Our college library automated with Koha Library Software. It is an integrated, multi-user,

userfriendly Library Management Software Package. All Library routines and high-level documentation services are possible in a user-friendly manner. This package has been designed to handle large volumes at speed thus saving manpower and is windows-based software. It is functional with proper internet and wi-fi connectivity.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Link for additional information	View Document

4.2.2

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

Response:

The library of Dr. S. Radhakrishnan Teachers' Training College plays a crucial role in providing students with access to a vast array of knowledge and fostering a reading culture. It offers a diverse collection of books that serve as a gateway to ignite the minds of prospective teachers. The library is dedicated to cultivating reading habits and intellectual growth among its users.

To facilitate research and academic activities, the library provides free internet access through high-speed broadband and Wi-Fi facilities. These resources are essential for students and faculty members to conduct research, access online scholarly content, and engage in various educational endeavors. The college has also subscribed to the services of Developing Library Network (DELNET), which further enriches the availability of scholarly content for the college community.

Efforts are being made to enhance access to the library's resources by incorporating them into the college website. The inventory of all the books available in the library can be easily accessed online, allowing students and staff to ascertain the availability of specific materials. However, the physical checkout process still needs to be carried out using the library's automated service, ensuring proper management and control over the borrowing of books.

By offering a wide range of books and embracing digital technologies, the college library aims to support the academic and intellectual growth of its students and faculty members. It serves as a vital resource center, providing a wealth of information and promoting a love for reading and lifelong learning.

File Description	Document
Details of users and details of visits/downloads	View Document
Landing page of the remote access webpage	View Document

4.2.3

Institution has subscription for e-resources and has membership/ registration for the following

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

Response: C. Any 2 of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document
Link for additional information	View Document

4.2.4

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

Response: 0.35

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.27	0.16	0.03	0.61	0.7

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

4.2.5

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

Response: 11.98

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: 323

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: 678

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: 581

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: 549

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: 457

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

4.2.6

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

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

Response: C. Any 2 of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

To address the digital challenges of the modern era, Dr. S. Radhakrishnan Teachers' Training College has implemented a comprehensive range of ICT facilities to facilitate daily academic and administrative activities in an efficient and transparent manner. The college ensures that an adequate number of computers, printers, scanners, smart boards, and interactive boards with projectors are available to support effective teaching and learning.

The college has established a robust mechanism for regularly upgrading and deploying ICT resources, ensuring that the teaching-learning process is enhanced through the effective integration of

technology. Sufficient budget is allocated annually by the college management to ensure the maintenance and upgradation of ICT facilities, keeping them up to date and in optimal working condition.

Among the 14 classrooms in the college, two are equipped with ICT tools such as smart boards, while seminar rooms are equipped with projectors, enabling multimedia-rich teaching and presentations. The college boasts a total of 45 computers, all of which are loaded with the latest versions of essential software. Regular maintenance activities, including antivirus installation, computer formatting, and hardware replacement, are performed to ensure the smooth functioning of the systems. In case of major damage or technical issues, computer technicians and service providers are engaged to promptly address the issues and carry out necessary repairs or replacements.

In terms of internet connectivity, the college previously utilized a broadband connection provided by BSNL, with a bandwidth of 100Mbps. Additionally, the college offers free Wi-Fi access to all stakeholders, enabling them to connect their devices and access digital resources as needed. The college also maintains an active presence on YouTube, regularly updating its channel with educational content and resources.

By investing in and prioritizing ICT facilities, Dr. S. Radhakrishnan Teachers' Training College ensures that students and faculty have access to the necessary technological tools to enhance their academic activities, stay connected and make the most of digital resources.

File Description	Document
Document related to date of implementation, and upgradation, receipt for updating the Wi-Fi	View Document
Link for additional information	View Document

4.3.2

Student – Computer ratio for last completed academic year

Response: 5.88

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

4.3.3

Internet bandwidth available in the institution**Response:** 200**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS****Response:** 200

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

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

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

Response: E. None of the above

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

4.4 Maintenance of Campus and Infrastructure**4.4.1****Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)****Response:** 9.25**4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
5.21	2.91	13.51	7.79	21.35

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Link for additional information	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:

Dr. S. Radhakrishnan Teachers' Training College has implemented a well-structured system for the maintenance and utilization of physical, academic, and support facilities. The college management allocates a sufficient budget each academic year to ensure the maintenance and improvement of various facilities throughout the campus, including classrooms, laboratories, library, and sports areas.

To ensure smooth functioning, the college has established various cells and committees responsible for monitoring and evaluating the maintenance requirements of physical, academic, and support facilities. Suggestions and demands from students, teachers, and faculty members regarding infrastructure maintenance are actively encouraged and considered. The respective heads and concerned members discuss these issues with the principal for further action.

Classrooms are equipped with adequate infrastructure to support academic activities. The college's laboratories are fully functional and well-stocked with necessary materials, apparatuses, and equipment. Safety measures are taken in science laboratories by securely storing hazardous chemicals. The computer laboratories have a sufficient number of computers with the required configurations, regularly updated antivirus software, and periodic upgrades to software and hardware as needed.

The campus Wi-Fi connection is maintained by a service provider, offering free internet access to faculty and students. The college library is well-maintained, catering to the changing academic needs of students. The library committee oversees the smooth functioning of the library, including the process of purchasing books based on faculty members' requirements and adhering to proper procedures. Library resources are maintained and utilized following established rules.

The maintenance committee of the college takes care of general cleanliness and supports facilities such as safe drinking water, waste management, washrooms, electrical work, plumbing, and

water tanks on a daily basis. In case of power disruptions, a diesel generator with a capacity of 10KVA serves as an alternative power source. Electronic gadgets such as projectors, computers, printers, photocopiers, and air conditioners undergo regular servicing and maintenance. External agencies are called upon for repairs beyond the scope of college administrators.

The sports committee is responsible for enhancing and maintaining sports facilities, both indoor and outdoor, for the students. Regular maintenance of sports courts and playgrounds is carried out. The college also employs full-time gardeners to ensure the proper upkeep of the green cover on the campus.

The supporting staff, available during daytime on all days, takes care of the regular maintenance and cleaning of classrooms, laboratories, seminar rooms, library, and other areas.

Through diligent monitoring, effective maintenance, and regular improvements, Dr. S. Radhakrishnan Teachers' Training College strives to provide a conducive and well-maintained environment for the academic and personal development of its students and faculty

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: C. Any 2 or 3 of the above

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

5.1.2

Available student support facilities in the institution are:

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

Response: B. Any 7 of the above

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

5.1.3

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

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

Response: B. Any 5 of the above

File Description	Document
Upload any additional information	View Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document
Paste link for additional information	View Document

5.1.4

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

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

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

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

5.2 Student Progression**5.2.1****Percentage of placement of students as teachers/teacher educators****Response:** 9.84**5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
3	20	8	7	11

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

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 0**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.****5.2.2.2 Number of outgoing students progressing from PG to M.Phil.**

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

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

5.2.3

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

Response: 0.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	1	0

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

5.3 Student Participation and Activities**5.3.1**

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

Response:

The student-teacher council of a college plays a crucial role in representing the student population and actively participating in various committees and cells. Student representatives are selected based on their performance in talent search activities, academic achievements, areas of interest, and service motto. The general secretary from the 2nd year and the joint secretary from the 1st-year student teachers are involved in every committee and cell, and their suggestions hold weight in decision-making processes related to teaching and learning.

The selection process for students in different committees aims to identify individuals with

specific talents and interests who can contribute effectively to their respective areas. For example, the Sports Committee selects students with notable sports achievements to promote and organize sports activities in the college. The Cultural Committee chooses students with talents in drawing, painting, singing, dancing, and more to enrich the college's cultural activities. The Women Welfare Committee selects a girl student with leadership abilities and language proficiency to advocate for women's rights and organize gender equality events. The Language Club Committee looks for students who excel in elocution and debate to promote linguistic skills. The Library Advisory Committee includes a student representative to provide valuable insights for enhancing library facilities and services. The Social and Science Club selects students interested in social sciences and scientific subjects to plan and organize relevant activities. The NSS and Tour Committee organizes service camps, tours, and educational excursions with the help of student representatives.

