



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MADHUSTHALI INSTITUTE OF TEACHER TRAINING

PLOT NO-86, VILL SALAIYA,

815353

www.mitt.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Madhusthali Institute of Teacher Training (MITT) is one of the leading teacher training institutions in the subdivision town of Madhupur, located in the Deoghar District of Jharkhand. Geographically, it is located in the north-east part of Jharkhand and the west part of the 'Santhal Pargana'. The nearest railway station is Madhupur Junction, which is around 8 km from the institution, and the nearest airport is Deoghar Airport, which is around 35 km from the institution. The famous BAIDYANATH temple, also known as BABA DHAM, is also located in Deoghar, which increases the significance of this place. The geo-location of the institution is as follows:

Latitude: 24.303442208162178

Longitude: 86.63499233032897

The institute was established on August 12, 2014, by the late Shri S. S. Kejriwal, a prominent entrepreneur and philanthropist from Kolkata. The institute is run by Madhusthali Vidyapeeth Trust, Kolkata, and is a part of the prestigious MCKV Group of Institution. Presently Hon'ble Kishan Kumar Kejriwal is the Chairman of Madhusthali Institute of Teacher Training and the MCKV Group of Institutions.

Madhusthali Vidyapeeth Trust (Kolkata), established in 1990, was inspired by the noble cause of educational philanthropy. The MCKV group was set up by socially minded Kolkata-based industrialist Late Shri S. S. Kejriwal, who was the founder of the MCKV Group of Institutions. He established the MCKV Institute of Engineering (MCKVIE) on September 3, 1999, and with his unabated commitment to the cause of education in the country, the late Shri S. S. Kejriwal also established the M. C. Kejriwal Vidyapeeth adjacent to MCKVIE, Madhusthali Vidyapeeth (a co-educational residential school), Madhusthali Institute of Teacher Training, and Madhusthali Institute of Paramedical Sciences in Madhupur, Jharkhand.

Madhusthali Institute of Teacher Training is a self-financing institution and offers three regular courses, namely Bachelor of Education (B.Ed.), Diploma in Elementary Education (D.El.Ed.), and Bachelor of Library and Information Science (B.Lib.I.Sc.). Both B.Ed. and D.El.Ed. courses are recognized by NCTE, New Delhi, and B.Lib.I.Sc. is recognized by HRD, Ranchi. The affiliating body for D.El.Ed. is Jharkhand Academic Council, Ranchi, and for B.Ed. and B.Lib.I.Sc. is Sido Kanho Murmu University, Dumka. The students' selection procedure at the institute strictly follows the norms of the State Government of Jharkhand as well as those of recognized/affiliated bodies. In B.Ed., the institution selects 100 students allotted to us by the Govt. of Jharkhand after a state wise entrance examination held by them; in D.El.Ed., the institution selects 50 students on the basis of the merit of their last qualifying examination; and in B.Lib.I.Sc., the institution selects 35 students, again on the basis of the merit of their last qualifying examination. The curriculum is entirely based on learning and encompasses participative lectures, role plays, case studies, storytelling, and other learning methods. A four-month-long PoT (practice of teaching) is done by each student-teacher in different state government schools. The institute strongly believes in imparting quality education to the student-teachers and inculcating quality leadership competencies and self-confidence to enable them to generate a good society.

Vision

To strive for leadership in education and to modify the education system by adding values, innovation, and creativity through the inculcation of quality and excellence.

Mission

1. To train individuals who would facilitate quality learning in school.
2. To build a strong group of professionals who would reform the education system with their in-depth knowledge.
3. To implement innovative thoughts in curriculum with calculative research on pedagogy and the evaluation process of the education system.
4. To extend technical support to individuals for enhancement in the teaching-learning process.
5. To become the center of Excellence in the State.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Eco-friendly campus amidst greenery, providing a natural atmosphere.
2. A conducive learning environment.
3. It is situated in the rural tribal area of Madhupur, Jharkhand, under the Panchayet administration.
4. Faculties with rich experience and qualifications.
5. Excellent infrastructure with well-equipped laboratories.
6. Library with a collection of more than 5,500 books, e-books, digital reading materials and reputed journals
7. There are ample opportunities in co-curricular activities and sports.
8. Excellent student support system.
9. Proactive management with a progressive vision.
10. Excellent support from the local administration.

Institutional Weakness

1. Location disadvantage due to less local transport.
2. The socio-economic background of many of the student teachers (some of them are first- and second-generation learners) admitted to the college is responsible for poor language competence. This leads to an unsatisfactory level of comprehension and communication.
3. Institutional collaboration for research work.
4. Dependence on affiliated institutions restricts autonomy for decision-making.

Institutional Opportunity

1. Could become an excellent center for community-oriented educational research.
2. Potential to become an institution of excellence in the field of education.

Institutional Challenge

1. Creating an emotional infrastructure based on the ethical value of the Madhusthali Institute of Teacher Training.
2. Building a strong intellectual infrastructure at the Madhusthali Institute of Teacher Training.
3. Constant thrust on superior quality in academic and support services.
4. Creating an effective learning environment based on innovation and mutual trust.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Madhusthali Institute of Teacher Training is an affiliated, private, self-financed college with Sido Kanhu Murmu University, Dumka, Jharkhand, India, for a regular 2-year B.Ed. Programme. The D.El.Ed. Programme (Primary Teachers Training Diploma of 2 years) of Madhusthali Institute of Teacher Training is affiliated with the Jharkhand Academic Council, Ranchi, Jharkhand, India. B.Lib.I.Sc. (1-year course) is affiliated with S.K.M. University.

The institute is directed by its affiliating universities, S.K.M.U. Dumka and J.A.C. Ranchi, for the curricular aspects of these two courses, respectively. The curriculum consists of a totality of learning experiences that the learners are made to undergo with the view of enlightening them. The institute makes a detailed plan for an effective curriculum through its academic calendar, timetable, and scientific distribution of the syllabus among the faculty members. Thus, the implementation of the curriculum is done transparently and effectively. The institute has an Academic Committee that ensures the proper implementation of a defined curriculum, and the coordinators are associated with different courses session-wise and monitor syllabus progression. Subject allocation to the faculty members is done judiciously, based on their specialization as well as their experience level. The institute conducts a range of add-on programs for the self-development and professional skill enhancement of student-teachers. Student-teachers also take up internships in various government institutions and get themselves involved in teaching and development-related activities.

Teaching-learning and Evaluation

The institute caters to students from different backgrounds enriching the geographical, social economic and cultural diversity within the institution. The institute strives to provide an appropriate learning environment for the students. Students are familiarized with the Program Outcomes (POs), Course Outcomes (Cos) and mode of internal assessments. They are also made aware of campus facilities during the annual orientation program at the beginning of the Session. Teacher Educators chalk out their plans as per the need of the content to reduce the gap in theory and practice (application).

Various initiatives are taken by the institute to enhance participative and experiential learning by arranging seminars, workshops, extracurricular activities, sports & cultural events, field trips, extension activities etc.

Students are encouraged to think critically and be innovative and creative in preparing their assignments, projects and other tasks assigned to them. The library of the Institute is well-equipped with Books, Journals,

Periodicals and e-resources for the teaching-learning process. The institute has an effective mechanism for redress of grievances continuous internal evaluation is done monthly for D.El.Ed and periodically for B.Ed. with transparency and fairness of evaluation system are ensured and maintained by the examination department. The Examination Department displays the result in the Notice Board of the Institution.

Remedial classes are planned by the Academic Head as per the demand of the students and delivered by the subject experts. Student-Teachers learning are enhanced in classrooms with the help of assignments and feedback.

Infrastructure and Learning Resources

The policy for infrastructure development focuses on creating an environment that is enabled for the teaching-learning process, equipped with advanced ICT facilities. Regular up-gradation and maintenance of the institute's facilities are always monitored. The Institute has the following lab facilities:

1. ICT Lab.
2. Language Lab.
3. Psychology Lab.
4. Physical Science Lab.
5. Biological Science Lab.
6. Mathematics Lab.
7. Art & Craft Resource Centre
8. Social Science Resource Centre.
9. Health Resource Centre (MIPS).
10. Meditation Hall / Wellness Centre
11. Yoga Room
12. Multipurpose Hall
13. Outdoor Creative Space

- The institute has made sufficient use of funding to create classrooms, CCTV, a rainwater harvesting system, computers, laptops, and other new facilities, as well as to maintain the existing ones.
- A proper drinking water facility is made available to ensure the health of the students.
- Uninterrupted electric supply is ensured on campus with the help of generators, inverters, and UPS systems.
- Ramp and Washroom are available for the Differently Able challenged person.
- A separate common room for Boys & Girls is available.
- The institute has facilities for Indoor as well as Outdoor Sports & Games.
- The institute has 10 well-ventilated classrooms, 2 Multipurpose Halls with modern amenities,
- The institute has advanced ICT facilities like Printers, Scanners, Xerox machine, Photo Copier Machines, Projectors, Printers and Wi-Fi-enabled campus.
- e-development facilities like HANDICAM, DSLR, Software used, etc. As the institute has an adequate extension area, the students are fully comfortable participating in and exploring the outreach programs for the local communities.
- The expansion and gradation of the infrastructure are the responsibility of the maintenance committee. The committee takes need-based and student-centric decisions to support inclusive infrastructure provision for scribes during the examination.

Student Support and Progression

The institute is committed to excellence in all spheres, therefore, every student and teacher who joins the institute extends academic, psychological and professional to make them stay in the institute with an enriching experience. The institute attempts to provide access to all kinds of reinforcement that students would need to complete their education such as remedial classes, soft skill classes and career counseling at various levels to prepare them for progression to higher studies as well as for finding suitable placements. The institute provides a meaningful partnership between student-teacher and teacher-educator. This is seen in the organization's academic, co-curricular and extracurricular activities. Co-curricular activities are given the pride of place and are a vital part of the life of the students in the institute thus enabling to discover their true potential. The institute has a democratically elected Student Self Government guided by the faculty members. The students explore their talents and interests through creative and meaningful opportunities. Various Intra and inter-college platforms are provided to the students to showcase a wide array of extracurricular activities. The institute also has a strong grievance redress system functioning under the Grievance Redress Cell. The institute publishes its own Prospectus and Academic Calendar giving all the details to all the students. The institute has a placement cell, alumni association, and girls' hostel.

Governance, Leadership and Management

Governance, Leadership and Management strive to maintain an open and interactive environment. All stakeholders are actively encouraged to participate and voice their perspectives for effective decision-making and policy formulation. Madhusthali Institute of Teacher Training is a two-tier organization with MCKV Group of Institutions being the apex body. It is the parent body that oversees the functioning of the Madhusthali Institute of Teacher Training and is under the control of the Management headed by the Chairman of the Trust, Madhusthali Vidyapeeth Trust.