Student teachers can also be part of various important bodies such as the Anti-ragging Committee, Grievance Redressal Cell, Laboratory Committee, Student Welfare Committee, Examination Committee, Internship Committee, SUPW Committee, and Electoral Literacy Club. These roles allow student teachers to actively contribute to the college's smooth functioning and address student welfare.

The student council acts as a bridge between students and the administration, conveying student grievances and concerns effectively. They provide a student perspective in decision-making processes and ensure that student voices are heard. Additionally, they assist various clubs and cells, facilitating their activities and fostering an inclusive college community.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Paste link for additional information	View Document

5.3.2

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

Response: 11.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	10	18	17	7

File Description	Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document
Paste link for additional information	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

The Dr. S. Radhakrishnan Teachers' Training College Alumni Association holds a significant position within the college's ecosystem, playing a crucial role in various areas such as student mentoring, support, financial assistance, and talent recognition. This dynamic association collaborates closely with the faculty to improve teaching methods, gather resources, and organize events that enhance student confidence and help them meet the challenges of their coursework.

One of the primary functions of the alumni association is student mentoring. Alumni members provide valuable assistance in preparing lessons for classroom teaching, refining presentation skills, and participating in personality-oriented events like debate competitions and performing arts. The association also seeks guidance and advice on curriculum development, placement opportunities, and mentoring through alumni association meetings. The feedback and insights shared by alumni members are highly valued as they help identify areas of improvement in the curriculum that may have otherwise gone unnoticed. By serving as a watchdog, the association ensures that the college stays on track to meet its predefined targets within a given timeframe. Regular meetings and interactions with the management keep the association actively engaged in the development of the college.

To facilitate effective communication and networking, the college has established a social networking page and a dedicated link on its website where alumni can register and connect with each other to share ideas and experiences. The aims and objectives of the Alumni Association are diverse and comprehensive, including:

Bringing together former students of Dr. S. Radhakrishnan Teachers' Training College to exchange experiences, disseminate knowledge and talents, and foster fellowship and advancement of scientific knowledge among its members and the country.

Organizing seminars, conferences, workshops, endowment lectures, and other academic activities to maintain contact among the college's faculty, non-teaching staff, and students.

Establishing Alumni endowments to grant scholarships, prizes, and medals to students who demonstrate high proficiency in their studies and honoring former students of the college who have achieved notable success in their professional lives.

Publishing magazines, souvenirs, and newsletters that highlight the activities of the college and its alumni, serving as a platform for alumni to share their achievements, experiences, and expertise.

Assisting alumni in seeking advice from the college on technical problems and job opportunities they may encounter in their professional and personal lives, fostering a strong support network.

The alumni association also undertakes any other activities necessary to further the aforementioned aims and objectives, contributing to the growth and advancement of the college community.

In summary, the Dr. S. Radhakrishnan Teachers' Training College Alumni Association serves as a vibrant platform for alumni to connect, exchange knowledge and experiences, and contribute to the development of the college. Through various initiatives, the association supports students, provides valuable feedback on curriculum and teaching methodologies, and fosters a sense of community and collaboration among alumni and the college administration.

File Description	Document
Details of office bearers and members of alumni association	View Document
Paste link for additional information	View Document

5.4.2

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

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

Response: B. Any 4 or 5 of the above

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

5.4.3**Number of meetings of Alumni Association held during the last five years****Response: 5****5.4.3.1 Number of meetings of Alumni Association held during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
01	01	01	01	01

File Description	Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document
Paste link for additional information	View Document

5.4.4

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

Response:

The Alumni Association of Dr. S. Radhakrishnan Teachers' Training College plays a vital role in supporting and motivating students while also recognizing and nurturing their special talents. The institution maintains a strong connection with its alumni through regular meetings and seeks their valuable suggestions for college improvement.

The alumni members are invited to various events such as seminars, workshops, conferences, and the annual day. During these occasions, they share their experiences and success stories, inspiring and guiding students who are pursuing a career in teaching. They act as role models, motivating aspiring teachers to excel in their profession.

Orientation programs provide students with opportunities to interact with distinguished alumni members, discussing important aspects of teaching and learning. Alumni members also contribute to monitoring the Practice of Teaching/Internship by conducting viva exams and supervising lesson delivery. These activities create a supportive environment for nurturing student talent.

The institution values the maintenance of quality standards, and the alumni members actively contribute to this through their involvement in the Internal Quality Assurance Cell (IQAC). During annual alumni meetings, members share their concerns, experiences, and suggestions. The IQAC team analyzes the feedback and presents it to the college administration for further action.

Alumni seek advice and support in various aspects, including curriculum development, financial aid for students, admission support, placement guidance, and mentoring. They actively contribute by delivering seminars, organizing workshops, planning internships, and providing demonstrations. The alumni association ensures that the institution receives the expertise and insights of alumni, leading to continuous improvement and overall growth.

To facilitate communication, the college maintains an active alumni WhatsApp group where members are informed about professional development opportunities, government notifications, and educational matters. They are encouraged to pursue higher studies and are provided with professional help, including access to the college library for reference. Qualified alumni are also informed about job vacancies in the college and other institutions, while they communicate about job openings in schools to facilitate placements.

Overall, the Alumni Association acts as a watchdog, ensuring that the institution stays on track to achieve its goals. By actively involving alumni, the college benefits from their expertise, experiences, and insights, resulting in continuous improvement and growth.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Dr. S. Radhakrishnan Teachers' Training College believes in effective leadership and participatory governance that aligns with its vision and mission.

The institution's vision is to be a dynamic teaching center that empowers students with knowledge, skills, and values for a better society, while its mission focuses on holistic development, national contribution through teacher education, responsible use of technology, research, and promoting local language and culture.

To ensure that the vision and mission are understood and implemented, the college conducts orientation programs, displays them on the college premises and website, and includes them in the college calendar. The active involvement of staff and students in the institution's governance is key to realizing these goals.

The institution follows a participatory administration approach, forming various committees with representation from staff and students. These committees, including the Governing Council, IQAC, internship, and examination Committee, meet regularly to discuss plans and evaluate the institution's performance. Feedback and suggestions from these committees are incorporated into the institution's planning to enhance quality.

Monthly staff meetings and evaluations at the end of the academic year provide opportunities to review activities and provide feedback for improvement. The non-teaching staff's performance is also evaluated through periodic meetings, ensuring the entire faculty contributes to enhancing the institution's quality.

The student union assists in administrative functions to a certain extent, encouraging students to provide feedback on the institution's functioning, facilities, and learning experiences. Written evaluations at the end of the academic year gather students' feedback, which is used to improve the college's quality.

These committees, along with the feedback received, serve as benchmarks for quality enhancement. They play a crucial role in decision-making and implementing measures to improve the institution's performance.

In summary, Dr. S. Radhakrishnan Teachers' Training College embraces effective leadership and participatory governance to achieve its vision and mission. Through orientation programs,

committees, feedback mechanisms, and evaluations, the institution fosters a collaborative environment that empowers staff and students to contribute to the institution's continuous improvement and strive for excellence in teacher education and holistic development.

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

6.1.2

Institution practices decentralization and participative management

Response:

Dr. S. Radhakrishnan Teachers' Training College believes in the collective leadership and democratic traditions, practicing decentralization and participatory management. The institution delegates authority extensively, with a focus on the Principal, coordinators, and teachers in charge of various cells and committees. These committees and cells play a crucial role in implementing various activities and functions of the college.

The institution has a wide range of committees and cells in place to ensure the smooth execution of different responsibilities. These include the Research Committee, Anti-Ragging Committee, Admission Committee, Discipline Committee, Library Committee, Examination Committee, Sports Committee, Internal Quality Assurance Committee, CCA Committee, Grievance Redressal Cell, Placement and Career Counseling Cell, Internal Complaint Cell.

At the beginning of each session, the committees are formulated through a democratic process involving all teaching and non-teaching staff. The committees are headed by convenors who lead the planning and execution of various programs and activities. The faculty and non-teaching staff have the opportunity to choose the committees they want to work in, and convenors are selected through mutual consultation based on merit.