The Management of Madhusthali Institute of Teacher Training is steered by the Governing Body which takes strategic decisions and guides the institute in its quest to pursue the vision and the goal. The functioning of the Institution is looked after by the Principal, who is the head of the institution. She / He is entrusted with the responsibility of running the administration of the institute and ensuring that, the decisions of the managing committee are implemented effectively. The Principal is supported by the functional Coordinators who along with their team ensure that all activities of their respective functions are planned and executed meticulously. They report to the Principal.

Institutional Values and Best Practices

The Madhusthali Institute of Teacher Training has consistently preserved the highest ideals and standards. The institute carries out a number of initiatives to advance societal harmony and national values. The college has a habit of being environmentally conscious. Green practices and initiatives are adhered to rigorously. The college maintains a clean, green campus and promotes additional enrichment programmes and activities beyond the classroom.

Research and Outreach Activities

The Institute publishes an Annual Magazine "Madhukan" and a Newsletter, "MITT Communique" twice in a

year. There is also a Wall magazine published twice in a year, “Madhulikha”. To meet the emerging Academic and Research needs special lecture series, seminars, workshops and faculty enrichment programs are organized regularly. The teachers attend research conferences and publish papers. The student-teachers also take up projects, action research, field trips, etc. as their compulsory activities.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MADHUSTHALI INSTITUTE OF TEACHER TRAINING
Address	Plot No-86, Vill Salaiya,
City	Madhupur
State	Jharkhand
Pin	815353
Website	www.mitt.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Jolly Sinha	033-26548604	9832135891	-	mittmdp@gmail.com
IQAC / CIQA coordinator	Sourav Kumar Mondal	-9832135891	9851029521	-	souravddada@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Jharkhand	Sido Kanhu Murmu University Dumka	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	15-05-2015	110	NCTE gives one-time approval with validation forever, but our university approval is upto to June 30 twenty twentyseven.

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Plot No-86, Vill Salaiya,	Rural	2.000022	3502

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, B Ed,	24	Graduation	English + Hindi	100	100
UG	BLibISc, B Lib I Sc,	12	Graduation	English + Hindi	35	9

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				23			
Recruited	0	0	0	0	0	0	0	0	11	12	0	23
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	7	1	0	8
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	2	1	0	3
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	1	0	3
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	0	0	0	6	12	0	18
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	0	0	1
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		Total
	2	1	0	3	

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	48	1	0	0	49
	Female	58	2	0	0	60
	Others	0	0	0	0	0
Diploma	Male	22	0	0	0	22
	Female	28	0	0	0	28
	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	4	7	7	9
	Female	9	3	7	8
	Others	0	0	0	0
ST	Male	20	23	16	5
	Female	16	19	16	17
	Others	0	0	0	0
OBC	Male	36	46	40	49
	Female	29	27	38	38
	Others	0	0	0	0
General	Male	18	13	20	12
	Female	18	21	25	12
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		150	159	169	150

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>In order to develop the all-round capacities of the students—intellectual, aesthetic, social, physical, emotional, and moral—in an integrated manner, the college is preparing to include more regional pedagogy subjects for B.Ed. as per the National Educational Policy 2020. Keeping in view the problems faced by the students, the college is planning to set up short-term and vocational courses. The goal is to prepare students for jobs. As the college prepares to include more subjects, it tries to identify the programme learning outcomes along with courses and unit learning outcomes that define the specific knowledge, skills, attitudes, and values that are to be acquired by the learner and would ensure</p>
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	that each programme achieves its goal.
2. Academic bank of credits (ABC):	Regarding the implementation of the Academic Bank of Credits, the institution has to follow the guidelines/instructions from the affiliating university. Being an affiliated college, we are yet to enlist in ABC as per the Government order, if amended in the future.
3. Skill development:	The vision of the college is to promote value-based quality education; hence, the college makes efforts to inculcate positivity among the learners. The college is presently running three value added courses like Computing Skills, Spoken English Skills, and Personality Development Skills. We are promoting MOOC courses from NPTEL and other online courses in different emerging skills as per NSDC.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Regarding the adoption of Indian languages, the college offers various Indian languages like Santhali, Khortha, Bengali, etc. as subjects as mentioned in the B.Ed. Curriculum and the college also offers Sanskrit, Urdu, Ho, Nagpuri, Mundari, etc. as subjects as mentioned in the D.El.Ed. Curriculum. One of the major targets of the institution is the preservation and promotion of languages. The teachers are delivering the lectures in vernacular mixed medium along with English. The students are at liberty to appear for the university semester examinations in Hindi/English medium.
5. Focus on Outcome based education (OBE):	The college also makes an effort to understand that the pursuit of knowledge is a life-long activity and to acquire positive attitudes and other qualities that will lead students to a successful life. All the subjects are made to justify course objectives with course outcomes through mapping.
6. Distance education/online education:	N/A

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the college has set up the Electoral Literacy Club (ELC).
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and	Yes, the college has appointed one faculty member as coordinator, Ms. Vibha Kumari and three other

<p>whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>members. The college also selected Mr. Vaibha Kumar Kapil as the students' representative.</p>
<p>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.</p>	<p>? The college identified the students whose age is 18 or more but without a voter card. ? Those students are taken to the respective booth for enrollment as voters. ? Workshop regarding Do's and Don'ts during the voting process. ? Visiting nearby localities and making the illiterate people, especially the females, insist that they go for adult franchises.</p>
<p>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.</p>	<p>Awareness campaigns have been organized by the college in nearby villages.</p>
<p>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.</p>	<p>?The notice has been served and fulfilled all the programme/ instruction given by the D.E.A. ? Identification of the students without a voter identity card, and ELA took an initial step for voting enrollment. ? The institution organized various programme regarding 'Mera Pehla Vote Desh Ke Liye' as per the instructions of the Ministry of Education, d.o. no. 16-38/2022-U1A, dated February 27, 2024.</p>

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
150	168	150	150	150
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
150	168	150	150	150
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..

2022-23	2021-22	2020-21	2019-20	2018-19
75	92	75	75	75
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
355	151	101	49	240
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
201	95	100		190
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
150	168	150	150	150
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	22	20	24	24

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	24	24	24	24

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)..

2022-23	2021-22	2020-21	2019-20	2018-19
78.7727	64.69143	57.88963	70.1279	67.03373

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

3.2

Number of Computers in the institution for academic purposes..

Response: 48

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

The curriculum of the three courses (D. El. Ed., B. Ed. and B.Lib.I.Sc.) offered at MIIT is planned as per the syllabus provided by its affiliated institutions: Sido Kanhu Murmu University, Dumka for B.Ed. & B.Lib.I.Sc. and Jharkhand Academic Council (JAC) for the D. El. Ed., course. The Curriculum planning of each course is done through a complex process where faculty members define the intended learning outcomes, assessments, content, and pedagogic requirements necessary for student success across the entire curriculum.

Curriculum Planning

Curriculum Planning and Implementation are done at the Madhusthali Institute of Teacher Training by the Academic Committee. The Academic Committee prepares the framework and broad guidelines to address the requirements of syllabi provided by the affiliating body for implementing different courses (D.El.Ed., B.Ed. and B.Lib.I.Sc.) in the Institute. The curriculum planning is done primarily in two steps:

- a) Preparing the Academic Calendar (Macro-plan)
- b) Preparing the Time Table (the micro-plan).

The Academic Calendar is prepared at the beginning of the academic year and indicates the activities necessary to implement the academic requirements of different courses being offered at the Madhusthali Institute of Teacher Training. It contains the details of academic working days, slots for co-curricular and extra-curricular activities, and other important activities planned by the Institute or directed by the affiliating bodies. It also contains the monitoring activities done by the Institute's regulating bodies to maintain the quality of academic and related services.

The timetable is prepared before the commencement of every semester and includes the units of time for academic and co-curricular purposes like theory, practicals, tutorials, life- skills, value education and add-on classes, thereby ensuring a balance between the different types of engagement a student is expected to participate in. The timetable also includes slots for tutorials and projects, class tests, internal assessments and other formal evaluative processes, as well as periods for beyond classroom hours for doubt-clearing and curricular discussions. Extra hours are also indicated therein for remedial classes after completion of internal examinations.

The academic committee provides directions and monitors the efficacy of the same throughout the session. The marking schemes are planned and written for continuous evaluation. The systems have been

structured to help maintain uniformity, transparency, academic standards and quality during internal assessment of students. The curricula are reviewed and revised at regular intervals to reflect the advancement of knowledge and processes in the field of teacher education by the university, which provides state-of-the-art education to students. However, its application is guided by the broad vision and goals of the Institute. There are well-structured processes that help in the effective application of the curricula by adapting them to local the context. The curriculum is communicated to all concerned and is reviewed to ensure its efficacy.

Curriculum Review and Revision

The Academic Committee holds regular meetings to review and plan the execution of courses wherein teaching focuses on class assignments, internal assessments, the use of reference materials and audio-visual teaching aids for teachers. The review also includes a review of the supportive institute infrastructure, following which necessary upgrades of infrastructure and facilities are done to suit the needs of changing curriculum and pedagogy and necessary corrective actions are taken.

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

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: B. Any 4 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: B. Any 3 of the above

File Description	Document
Report and photographs with caption and date of student induction programmes	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: 76.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
31	31	31	26	26

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

2022-23	2021-22	2020-21	2019-20	2018-19
38	38	38	38	38

File Description

Document

Data as per Data Template

[View Document](#)

Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum

[View Document](#)

Academic calendar showing time allotted for optional / electives / pedagogy courses

[View Document](#)

1.2.2

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

Response: 0.8

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

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

1.2.3

Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 9.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
75	0	0	0	0

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

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
Data as per Data Template	View Document
Any other relevant information	View Document

1.2.5

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

Some of the many opportunities provided by the Curriculum for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas are as follows:

- *A fundamental or coherent understanding of the field of teacher education*

Madhusthali Institute of Teacher Training is committed towards Teacher Education at Two levels: B.Ed. and D.El.Ed. (formerly, PTTC). Madhusthali Institute of Teacher Training organises an orientation programme at the beginning of each session of teacher education at above-mentioned two levels. The orientation programmes are organised separately (in different halls) but simultaneously. The main

objective of the orientation programme is to induct them with a coherent knowledge of teacher education so that they may prepare themselves psychologically to embrace the teaching profession. Apart from the orientation programme, the pupil teachers go through the course curriculum throughout the year and take part in different activities and functions to acquire knowledge, skills and competencies and equip them completely to be active member of the teaching profession. Through the proper organization of curricular, co-curricular and extra-curricular activities, they develop the proper attitude of the teacher and that can only be possible after gaining fundamental and coherent knowledge and understanding of teacher education. B.Ed. and D.El.Ed Students are acquainted with the knowledge and understanding of teacher education through the pedagogy courses of different school subjects. The pedagogy of school subjects is optional or elective for B.Ed., whereas these are compulsory for the D.El.Ed. program.