The responsibilities of administration are shared by the entire teaching and non-teaching staff of the college. During the Institutional Planning phase at the beginning of every academic year, workload and responsibilities are specified for each individual. They are given the freedom to take initiative in planning and performing their assigned tasks. The institution emphasizes transparency in academic administration and operates in accordance with the principles of participation, accountability, decentralization, and transparency.

The Principal oversees the activities of various committees and cells, ensuring their effective functioning. The admission committee takes the responsibility of visiting nearby degree colleges,

approaching students, providing them with prospectuses, and distributing information pamphlets to motivate them to join the B.Ed course in the college. The cultural committee organizes all functions, celebrations, academic, and co-curricular activities within the college. The examination committee prepares data sheets, conducts tests, and assesses students' internal performance. Additionally, this committee plays a significant role in planning and successfully completing the internship program across all four semesters.

Committee meetings are held as and when required to discuss and organize activities, and minutes of these meetings are documented in both soft and hard copies. This ensures proper documentation and reference for future actions.

Overall, the institution's approach to decentralization and participatory management empowers staff members to actively contribute to the administration and functioning of the college. Through the various committees and cells, responsibilities are distributed, and everyone has a chance to participate in decision-making processes. The institution values transparency, accountability, and the collective effort of its staff to achieve its goals and provide quality education to its students.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.3

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

Response:

Dr. S. Radhakrishnan Teachers' Training College is committed to maintaining transparency in all its functions, including financial, academic, administrative, and other areas. This commitment is driven by the college's focus on good governance, accountability, and the alignment of its operations with its vision, mission, and goals.

Financial transparency is ensured through rigorous monitoring and oversight of financial resources by the Governing Council and administrative staff. Expenditure proposals are carefully budgeted, reviewed, and approved by the relevant authorities, including the Governing Council, Principal, and management. To ensure accountability, regular audits are conducted to assess the college's financial management. Independent auditors examine the institution's accounts, and budgets are meticulously scrutinized based on proposed purposes and accompanying documentation.

In terms of academic transparency, the college adheres to guidelines provided by the Department of Higher Education, Vinoba Bhave University, NCTE, and UGC. The Governing Council, IQAC, and Principal oversee the functioning of academic programs, ensuring adherence to established standards. The college prepares an academic calendar that outlines all the activities for each session, providing clear information about admissions, examinations, circulars, events, timetables, workshops, training programs, and campus drives. This information is readily accessible to both staff and students through the college's website and notice boards. The institution emphasizes the use of technology to enhance the teaching-learning process and employs regular assessments to track students' progress. Examination-related tasks, such as application processing, date sheet preparation, seating arrangements, absentee records, and question paper management, are handled with transparency and efficiency. The Principal assumes responsibility for overseeing the overall administration and academic functioning of the college, ensuring compliance with management policies and mandatory regulations. Various meetings, including faculty meetings, Institutional IQAC meetings, student union meetings, governing council meetings, and curriculum planning meetings, are conducted regularly to facilitate open communication and decision-making processes.

The college upholds administrative transparency by providing comprehensive information on service rules, code of conduct, and staff benefits. Administrative inspections, conducted by both management and the Principal, ensure compliance and effectiveness. The college also maintains transparency in student admissions by allocating B.Ed course seats based on merit, ensuring fairness and equal opportunities for all applicants.

Through its commitment to transparency, Dr. S. Radhakrishnan Teachers' Training College fosters accountability, efficient resource utilization, and compliance with established guidelines and regulations. This transparency enhances the institution's credibility and facilitates an environment of trust among all stakeholders.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Dr. S.Radhakrishnan Teachers' Training college is committed to providing quality higher education and research, focusing on various core themes outlined in its perspective plan. The plan emphasizes

improving academic and support facilities for students, serving as a roadmap for student achievement and college growth.

The college management grants considerable freedom and flexibility to the Principal and department committees to lead academic activities. They regularly meet to formulate and implement strategic plans for the institution. Mentorship programs are introduced in all departments, overseen by the Principal and the next senior most faculty, who seek suggestions from senior staff to study the institute's overall progress and recommend modifications to the management for further improvements.

To monitor and evaluate policies effectively, the institution adopts the following strategies:

Regular meetings of the councils: The Governing Council, Managing Council, and IQAC hold regular meetings to discuss and review institutional policies and progress.

Feedback system: Regular feedback is collected from stakeholders, alumni, members, staff, and students to assess the effectiveness of policies and identify areas for improvement.

Principal visits: The Principal and the next senior most faculty visit departments regularly to observe and assess their functioning and provide guidance and support.

Departmental monitoring: The heads of departments monitor the systems and activities of each department on a regular basis to ensure compliance with policies and quality standards.

Annual evaluation and presentation: Each department and Program Committee Coordinators conduct an annual evaluation and presentation regarding their activities, allowing for a comprehensive review and assessment of their performance.

By implementing these monitoring and evaluation strategies, the institution ensures continuous improvement and accountability in policy implementation, fostering an environment of quality education and holistic development for its students.

File Description	Document
Documentary evidence in support of the claim	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document
Link for additional information	View Document

6.2.2

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

Response:

Dr. S. Radhakrishnan Teachers' Training College has implemented a well-defined organizational structure that promotes efficient governance and management through effective decision-making. The college comprises various committees and cells that work together democratically to develop and execute policies and strategic plans aligned with the institution's vision and mission.

Faculty members play a crucial role as coordinators of different committees, allowing them flexibility in decision-making and implementation. The principal serves as an ex-officio member, providing guidance and support. These committees often include administrative staff and student representatives, fostering collaboration and diverse perspectives.

The principal holds overall responsibility for the college, overseeing administrative, academic, co-curricular, extra-curricular, and extension programs. The Internal Quality Assurance Cell (IQAC) plays a crucial role in assessing the college's academic and administrative performance, driving continuous improvement.

During Institutional Planning at the start of each academic year, specific responsibilities are assigned to staff members based on their workload. The college encourages staff to take initiatives and actively participate in planning and performing their duties, promoting ownership and accountability. Staff meetings and academic meetings provide platforms for collaboration and the exchange of ideas.

The governing body guides the college in fulfilling its objectives and approves the annual budgets. It acts as a guiding force, suggesting quality initiatives to the IQAC and other college bodies. The college prioritizes transparency in academic administration, adhering to principles of participation, accountability, decentralization, and transparency.

To address different aspects of college life, specific committees are established. The Internal Compliance Cell and Anti-ragging Cells ensure a safe and harassment-free environment. The Placement Cell supports students in securing suitable job placements. The Alumni Association conducts programs and provides feedback on college activities. The Student Welfare Committee focuses on students' overall well-being, while the Library Committee addresses library-related grievances and strives for improvement.

The Academic Audit Committee assesses staff members' academic performance and teaching effectiveness, facilitating continuous improvement.

To enhance transparency, all staff members receive orientation sessions regarding administrative and service instructions. They are educated about service conditions, roles and responsibilities, leave policies, code of conduct, and incentives for professional development and academic excellence. These parameters are uploaded on an e-governance platform, ensuring easy access and reference.

Recruitment criteria for teaching and non-teaching staff follow norms set by regulatory bodies such as NCTE, UGC, the affiliating university, and the Government of Jharkhand. Advertisements are published to invite eligible candidates for interviews conducted by selection committees constituted as per norms and management requirements.

In summary, Dr. S. Radhakrishnan Teachers' Training College ensures efficient governance, participatory decision-making, and transparency through its well-defined organizational structure and various committees. These mechanisms contribute to the college's overall effectiveness and quality, fostering an environment conducive to growth and excellence.

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

6.2.3

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

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

Response: C. Any 3 or 4 of the above

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

6.2.4

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

Response:

The institution has set up various committees to ensure the smooth functioning of college activities. These committees, including the Cultural Committee, IQAC Committee, Anti-Ragging Committee, Admission Committee, Library Committee, and Examination Committee, are responsible for planning, decision-making, and implementation.

The Cultural Committee focuses on organizing diverse programs and holds meetings that involve both teaching and non-teaching staff. During these meetings, the committee discusses and outlines the programs to be organized. Resolutions are formulated, and subsequently, the Principal seeks approval from the Management to proceed with the implementation of these programs.