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

Madhusthali Institute of Teacher Training prepares teachers for elementary, secondary, and senior secondary levels of school education (D.El.Ed. & B.Ed). In every program, students are given proper opportunities to practice skills which are essential to becoming effective teachers in the chosen specialized areas of education.

The students are given procedural knowledge of teaching through different courses: Teaching, Learning & Assessment; Contemporary India & Education; Understanding Classroom Practices; Language across Curriculum; Understanding School Management & Leadership; Pedagogy of different School Subjects; Health & Physical Education; Guidance and Counseling; Developing Teachers' Identity, etc. (For B.Ed.). The procedural knowledge of teaching for D.El.Ed. students is provided through courses: Education in Indian Society & Teachers; School Organization, Guidance and Counseling; Educational Technology and Evaluation; Pedagogy of different school subjects; etc. Apart from theory courses, the students are exposed to simulated teaching situations through Microteaching skill-practicing workshops, co-curricular activities, and field experience through teaching practices. Statistics in Education; Education Technology and ICT; Policies & Planning in Education; Educational Administration & Management; Learning and Pedagogy of School Subjects; Assessment in Education; Inclusive Education for children with diverse needs; etc.

In all programmes, the students are given a proper opportunity to develop their skills and competencies in such a way that by the end of the programme, they become self-reliant to use all the skills and competencies in their real-life situation. During the program, they practice different skills and competencies needed to become effective teacher in simulated situations through activities like Microteaching, Seminars, Workshops, etc. The skills and competencies developed through such programs are practically used during their teaching practice in different government schools of the district. During teaching practice, they can evaluate the power of these skills and competencies to solve the problems of real classroom situations. Thus, they develop confidence and self-reliance in the use of those skills and competencies developed through rigorous practice during simulations, seminars, workshops, etc.

- *Skills and competencies such as Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.*

Madhusthali Institute of Teacher Training provides a natural learning experience and conscious and planned activities for developing skills and competencies such as Critical Thinking and Communication

Skills, which are intended to be of direct or indirect benefit to the individual student teachers and contribute to the quality of education in classrooms. These are the processes by which, alone and with others, student-teachers review, renew and extend their commitment as changing agents to the moral purposes of teaching and by which they acquire and develop the knowledge, skills and emotional intelligence essential for good professional thinking, planning and practice with children and peers through each phase of their programme. Hence, they receive an ongoing, systematic, growth-oriented process essential for all teacher-educators and individuals involved in the educational systems. It is a well-planned process intended to provide opportunities for student teachers to review, renew or update their knowledge and competence, which are essential for effective teaching and learning. It is structured around the professional needs of the prospective teachers.

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
Any other relevant information	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:

Madhusthali Institute of Teacher Training has always strived for complete professional development of its student teachers at all levels (B.Ed. & D.El.Ed.). All these two teachers' education programmes are closely involved with school education. As such, it is felt necessary for the student teachers to be acquainted with the development of the school system of the country and the world and know the functioning of various boards of school education. Accordingly, the students are taught about the functioning of the schools, the functional differences among them, their assessment systems, norms and standards, state-wise variations, international and comparative perspectives, etc

The B.Ed. program as prescribed by the University (SKMU) includes the courses TC-404 which deals with Creating an Inclusive School, and TC-401, which talks about Gender, School and Society and elaborates on the development of School Systems in the country and the world. The D. El. Ed. Consists of courses like Foundation 1, which includes Education and Teachers in the Emerging Indian Society, and Foundation 3, which includes School Organization, Guidance and Counseling, wherein it describes in detail the development of the school system in the country.

Moreover, during practice teaching for a month or more in each year in government-run schools for both

programs, students learn the actual system of school running procedures. In our campus, there is also an affiliated higher secondary English-medium school under CISCE, New Delhi, They get easy access to learn about the functions of private management schools.

File Description	Document
Documentary evidence in support of the claim	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document

1.3.3

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

Response:

Madhusthali Institute of Teacher Training is committed to the professional development of its students. Teachers would be fully dedicated to the cause of learning, serve the nation with a deep sense of duty and commitment, and be ever conscious of their role as responsible guardians of human resource development in society.

The theoretical components of each program (B.Ed. & D.El.Ed.) help student teachers understand the learners, the community and society, as well as the content of the subjects they are supposed to teach, and give them a perspective on the internal and external variables that control learning.

The micro-teaching skill practice programmes are organized in such a way that theory and practice are well integrated. The psychology of teaching and learning, school organization and pedagogical analysis of the content of school subjects provide a base for the adoption of an integrated approach to teaching and learning and for establishing meaningful and interactive linkages between theory and practice.

Curriculum delivery processes invariably emphasize interactive, participative, and activity-based approaches. The strategies may vary according to the context and nature of the content to be delivered. The theoretical components of the curriculum are imparted by lectures, discussion, self-study, seminars, and multimedia-supported interaction, followed by tutorials, workshops and field-based practical activities.

The student teachers are trained to access knowledge through a variety of sources, including print and electronic media, rather than transmitting the already-produced knowledge.

The course on methodology for teaching subjects included both content enrichment and exposing them to

differing approaches to the teaching of school subjects. These include progressive methodologies that help the learners construct knowledge on their own. This involves various strategies with the use of pedagogical analysis for selecting and presenting subject matter content.

Practice teaching and internships are organized intensively and more systematically. During the internship, each student teacher is attached full-time to a school to work like a regular teacher under the control of the head of the school, cooperating, using senior school teachers as mentor teachers, and taking up the optimum level of work that is assigned to her along with the regular teacher by the head of the school. Every student teacher usually takes part in teaching practice for 20 weeks in all—4 weeks in the first year as a school contact programme and 16 weeks in the second year as teaching practice like regular teachers.

In the first year, the student teachers participate in the pedagogical skill development program for 4 weeks in the institution and for the for the rest 18 days, the student teachers participate in the school contact program for practical experience in the school environment, observing regular classroom teaching with a regular teacher, peer observation, teacher observation, and faculty observation of practice lessons. In the school contact program, the student teachers are exposed to activities like maintenance of the attendance register, maintenance of school records, etc.

In the second year, the student teachers are actively involved in the teaching-learning programmes in the concerned school environment and real classroom situations for 16 weeks.

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: C. Any 3 of the above

File Description	Document
Any other relevant 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: A. Feedback collected, analysed and action taken and feedback available on website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 100

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document

2.1.2

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

Response: 151.83

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

2022-23	2021-22	2020-21	2019-20	2018-19
107	128	114	126	118

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
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: 1.82

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	4	4	0

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

2.2 Honoring Student Diversity

2.2.1

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

Response:

The institute takes several measures to understand the needs and requirements of the students before the commencement of the program. The students are assessed based on their performance in previous

examinations. Furthermore, after the admission is over, an induction programme is organised where the students introduce themselves. Their ways of introducing themselves reveal their strengths and weaknesses side by side, as well as their readiness for the course they are beginning. Students are also asked about their skills in various co-curricular activities and encouraged to speak about their hobbies and interests. The induction programme is followed by an orientation program, wherein students are familiarized with the course, modes of internal assessment, and academic facilities available in the institute.

Before beginning their courses, teachers informally get the pulse of the students in the class, their knowledge about the course, and their comfort level with English or Hindi as a medium of instruction. Teachers, during class interactions, identify student potential and use different pedagogical means to bridge knowledge and skill gaps. Teachers are available on institute premises as well as in email / WhatsApp groups to clear doubts and provide counsel on a one-to-one basis.

The institution organises different curricular and co-curricular activities throughout the session, and equal opportunity is given to each student to strengthen their professional skills. Their academic needs are assessed, and each function makes sure that they provide the required support to the student, be it technological or verbal, to ensure better learning. Practicals, field experience, and assignments are modified for students with special needs. A separate examination room is provided, and additional time is given to them. Scribes are provided if required.

Learners are encouraged and facilitated to read beyond the requirements of the syllabus as well as to take up internships. Participation in national and international seminars and conferences, presentations, and the publication of research data is also encouraged. A well-stocked library and computer resources provide all students access to books and journals.

Students are required to make course choices based on their core competence and aptitude, and the skills they would like to acquire (for specialization and elective courses). The teachers counsel students regarding the scope of the different courses being offered as well as guide them in relation to the student's aptitude and competence.

The academic supports provided to the student teachers are:

1. Compensatory classes and tutorials.
2. Continuous internal assessments (CIA) facilitate learning consistently.
3. Practices and experiments through different laboratory activities, Mentoring and audio-visual equipment.
4. The Institute promotes interactive sessions for all classroom teaching.
5. Remedial teaching is being conducted to enhance/reinforce learning.
6. Peer learning is practiced during internships and micro-teaching skill practices.
7. E-content materials are made available to supplement classroom teaching.

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

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: A. Any 5 or more 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
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

2.2.4**Student-Mentor ratio for the last completed academic year****Response:** 11.54**2.2.4.1 Number of mentors in the Institution**

Response: 13

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:

Learning at the Madhusthali Institute of Teacher Training has always been student-centric. The students participate in various academic and co-curricular activities within and outside the institute. Field and educational trips, seminars, and talks by experts are organized during the year. Students are given individual projects and class assignments, focusing on self-study and independent learning. They are also assigned group projects and activities that promote peer learning and team building. Classroom discussions, debates, presentations by students, brainstorming activities, creating mind maps, and role play facilitate participative learning. Extension activities, internships, and training ensure experiential learning for students.

Engaging students in problem-solving-based learning through continuous engagement with issues and challenges is encouraged in different subjects. As a part of the routine teaching-learning process, the Institute organizes workshops and training programs for students by inviting subject matter experts, practitioners, and activists from organizations of national and international eminence. The guiding principle behind workshops is to ensure that students can link theory with practice, apply their knowledge, and develop their teaching skills. Workshops also encourage creativity, innovation, and adaptation of ideas to yield multiple need-based solutions to meet the challenges of contemporary society in the field of education at all levels: elementary (D.El.Ed.) and secondary (B.Ed.).

Madhusthali Institute of Teacher Training has developed several support systems for students and

teachers that expand the learning environment, like the library, psychology lab, mathematics lab, social science resource center, physical science lab, science lab, language lab, art & craft resource center, and computer laboratory. Students regularly participate in community work with schools. ICT and multi-media-based learning are extensively used in classroom processes. The institute offers invaluable experiential learning.

Teaching practices, internships, micro-teaching, etc. are significant components of D.El.Ed. and B.Ed. and give practical experience to the learners in the real school situation, which helps in contextualizing their theoretical understanding of the course. Different government schools (elementary, secondary, and senior secondary) serve as a training platform for teaching practice, internships, and educational administration for D.El.Ed. and B.Ed.