The involvement of different committees allows for effective coordination and ensures that college activities are well-organized. Each committee plays a specific role, such as monitoring academic quality, preventing ragging incidents, overseeing admissions, managing the library, and conducting examinations. By engaging in thorough planning and obtaining necessary approvals, these committees contribute to the successful and productive functioning of the institution.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution prioritizes the well-being of both teaching and non-teaching staff and has implemented various measures to support their welfare. To enhance their knowledge and skills, trainings and workshops covering a wide range of topics, including legal rights, consumer rights, road safety, insurance, health and fitness, and post office schemes, are organized for both categories of staff. Periodic yoga camps are also conducted to promote physical and mental well-being.

The institution recognizes the importance of professional development and provides duty leave for staff members to attend workshops, orientation courses, and refresher courses. Both teaching and non-teaching staff has access to the employees' provident fund, with equal contributions from the management. Staff members are entitled to various types of leave, including vacation leave, casual leave, earned leave, medical leave, sick leave, and maternity leave for female staff members.

To support their research work, staff members are encouraged to utilize the college's ICT facilities. Financial assistance is also provided to facilitate their participation in conferences, seminars, and workshops. The institution offers access to infrastructure and library resources, including academic materials, psychological tests, staff assistance, and clerical support, to promote the professional and

personal growth of the faculty.

Special provisions are made to ensure the comfort and well-being of staff members. The college also offers amenities such as boiled and cooled drinking water and attached toilet-cum-bathing rooms for staff members to utilize as needed.

These comprehensive welfare measures reflect the institution's commitment to supporting and caring for its teaching and non-teaching staff members, promoting a positive and conducive work environment.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3.2

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Link for 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: 2**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**

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	1	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Link for additional information	View Document

6.3.5

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

The institution has implemented a Performance Appraisal System for both teaching and non-teaching staff, following the guidelines set by the University Grants Commission (UGC) for the Appointment of Teachers and other Academic Staff. This system is regularly reviewed and updated to maintain and improve standards for staff members.

The performance appraisal is conducted annually, typically after one year of service. Its primary objective is to assess the performance of each employee based on established norms and criteria while identifying areas for improvement that contribute to their professional growth.

For teaching staff, the Performance Based Appraisal System (PBAS) is utilized, considering factors such as academic qualifications, research experience, participation in training programs, research projects, publications (including papers in journals, book publications, and book chapters), paper presentations in seminars, conferences, symposia, workshops attended, teaching and evaluation experience, and overall teaching experience. Additional aspects considered include involvement in extension work and membership in professional bodies or societies.

Promotions and increments for teaching staff are determined based on their performance as assessed through this comprehensive evaluation process.

Non-teaching staff members undergo an annual appraisal as well, focusing on parameters such as character and habits, departmental abilities, capacity to handle challenging tasks, discipline, reliability, relationships and cooperation with superiors, subordinates, colleagues, students, and the public, drafting skills, and efficient organization of documents. The overall performance assessment for non-teaching staff is based on these parameters.

The head of the institution conducts the initial assessment of non-teaching staff members, and the appraisal reports are forwarded to the management for further review.

The Performance Appraisal System plays a significant role in evaluating employee performance, motivating staff members, analyzing strengths and weaknesses, and ensuring overall improved performance. It provides a structured framework for assessing the contributions and achievements of individuals within the institution. By identifying areas for improvement, staff members receive guidance and support to enhance their skills and capabilities. The system also serves as a basis for decision-making regarding promotions and increments, promoting meritocracy and encouraging continuous professional development.

Overall, the Performance Appraisal System in place at the institution serves as a valuable tool for evaluating and enhancing the performance of both teaching and non-teaching staff. It fosters a culture of growth, ensuring the maintenance of high standards within the institution. Through this system, staff members are motivated, guided, and recognized for their contributions, leading to a positive and productive work environment.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The institution has established a robust mechanism for financial accountability through audits. Audits are conducted continuously by a qualified and permanently appointed auditor. Also a dedicated team of staff thoroughly checks and verifies all financial transactions on an ongoing basis, serving as a check and balance for income and expenditure.

In addition to the check and verify process, comprehensive annual audits are conducted. Certified Chartered Accountants, authorized to perform audits, are engaged to review and certify the institution's entire income and expenditure, including capital expenditure, for each financial year. The auditor carefully examines the financial statements and prepares audit reports.

By conducting audits, the institution ensures that all financial transactions undergo rigorous scrutiny and verification. Bank transactions are primarily used for maintaining accounts, except for petty cash, which further enhances the internal check and balance of the institution's financial records.

Ultimately, the audited financial statements and audit reports are regularly submitted to the institution, promoting transparency and accountability in the institution's financial affairs.

File Description	Document
Link for additional information	View Document

6.4.2

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

Response: 0**6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

6.4.3

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

Response:

Our self-financed college relies primarily on student fees as its main source of funding. However, the institution also encourages faculty members to generate funds for various activities. The Internal Quality Assurance Cell (IQAC) actively explores funding schemes offered by agencies such as UGC, MHRD, NCTE and others. Moreover, the college also tries to mobilize funds from stakeholders, parent NGOs, UGC, local well-wishers, alumni, and public representatives to support its regular activities.

Recognizing the importance of maintaining and updating infrastructure, the college has developed policies for effective implementation and optimal resource utilization. The management allocates funds specifically for the maintenance of laboratories and classrooms. Funds received are collected and utilized through payment modes such as cheques, RTGS, or NEFT. The utilization of funds follows a systematic process based on the priorities and advice of various committees.

These funds are utilized for infrastructural development, beautification, procurement of ICT devices, facility upgrades, student development, and acquiring necessary equipment for skill-based courses. Every rupee received undergoes a proper channel of expenditure, including obtaining quotations, seeking committee consent, and making payments through cheques or online systems.

To ensure optimal resource utilization, the institution follows specific practices. An annual budget is prepared well in advance to meet the college's needs, including allocations for academic departments, research activities, computer labs, psychology labs, the library, and sports. The Principal plans activities based on the approved budget.

A Purchase Committee considers departmental requirements, invites quotations, prepares comparative statements, negotiates with suppliers, and places purchase orders. The committee closely

monitors the entire purchase procedure to ensure transparency and accountability.

All funds mobilized by the institution are properly accounted for in the books, and an audited utilization statement of accounts is submitted to funding agencies for specific grants. External and internal financial audits are conducted annually by appointing a statutory auditor in the annual general meeting.

Through these measures, the institution aims for efficient financial management, maximum resource utilization, and transparency in its financial operations. By diversifying funding sources and implementing prudent financial practices, the college can maintain and improve its infrastructure while providing quality education and opportunities for its students.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) serves as a driving force in cultivating a culture of quality and pursuing holistic academic excellence in the college. It assumes the responsibility of closely monitoring the implementation of the college's vision and mission. The IQAC prepares a perspective plan for the college's development and executes it through a strategic plan each year. Its objective is to institutionalize various quality assurance strategies, including digitization of academic and administrative facilities, promoting gender equality, and strengthening extension activities. The IQAC has played a crucial role in suggesting numerous quality improvement measures for the college, contributing to its overall growth and progress.

During the assessment period, the IQAC successfully implemented various curricular, co-curricular, and extracurricular activities. Notable initiatives conducted by the IQAC include collecting and analyzing feedback from stakeholders such as students, parents, employers, alumni, principals, and teacher educators. This feedback serves as a valuable resource for planning future improvements in the quality of education and services provided by the institution.

Efforts were made to enhance the teaching-learning process and evaluation methods, with a focus on effective curriculum delivery. The utilization of ICT tools was also increased to support the learning process and facilitate better student engagement.

The institution organized seminars, workshops, conferences, and endowment lecture series to foster knowledge sharing and professional development among faculty and students. These academic events provide platforms for intellectual exchange and recognition of distinguished alumni.

The college also demonstrated its commitment to community welfare by organizing COVID-19 awareness programs and vaccination drives. These initiatives aimed to promote health and safety among the college community and the wider society.

Environmental conservation and awareness programs were conducted, including activities such as plant distribution, fire safety demonstrations, and vermicompost cultivation on campus. These initiatives aimed to raise awareness about environmental sustainability and encourage responsible practices.