Teaching practices, fieldwork, projects, etc. provide students with the learning experiences and professional skills needed to work in the development of research, policy, advocacy, and programs. Such opportunities by the different institutions foster better learning among students as they are based on experience in particular content.

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

2.3.2

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

2.3.3

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

Response: 100

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

Response: 150

File Description	Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.3.4

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

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

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.3.5

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

Response:

The development of professional attributes is inculcated through mentoring and is an inherent part of the

development of student-teachers. This initiative provides its student teachers avenues to learn the behavioral dimensions necessary for professional growth. Some of the interventions done through mentoring are mentioned below:

- **Working in Teams:** Each faculty member is allotted a group of student-teachers. Our institution runs two programmes of teachers' education: D.El.Ed. and B.Ed. The groups of student are formed in such a way that the mentor faculty member who takes classes in all two programs is allotted those students for mentoring in these two programmes. These mentors try their level best to inculcate professional attributes in the student teachers by engaging their students in group tasks pertaining to their studies and also in co-curricular and extra-curricular activities. The mentors motivate their students to work in groups to develop qualities like leadership, cooperation, collaboration, etc.
- **Dealing with student diversity:** The groups of student teachers are prepared by keeping in mind their socio-economic diversity. It is ensured that all levels and categories of students are present in each group. Students are allowed to discuss freely with the teachers about their problems inside as well as outside the classroom.
- **Conduct of self with colleagues and authorities:** As a mentor, each teacher educator follows the professional code of conduct and ethics determined by the institution. Such kind of self-discipline creates conducive professional environment in the institution which helps the mentors develop professional attributes in the student teachers. Thus each mentor emphasizes upon the conduct of self with colleagues and authorities.
- **Keeping oneself abreast with recent developments in education and life:** Our institution prepares teachers for elementary and secondary education, and prepares teacher educators for higher education institutions. Hence, it is the duty and responsibility of the faculties of the institution to ensure quality professional education. To achieve the objective of quality education our teacher educators/mentors keep them abreast with the recent developments in education and life. With the help of such preparedness, they can perform their duty and responsibilities as mentor/teacher educators.

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: A. Any 5 or more 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

2.3.7

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

Response:

The teachers at Madhusthali Institute of Teacher Training engage themselves in nurturing creativity, innovativeness, intellectual and thinking skills, empathy, life skills, etc. among students. Here we are submitting two case studies showcasing the details of impact and attempts.

Case 1

Diksha comes from a rural area near Madhupur. She is a student of D.El.Ed. in the Session 2018-20 having roll 44. She was a good student but during her studies, her father passed away. After few days, it is observed that she is keeping herself isolated and she talks dull and depressed.

As a result, gradually, she starts absenting herself from attending classes, though she has been a good student. One day, she is called by us to understand the cause of such changed behaviour. Firstly, she is hesitant to say anything but after a proper counselling, she breaks down and utters about missing her father and somehow, proper psychological support is missing in her residence.

Immediately, her elder sister, Khushboo Kumari Rout (An alumni of the Institution), is called for a proper counselling process and to take special care of her. She is also told to extend all support, especially moral support, to Diksha, with regular feedback to be given to us.

With collective efforts, Diksha has now turned into a personality with positive attitude towards life. She has started leading a normal life after proper guidance and counselling. She has also started participating in all other college activities as well as community engagements. Finally, she successfully completes her

D.El.Ed. course with flying colours.

Case 2

Beronika Soren of B.Ed. Session 2019-21 is a good student of Santhali method. Throughout her regular classes, she has been performing satisfactorily in all respect.

However, during the micro-teaching session, it is observed that she prepares the micro-lesson plan in a proper manner but during the peer practice session of delivering the same, she is completely nervous and unable to present it effectively before the class-room.

Having come to know about her difficulties, she is taken into confidence by us and a classroom discussion method is conducted where continuous reinforcement, feedback and reflection are exercised in order to develop confidence in her expressive skill.

In the course of time, it has been observed that now she is able to represent the micro-teaching skills in a proper way and has the self-confidence to handle the situation in the classroom on her own.

Afterwards, she herself realizes that the process adopted by the college in developing her practical skill has been praiseworthy and admirable.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant 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: A. Any 8 or more 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: A. Any 8 or more of the above

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

2.4.3

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

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

Response: A. All 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: A. All of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document
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: B. Any 4 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

2.4.6

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

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**

4. Involvement in preparatory arrangements**5. Executing/conducting the event****Response:** A. All of the above

File Description	Document
Report of the events organized	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document

2.4.7**A variety of assignments given and assessed for theory courses through**

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

Response: A. Any 4 or more of the above

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

Other Upload Files

1	View Document
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2.4.8**Internship programme is systematically planned with necessary preparedness..****Response:****Planning and preparedness for the Internship program**

The institute has a very systematic internship programme for its D.El.Ed & B.Ed. student-teachers. Preparatory efforts at organizing the internship program of our Institute are as follows:

- 1. Selection and identification of schools for internship: participatory /on request**

The Institute sends a formal letter containing the full details of the students to state Government's authority, JCERT (Jharkhand Centre of Educational Research & Training), Ranchi for the allotment of government-run schools where the trainees can complete their internship. The application consists of a list of eligible student-teachers for whom the internship needs to be provided.