Special lectures on topics like folk literature and education, as well as programs promoting road safety awareness, were organized by the institution. These initiatives contribute to the holistic development of students and their understanding of broader social issues.

Furthermore, the inauguration of an e-library provided students and faculty with access to a wide range of digital resources for academic and research purposes, enhancing the learning experience within the institution.

These activities reflect the proactive efforts of the IQAC and the institution in fostering quality education, holistic development, and community engagement. Through these initiatives, the college strives to provide an enriching and inclusive educational environment that empowers its students and contributes to their overall growth and success.

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

6.5.2

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

Response:

The IQAC of the college has implemented various mechanisms to review and improve the effectiveness of the teaching-learning process and operational structures. These measures contribute to creating a conducive learning environment and enhancing student outcomes.

To ensure a suitable learning environment, the IQAC ensures that classrooms have adequate space, laboratories are equipped with quality instruments and equipment, the library has appropriate knowledge resources, and ICT facilities are available before the start of each academic year.

The faculty actively engages in syllabus revision workshops, which enhances their preparedness for effective teaching. The scheduling of courses in the timetable takes into consideration factors such as the nature of courses and the schedules of co-curricular and extracurricular activities, allowing for a balanced allocation of time.

To enhance the learning experience, the college employs a variety of teaching methods and tools such as projects, internships, field visits, and ICT-based teaching through Learning Management Systems (LMS) like HOME M TUTOR. Faculty members develop specialized tools like workbooks and practical handbooks to supplement the learning process.

The college actively involves students as stakeholders by collecting feedback from them at least once per semester. Parent-teacher meetings are also organized, facilitating discussions about the student's academic progress and behavior. These interactions provide valuable insights and feedback for initiating necessary reforms in the teaching-learning process. The college analyzes course-wise results in university exams to assess the attainment of course outcomes. It conducts academic audits to evaluate the effectiveness of teaching and learning practices. The IQAC regularly reviews committee activities and suggests changes to further enhance the teaching-learning process.

The success of these efforts is evident in the achievements of students, including university ranks, participation in competitions, and securing placements. The high rate of progression and improved percentage of results indicate the effectiveness of quality-enhancement measures.

The college has implemented specific measures to enhance the teaching-learning process, such as pairing high-performing students with low-performing students to facilitate peer learning. Senior students deliver demonstration lessons to their junior counterparts, promoting knowledge sharing and mentorship. The college emphasizes participation in co-curricular activities, utilizes ICT, and conducts tutorial sessions for high achievers, providing additional support.

Through these comprehensive efforts, the college aims to continuously enhance the teaching-learning process, improve student outcomes, and create a conducive environment for academic excellence. The commitment to quality education and the holistic development of students is evident in the proactive initiatives taken by the IQAC and the institution as a whole.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document
Link for additional information	View Document

6.5.3

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

Response: 6.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
07	04	05	07	08

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

6.5.4

Institution engages in several quality initiatives such as

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

5. Participation in NIRF**Response:** C. Any 2 of the above

File Description	Document
Feedback analysis report	View Document
Data as per Data Template	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

6.5.5

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

Response:

Over the years, Dr. S. Radhakrishnan Teachers' Training College has implemented a range of academic and administrative initiatives to enhance the quality of education and create a conducive learning environment for students. These initiatives reflect the college's commitment to continuous improvement and providing a holistic educational experience.

The college has invested in upgrading its computer lab with new computer systems, ensuring that students have access to modern technology for their academic activities. The psychology lab has also been equipped with new tests and a computer system with Wi-Fi facility, enabling students to conduct practical experiments and research in the field of psychology.

To facilitate effective teaching and learning, smart boards have been installed in the Technology Lab, enabling interactive and dynamic classroom sessions. The college has also introduced value-added courses to supplement the regular curriculum and provide additional knowledge and skills to students, enhancing their overall learning experience.

The college website has been redesigned to provide updated information about the institution, programs, facilities, and achievements, making it more user-friendly and informative for students, parents, and other stakeholders. The college library has been upgraded with new books related to teacher training programs, ensuring that students have access to relevant and comprehensive study materials.

The college prepares the timetable in accordance with the guidelines of the academic calendar, ensuring a well-structured and organized schedule for students and faculty. Faculty members utilize various innovative teaching methods such as team teaching, role-playing, project-based learning, ICT-based teaching, and flipped classrooms. Well-equipped classrooms and laboratories support these methods and provide a dynamic learning environment.

To enhance general awareness and enrich the knowledge of the staff, the college organizes

extension lectures, workshops, and seminars. These activities provide opportunities for professional development and learning. Faculty members are encouraged to conduct research in the field of education and participate in training programs to enhance their knowledge and skills.

On the administrative front, the college conducts training sessions to familiarize staff with new policies implemented by the management. Stress management and soft skills training, including yoga sessions, are organized to support the well-being and professional development of the staff.

These academic and administrative initiatives reflect the commitment of Dr. S. Radhakrishnan Teachers' Training College to continuous improvement, innovation, and providing a holistic educational experience to its students. By investing in modern infrastructure, implementing innovative teaching methods, and supporting faculty development, the college strives to create an environment that fosters academic excellence and prepares students for a successful career in education.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Dr. S. Radhakrishnan Teachers' Training College is deeply committed to promoting sustainability and social responsibility by continuously striving to improve and protect the environment. The college has implemented a range of initiatives that prioritize sustainable resource usage, discourage wasteful practices, minimize pollution, and encourage the reuse of materials for the benefit of individuals and society as a whole.

The college's Discipline Committee plays a pivotal role in implementing the energy conservation policy. They develop action plans, set objectives, and organize extension lectures by experts to raise awareness about energy conservation among staff and students. These lectures serve as platforms for sharing knowledge and best practices in energy conservation, fostering a culture of responsibility and engagement.

Regular meetings of the Maintenance Committee and College Discipline Committee are held to discuss rules, regulations, facilities, and observations related to energy conservation. These committees actively identify areas for improvement and implement strategies to optimize energy usage. The college also prioritizes the incorporation of natural light and ventilation in building design, reducing the reliance on artificial lighting and air conditioning and creating a more sustainable and comfortable learning environment.

Sensitization programs are conducted to encourage energy-saving practices among staff and students. They are urged to turn off lights and fans when not in use and limit the use of air conditioners to necessary situations. The college has embraced energy-efficient LED lights and has implemented solar energy facilities as alternative power sources for in campus street lights, further promoting energy conservation and reducing dependence on conventional energy sources. The college also plans to extend the use of solar energy as the main source of energy across the campus.

The college's Technician and ICT members play a crucial role in energy conservation efforts. They ensure that appliances and lights are switched off when not in use and implement practical solutions such as using energy-efficient LED bulbs, replacing faulty electric wires and switches, and mapping electricity switches for efficient usage. The installation of automatic tripping systems and UPS protection for computers reduces energy wastage and safeguards electronic devices.

Through these initiatives, Dr. S. Radhakrishnan Teachers' Training College exemplifies its commitment to environmental responsibility and strives to establish a sustainable institutional framework. By implementing practical measures and fostering awareness among staff and students, the college actively contributes to a greener and more sustainable future. The college recognizes the broader societal impact of sustainable practices, creating a culture of responsibility and social consciousness.

among its stakeholders.

Overall, Dr. S. Radhakrishnan Teachers' Training College's initiatives in energy conservation, plastic waste reduction, and efficient resource usage showcase its dedication to environmental stewardship and its efforts to create a sustainable educational environment.

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

7.1.2

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

Response:

Dr. S. Radhakrishnan Teachers' Training College recognizes the importance of sustainable and holistic waste management in reducing its environmental impact and providing a safe and healthy campus environment. To achieve this, the institution has established a "Waste Management Cell" responsible for developing and implementing a Waste Management Policy with clear objectives and an action plan for each session. The college's Beautification Committee supports and actively participates in the implementation of the policy.

The Waste Management Policy ensures responsible disposal of all types of waste through proper segregation mechanisms at the source. The policy follows the principles of waste reduction, reuse, recycling, and recovery. All staff, students, and visitors are expected to comply with the policy, and orientation sessions are conducted to raise awareness and encourage active participation.

The objectives of the policy include ensuring compliance with waste regulations, minimizing waste generation, promoting repair, reuse, and recycling practices, cost-effective waste disposal, defining roles and responsibilities, raising environmental awareness, expanding recycling opportunities, ensuring safe handling and storage of waste, providing training and codes of conduct, and promoting a holistic approach to waste management on campus.

The college has implemented an action plan to effectively address waste management. This includes organizing extension lectures by experts to raise awareness and educate the campus community about waste management practices. The Waste Management Cell and the College Beautification Committee hold regular meetings to discuss waste-related issues and develop strategies for improvement.

The Beautification Committee takes responsibility for maintaining cleaning and waste management facilities on campus. Procedures are in place for the disposal of obsolete and unusable items to prevent the accumulation of junk and optimize space utilization. The college promotes the use of

electronic methods for routine correspondence to minimize paper usage.

Special attention is given to the disposal of electronic waste (e-waste) to ensure proper handling. Different colored waste bins are strategically placed across the campus, and separate bins are maintained in labs for different types of waste. Safe disposal methods are employed for hazardous waste that cannot be recycled or reused. Additionally, biodegradable waste collected from the campus is utilized through vermi-composting.

Through these initiatives, Dr. S. Radhakrishnan Teachers' Training College demonstrates its commitment to responsible waste management and a sustainable campus environment. By promoting waste minimization, segregation, recycling, and awareness among staff, students, and stakeholders, the college aims to foster a culture of environmental responsibility and contribute to a cleaner and greener future.

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

7.1.3

Institution waste management practices include

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

Response: D. Any 1 of the above

File Description	Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Link for additional information	View Document

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting**2. Waste water recycling****3. Reservoirs/tanks/ bore wells****4. Economical usage/ reduced wastage****Response:** D. Any 1 of the above

File Description	Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Any additional link	View Document

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

Dr. S. Radhakrishnan Teachers' Training College is deeply committed to fostering a culture of cleanliness, sustainability, and environmental responsibility among its students, staff, and stakeholders. The college actively engages in various initiatives based on the principles of "Reduce, Reuse, and Recycle" to promote these values.

The college places great emphasis on education and awareness. Through assemblies, seminars, and extension lectures, students and staff are educated about the importance of cleanliness and the 3R policy. This helps in raising awareness and instilling a sense of responsibility towards the environment. Additionally, cleanliness drives and activities, such as litter clean-up, cleaning of labs and classrooms, and plays on cleanliness, actively involve the college community.

Waste management is another significant focus area for the college. Regular removal of broken, waste, and unusable materials from the campus ensures a clean and organized environment. Workshops and interactive sessions on waste reuse and recycling educate students and staff about practical ways to reduce waste and promote sustainable practices.

The college promotes good hygiene habits through the display of posters and instruction boards. Tutorial discussions provide a platform for sharing ideas on cleanliness in daily life. Expert sessions on clean water, toilets, and hygiene emphasize their importance in maintaining a healthy environment.

To create a pollution-free environment, the college maintains well-manicured green gardens

and conducts annual tree plantation drives. Energy-saving practices, such as turning off lights when not in use and prioritizing fans over air conditioners, are encouraged. Plastic waste reduction is also promoted through workshops that teach the reuse of plastic bags for various purposes.

The college is trying to adopt a "print little" approach by implementing paperless offices and e-governance practices, further contributing to environmental sustainability. Carpooling is encouraged among staff and students to save fuel and reduce costs.

The college's commitment to environmental responsibility is highlighted by celebrating "World Environment Day" with a focus on the theme of "Reduce, Reuse, and Recycle." This celebration reinforces the college's dedication to sustainability and encourages the entire community to actively participate in environmental conservation.

Through these resources, Dr. S. Radhakrishnan Teachers' Training College cultivates a culture of cleanliness, sustainability, and environmental consciousness. By promoting green practices, waste reduction, and environmental awareness, the college creates a healthier and more sustainable campus environment for all its members.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Link for additional information	View Document

7.1.6

Institution is committed to encourage green practices that include:

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

Response: C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Circulars and relevant policy papers for the claims made	View Document
Link for additional information	View Document

7.1.7

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

Response: 0.38

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.15	0.44	0.28	0.23	0.98

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

7.1.8

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

Response:

Dr. S. Radhakrishnan Teachers' Training College is deeply committed to incorporating the local environment, locational knowledge, community practices such as the celebration of local festivals like

Sarhul, Karma etc. and challenges into its teaching-learning process. By doing so, the institution aims to provide experiential learning opportunities to its students.

The college has successfully integrated topics related to Environment and Sustainability, as well as Social issues, into its teacher education training program curriculum. This approach ensures that students not only gain content knowledge but also develop a strong connection and affinity towards the environment. To further enrich the learning experience, the college organizes outdoor programs that directly align with the curriculum. These programs include Cleanliness and Health Campaigns, Value Inculcation Programs, workshops on Life Skills, and seminars on relevant topics. Through these initiatives, students are exposed to real-world situations, enabling them to apply their theoretical knowledge in practical contexts.

Collaboration with neighboring schools and community members is actively fostered by Dr. S. Radhakrishnan Teachers' Training College. The institution provides resources and facilities to these institutions, promoting social connectivity, trust, and networks between students and communities. Teaching Practice Lectures on various subjects, including local languages like Kortha, Nagpuri and others, Women's Day, energy conservation, waste management and rainwater harvesting, are organized to raise awareness among students about environmental and social issues. These lectures also instill a sense of responsibility towards their local environment.

The college conducts extension lectures and seminars on topics such as Road Safety and Traffic Rules, the Swachh Bharat (Clean India) campaign, Religious Equality, AIDS, and Human Rights Day. These activities deepen students' understanding of environmental and social challenges. Cleanliness drives and assigned projects related to Tree Plantation and the Beti Parao, Beti Bachao (Save and Educate the Girl Child) campaign promote a sense of ownership, pride, and active involvement in their local surroundings.

Field trips, visits to museums, and historical monuments are organized to expose students to different environments and cultures. These experiences foster respect, appreciation, and understanding of their own heritage and that of others.

Dr. S. Radhakrishnan Teachers' Training College actively engages with the community and supports marginalized individuals. The college organizes fundraisers and visits orphanages and old age homes, emphasizing the importance of social welfare, values, and empathy.

To facilitate effective communication and collaboration, the college arranges alumni meets, assemblies, and parent-teacher meetings. These platforms create opportunities for dialogue and shared responsibility among all stakeholders.

The institution also establishes linkages with other educational bodies and NGOs, inviting teachers and students from different schools and colleges to demonstrate lessons during teaching practice. Furthermore, voluntary visits to orphanages, slums, rehabilitation centers, and schools for disabled individuals contribute to the betterment of these communities.

In conclusion, Dr. S. Radhakrishnan Teachers' Training College actively integrates experiential learning, community engagement, and social responsibility into its educational framework. By nurturing socially conscious and environmentally responsible teachers, the college aims to create a positive impact on society.

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

7.1.9

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

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

Response: C. Any 2 of the above

File Description	Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Link for additional information	View Document

7.2 Best Practices**7.2.1**

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

Response:

Best Practice – 1

Title of the Practice: School Internship Programme

The objective of the Practice:

- Enhancing the skills and competencies of student-teachers.
- Nurturing the personal and emotional qualities of student-teachers such as empathy, patience, and understanding.

- Provide opportunity to apply their theoretical knowledge in real classroom settings and establish meaningful connections with learners
- Enables student-teachers to understand and appreciate the cultural diversity present in schools and develop strategies to cater to the needs of a multicultural student body.

The context:

- An Internship Programme for student teachers, spanning across multiple semesters. In the second semester, they participate in a 4-week internship, followed by a 16-week internship in the third semester.
- The internship program begins with an orientation phase, where student teachers receive guidance on the program's objectives, responsibilities, and expectations.
- During the 4-week internship in the second semester, student teachers have the opportunity to visit various types of schools.
- Throughout the internship, student teachers are required to document their observations and experiences by writing reports

The Practice :

- Before the start of the 2nd Semester internship, Dr. S. Radhakrishnan Teachers' Training College obtains permission from the District Education Officer to allocate schools for the program.
- During the internship period, student teachers actively participate in a wide range of activities including leading the morning assembly, organizing classroom activities, developing teaching aids, conducting formative evaluations, providing guidance to exceptional students, assisting with co-curricular activities, attending Parent-Teacher Association meetings, maintaining cleanliness and hygiene in the school premises, observing and celebrating festivals, conducting action research, preparing lessons incorporating information and communication technology (ICT), and integrating different subjects in their teaching approach.

Best Practice – 2

Title of the Practice: “Community Service Programmes”

Objectives of the Practice :

- Instill a sense of social responsibility by promoting awareness of societal issues and encouraging active participation in community service

- providing opportunities for students to actively contribute and serve their community.
- to develop a deeper understanding of the community in which they live by exploring the cultural, social, and economic aspects of their community

The Context:

- they develop an understanding of their role in society and the importance of contributing positively to their communities
- they utilize their knowledge and skills to find practical solutions to community problems.
- They acquire essential skills such as communication, cooperation and leadership.

The Practice :

The institution organizes various programs to address important social and environmental issues. These programs include:

- Fire Safety Measures Programme.
- Socio-economic Status Survey.
- Special Lecturing Programme on World Women's Day.
- Swachhatha Abhiyan.
- Traffic Safety Measures.
- Plantation and Free Plant Distribution to Villagers.
- E-waste Management Awareness and Collection Program.
- Orientation on Vermicompost.
- Fit India Programme.
- Solid Waste Management Visit and Awareness Program.
- Save Water Awareness Program.
- Awareness Program on Personal Hygiene During Adolescence for Girls.
- Prohibition of Child Labour Day Celebration.

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

Dr. S. Radhakrishnan Teachers' Training College, established in 2012, is a renowned institution. Affiliated with Vinoba Bhave University, Hazaribagh (Jharkhand), and recognized by the National Council for Teacher Education (NCTE), the college upholds high standards of education. It has also achieved an accreditation of 'B+' Grade with a commendable 2.55 CGPA from the National Assessment and Accreditation Council (NAAC).

Nestled on a serene 0.99-acre campus along NH-23 (Ramgarh-Bokaro Road) in Ramgarh, the college offers a picturesque and peaceful environment conducive to learning. Its well-equipped building adheres to NCTE norms, providing a suitable setting for teacher training.

Dr. S. Radhakrishnan Teachers' Training College takes pride in its history of delivering high-quality teacher education, consistently achieving nearly 100% results each year. The college envisions itself as a dynamic teaching center that empowers students with knowledge, skills, and values to contribute to a better society.

Since its inception, the college has been dedicated to continuous improvement and the sustenance of quality education for student teachers. The management and staff are committed to enhancing the learning experience, incorporating regular physical exercises such as games and yoga to help students develop qualities like concentration and self-control.

A key focus of the college is to instill values in student teachers. Character, good conduct, moral integrity, self-discipline, compassion, love for all living beings, and responsibility are nurtured through various activities. Morning assemblies, led by student teachers, serve as platforms to reinforce the institution's vision and mission, encouraging personal growth and reflection.

The college places significant emphasis on promoting global and Indian constitutional values. These values are integrated into different subjects and programs, including the celebration of national festivals and priority initiatives. Character development and the infusion of moral and ethical values are paramount. The college adopts innovative teaching methods to ensure students gain relevance and importance in a global context.

Dr. S. Radhakrishnan Teachers' Training College boasts an impressive track record of student placements in esteemed educational institutions. The combined efforts of the faculty and students

contribute to successful on-campus and off-campus recruitment drives.

In conclusion, the college's primary objective is to foster the development of creative and skilled teachers capable of excelling in a competitive world. Through its commitment to quality education, character development and the infusion of values, Dr. S. Radhakrishnan Teachers' Training College plays a vital role in shaping the future of education and making a positive impact on society.

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

5. CONCLUSION

Additional Information :

The JAN AKANKSHA society is resistered with his prime gold to achived in field of education and after establishment of Dr. S. Radhakrishnan Teachers' Training College for B.Ed Course in 2012 and there after D.El.Ed Course in 2015 also got NOC from Vinoba Bhawe University from the course of Master in Education. Our Prime target is to achive or create inreach Human capital. in the state of gradual academic development Dr. S. Radhakrishnan Teachers' Training Collegeexploring The Best academic community.

Concluding Remarks :

Dr. S. Radhkrishnan Teachers' Training College is etablised with the vast vission and mission. To achived the goal of our mission we day to day work for curricular aspect, teaching learning and evaluation, infrasturcture and learning resourse, governance, leadership and management, student support and progression, institutional values and best practices. Also to improve the quality and research besed requirement our reasearch and outreach activities are regularlly in the practice. Also we review the institutional strength, weakness, opportunities and challanges. which give us a chance to improve the qualities and effectiveness in this field.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p>Average Number of Value-added courses offered during the last five years</p> <p>1.2.2.1. Number of Value – added courses offered during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>4</td><td>3</td><td>3</td><td>5</td><td>5</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> <p>Remark : DVV has made the changes as per shared clarification.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	4	3	3	5	5	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
4	3	3	5	5																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	0	0	0	0																	
1.2.3	<p>Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years</p> <p>1.2.3.1. Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>100</td><td>100</td><td>94</td><td>100</td><td>100</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>82</td><td>100</td><td>73</td><td>100</td><td>100</td></tr></table> <p>Remark : DVV has made changes as per report shared by HEI.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	100	100	94	100	100	2021-22	2020-21	2019-20	2018-19	2017-18	82	100	73	100	100
2021-22	2020-21	2019-20	2018-19	2017-18																	
100	100	94	100	100																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
82	100	73	100	100																	
1.2.4	<p>Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through</p> <p>1. Provision in the Time Table</p> <p>2. Facilities in the Library</p> <p>3. Computer lab facilities</p> <p>4. Academic Advice/Guidance</p>																				

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: C. Any 2 of the above
 Remark : DVV has made the changes as per shared clarification.

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

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

Answer before DVV Verification : A. Any 5 or more of the above
 Answer After DVV Verification: C. Any 3 of the above
 Remark : DVV has made the changes as per shared clarification.

2.2.4 Student-Mentor ratio for the last completed academic year

2.2.4.1. Number of mentors in the Institution

Answer before DVV Verification : 14
 Answer after DVV Verification: 5

Remark : DVV has made changes as per report shared BY HEI.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
13	11	11	10	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	1

	Remark : DVV has made the changes as per shared clarification.
2.3.3	<p>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..</p> <p>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</p> <p>Answer before DVV Verification : 100 Answer after DVV Verification: 00</p> <p>Remark : DVV has made the changes as per shared clarification.</p>
2.3.4	<p>ICT support is used by students in various learning situations such as</p> <ol style="list-style-type: none"> 1. Understanding theory courses 2. Practice teaching 3. Internship 4. Out of class room activities 5. Biomechanical and Kinesiological activities 6. Field sports <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made the changes as per shared clarification.</p>
2.3.6	<p>Institution provides exposure to students about recent developments in the field of education through</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: C. Any 3 of the above Remark : DVV has made the changes as per shared clarification.</p>
2.4.1	Institution provides opportunities for developing competencies and skills in different functional

	<p>areas through specially designed activities / experiences that include</p> <ol style="list-style-type: none"> 1. Organizing Learning (lesson plan) 2. Developing Teaching Competencies 3. Assessment of Learning 4. Technology Use and Integration 5. Organizing Field Visits 6. Conducting Outreach/ Out of Classroom Activities 7. Community Engagement 8. Facilitating Inclusive Education 9. Preparing Individualized Educational Plan(IEP) <p>Answer before DVV Verification : C. Any 4 or 5 of the above Answer After DVV Verification: D. Any 2 or 3 of the above Remark : DVV has made the changes as per shared clarification.</p>
2.4.2	<p>Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as</p> <ol style="list-style-type: none"> 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement <p>Answer before DVV Verification : C. Any 4 or 5 of the above Answer After DVV Verification: D. Any 2 or 3 of the above Remark : DVV has made the changes as per shared clarification.</p>
2.4.3	<p>Competency of effective communication is developed in students through several activities such as</p>

	<ol style="list-style-type: none"> 1. Workshop sessions for effective communication 2. Simulated sessions for practicing communication in different situations 3. Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' 4. Classroom teaching learning situations along with teacher and peer feedback <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made the changes as per shared clarification.</p>
2.4.4	<p>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</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made the changes as per shared clarification.</p>
2.4.5	<p>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</p> <ol style="list-style-type: none"> 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 of the above Remark : DVV has made the changes as per shared clarification.</p>
2.4.6	<p>Students develop competence to organize academic, cultural, sports and community related events through</p> <ol style="list-style-type: none"> 1. Planning and scheduling academic, cultural and sports events in school 2. Planning and execution of community related events 3. Building teams and helping them to participate 4. Involvement in preparatory arrangements 5. Executing/conducting the event

	<p>Answer before DVV Verification : B. Any 4 of the above</p> <p>Answer After DVV Verification: C. Any 3 of the above</p> <p>Remark : DVV has made the changes as per shared clarification.</p>
2.4.7	<p>A variety of assignments given and assessed for theory courses through</p> <ol style="list-style-type: none"> 1. Library work 2. Field exploration 3. Hands-on activity 4. Preparation of term paper 5. Identifying and using the different sources for study <p>Answer before DVV Verification : A. Any 4 or more of the above</p> <p>Answer After DVV Verification: B. Any 3 of the above</p> <p>Remark : DVV has made the changes as per shared clarification.</p>
2.4.10	<p>Nature of internee engagement during internship consists of</p> <ol style="list-style-type: none"> 1. Classroom teaching 2. Mentoring 3. Time-table preparation 4. Student counseling 5. PTA meetings 6. Assessment of student learning – home assignments & tests 7. Organizing academic and cultural events 8. Maintaining documents 9. Administrative responsibilities- experience/exposure 10. Preparation of progress reports <p>Answer before DVV Verification : A. Any 8 or more of the above</p> <p>Answer After DVV Verification: B. Any 6 or 7 of the above</p> <p>Remark : DVV has made the changes as per shared clarification.</p>
3.1.4	<p>Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : B. Any 3 of the above</p> <p>Answer After DVV Verification: C. Any 2 of the above</p> <p>Remark : DVV has made the changes as per shared clarification.</p>
3.2.1	<p>Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years</p>

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16	0	2	3	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15	0	2	2	1

Remark : DVV has made changes as per report shared by HEI.

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years**3.3.3.1. Number of students participated in activities as part of national priority programmes during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
80	75	70	85	90

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	3	3	3	3

Remark : DVV has made the changes as per shared clarification.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
01	0	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : DVV has made the changes as per shared clarification.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4	0	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : DVV has made the changes as per shared clarification.

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

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

Answer before DVV Verification : C. Any 3 or 4 of the above

Answer After DVV Verification: D. Any 1 or 2 of the above

Remark : DVV has made the changes as per shared clarification.

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.

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

Answer before DVV Verification : 15

Answer after DVV Verification: 3

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

Answer before DVV Verification : 15

Answer after DVV Verification: 7

Remark : DVV has made the changes as per shared clarification.

4.1.3	<p>Percentage of expenditure excluding salary for infrastructure augmentation during the last five years</p> <p>4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>68.44</td><td>0.94</td><td>61.53</td><td>21.71</td><td>68.99</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>68.44</td><td>0.94</td><td>71.14</td><td>21.71</td><td>68.99</td></tr></table> <p>Remark : DVV has made changes as per report shared by HEI.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	68.44	0.94	61.53	21.71	68.99	2021-22	2020-21	2019-20	2018-19	2017-18	68.44	0.94	71.14	21.71	68.99
2021-22	2020-21	2019-20	2018-19	2017-18																	
68.44	0.94	61.53	21.71	68.99																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
68.44	0.94	71.14	21.71	68.99																	
4.2.3	<p>Institution has subscription for e-resources and has membership/ registration for the following</p> <p>1. e-journals 2. e-Shodh Sindhu 3. Shodhganga 4. e-books 5. Databases</p> <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made the changes as per shared clarification.</p>																				
4.3.4	<p>Facilities for e-content development are available in the institution such as</p> <p>1. Studio / Live studio 2. Content distribution system 3. Lecture Capturing System (LCS) 4. Teleprompter 5. Editing and graphic unit</p> <p>Answer before DVV Verification : C. Any 2 or 3 of the above Answer After DVV Verification: E. None of the above Remark : DVV has made the changes as per shared clarification.</p>																				
5.1.1	<p>A range of capability building and skill enhancement initiatives are undertaken by the institution such as:</p> <p>1. Career and Personal Counseling 2. Skill enhancement in academic, technical and organizational aspects</p>																				

	<p>3. Communicating with persons of different disabilities: Braille, Sign language and Speech training</p> <p>4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two</p> <p>5. E-content development</p> <p>6. Online assessment of learning</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 or 3 of the above Remark : DVV has made the changes as per shared clarification.</p>
5.1.3	<p>The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 5 of the above Remark : DVV has made the changes as per shared clarification.</p>
5.2.2	<p>Percentage of student progression to higher education during the last completed academic year</p> <p>5.2.2.1. Number of outgoing students progressing from Bachelor to PG. Answer before DVV Verification : 30 Answer after DVV Verification: 0</p> <p>5.2.2.2. Number of outgoing students progressing from PG to M.Phil. Answer before DVV Verification : 0 Answer after DVV Verification: 0</p> <p>5.2.2.3. Number of outgoing students progressing from PG / M.Phil to Ph.D. Answer before DVV Verification : 3 Answer after DVV Verification: 0</p> <p>Remark : DVV has made the changes as per shared clarification.</p>
5.2.3	<p>Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)</p> <p>5.2.3.1. Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years Answer before DVV Verification:</p>

2021-22	2020-21	2019-20	2018-19	2017-18
28	24	21	15	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	1	0

Remark : DVV has made the changes as per shared clarification.

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

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

Answer before DVV Verification : A. Any 6 or more of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

Remark : DVV has made the changes as per shared clarification.

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.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
02	07	03	04	07

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	1	0

Remark : DVV has made the changes as per shared clarification.

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

6.3.4.1. Total number of teachers undergoing online/face to face Faculty Development

Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12	09	03	03	04

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : DVV has made the changes as per shared clarification.

7.1.3 Institution waste management practices include

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

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

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

Remark : DVV has made the changes as per shared clarification.

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

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

Answer before DVV Verification : A. All of the above

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

Remark : DVV has made the changes as per shared clarification.

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**

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

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

Remark : DVV has made the changes as per shared clarification.

2.Extended Profile Deviations

Extended Form Deviations

ID	Extended Questions																				
1.1	<p>Number of students on roll year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>100</td><td>100</td><td>94</td><td>100</td><td>100</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>200</td><td>200</td><td>188</td><td>200</td><td>200</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	100	100	94	100	100	2021-22	2020-21	2019-20	2018-19	2017-18	200	200	188	200	200
2021-22	2020-21	2019-20	2018-19	2017-18																	
100	100	94	100	100																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
200	200	188	200	200																	
1.5	<p>Number of graduating students year-wise during last five years..</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>100</td><td>101</td><td>93</td><td>100</td><td>104</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>101</td><td>93</td><td>100</td><td>100</td><td>104</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	100	101	93	100	104	2021-22	2020-21	2019-20	2018-19	2017-18	101	93	100	100	104
2021-22	2020-21	2019-20	2018-19	2017-18																	
100	101	93	100	104																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
101	93	100	100	104																	
2.1	<p>Number of full time teachers year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>16</td><td>15</td><td>17</td><td>13</td><td>15</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>16</td><td>15</td><td>16</td><td>13</td><td>15</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	16	15	17	13	15	2021-22	2020-21	2019-20	2018-19	2017-18	16	15	16	13	15
2021-22	2020-21	2019-20	2018-19	2017-18																	
16	15	17	13	15																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
16	15	16	13	15																	

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
153.08	51.37	165.82	71.16	124.87

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
133.80	45.11	130.22	118.48	121.53