1. Orientation to school principal and teachers

The Principal of our institute deposes a mentor to meet the principal or headmaster of the allotted school with the letter of the JCERT. The principal or headmaster of the concerned school hand over the routine and syllabus of the school to the mentor. The mentor, in consultation with the principal or headmaster of the school, prepares a schedule, for the allotment of classes to the trainees.

1. Orientation to students going for internship

After completion of Micro Teaching program (15/20 days) the students are sent for PoT. First of all the faculty members impart knowledge on teaching skills and the role of different teaching aids to the students. Each student prepares a Micro/Macro lesson plan with the help of faculty members and practices each teaching skill before the faculty members and peer groups. The faculty members supervise the whole program with minute details

1. Defining the role of teachers in the institution

The teachers of the institute are allocated schools with the help of a duty roster prepared by the institute. The student-teachers, along with teachers of the institute are then sent to their respective schools. The teacher facilitates the communication between the student-teachers and the principal and teachers of the school with the help of the letter from the DEO.

The teachers of the institution play the role of observers, noting the performance of student-teachers. They help the student-teachers in case of difficulties faced during the internship. They also build relationships with the Principal of the school, explaining to them the routine, syllabus, curricular and co-curricular activities, case study, and achievement tests and supporting the student-teachers in delivering the lessons.

1. Streamlining Modes of Assessment of Student Performance

A schedule for supervisors for each day and each school is prepared by the Institute authorities. The supervisors visit the schools as per the schedule for the observation and assessment of student performance daily. The performance of the student-teachers is assessed with the help of an observation schedule.

Thus, Madhusthali Institute of Teacher Training ensures that it is fully prepared for its internship programme and helps get the best out of the programme for its student-teachers.

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

2.4.9

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

Response: 7.72

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

Response: 46

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document

2.4.10

Nature of internee engagement during internship consists of

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

Response: B. Any 6 or 7 of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	View Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Madhusthali Institute of Teachers Training understands the importance of an internship programme and has well-defined roles and responsibilities for the people involved to ensure that the student-teachers receive the best impact of the internship programme.

The objective of performing an internship in a B.Ed. program is to acquire learning experiences about how a school functions in different contexts and how teaching and learning take place. A successful internship requires not only a good deal of effort on the part of the intern but the supervisors must also put in some work to ensure that the intern gets a meaningful experience. It relaxes the student teachers of the classroom environment much before they take up teaching jobs in various schools. It not only helps teachers but also students, as new teachers are already pre-trained and are helpful from day one.

The monitoring is taken very seriously and we follow a set of steps that have been useful to the teachers for years. These instructions, which we follow while dealing with interns, have become a habit at our institution over the years. The student teachers are accompanied to the schools by supervisors. The attendance is marked daily. The supervisory duties are assigned by the program coordinator to the teacher educators. Before the classes, the interns must get their lesson plans and teaching materials approved by the respective method teachers. The supervisor is responsible for the smooth conduct of the classes as well as taking note of whether the noted lessons are being taught adequately. The supervisors fill out a teaching assessment scale based on the lessons in the plan. They also have a very personal interaction with the interns about how the classes have been and how they can improve. The students also cleared up their doubts without any hesitation. The school principal sometimes visits the classes himself or assigns his subject teachers for the same.

The principal or headmaster of the school helps in providing the schedule of the school to the student-teachers, helping them prepare for the day ahead. He also randomly checks the lesson plans to be delivered by the student-teachers to ensure that they are in line with the expectations of the school. At the end of the school day, he also provides feedback and improvement points to the student-teachers.

The teachers of the school help the students from the morning assembly until the end of the day. They play the role of observers in the classroom, monitoring the performance of student-teachers and providing feedback wherever necessary. They help the student-teachers get quickly oriented to the facilities and routine of the school. The teachers also check the attendance of the student-teachers, monitoring that they are present during their internship period and delivering to their optimal capability. The internship programme offers a collaborative learning and strength-based environment where peer interns work together.

With the above monitoring mechanisms in place, an institution ensures that its students have the optimal impact of an internship and is ready to course correct whenever necessary.

File Description	Document
Documentary evidence in support of the response	View Document
Any 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

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:** B. Any 4 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

2.5 Teacher Profile and Quality**2.5.1****Percentage of fulltime teachers against sanctioned posts during the last five years****Response:** 94.17

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
English translation of sanction letter if it is in regional language	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.5.2**Percentage of fulltime teachers with Ph. D. degree during the last five years****Response:** 22.12**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years****Response:** 5

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: 8.3

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

Response: 191

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

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Teacher educators at the Madhusthali Institute of Teacher Training are equally aware of the need for continuous professional development in the field of knowledge and skills, etc., given the changing needs and demands of the profession.

All the teachers and educators at our institute update themselves continuously to improve their potential. They equip themselves with the latest developments in the field of teacher education. They spend their leisure time developing professional knowledge and skills to keep themselves updated and use the most recent technology with the new development of knowledge in the field of educational practices and theory.

The lifelong approach to the professional development of teacher educators recognises the fact that teacher educators need a solid base in the content areas, an understanding of the teaching-learning process, and an understanding of the impact of individual differences on learning, together with basic foundation skills for teaching side by side and adapting to pedagogical changes. Teacher educators usually build and review knowledge and skills in all areas of education throughout their careers. The educators are well aware of the changing learning needs of the learners, the changing needs of society and the country with the passing of time and the advancement of technology in the field of educational theories and practices. And, therefore, they keep themselves professionally updated through the process of lifelong learning and systematic continuing education. Teachers used to focus on the needs of their students and for that, they learned and solved problems together.

Our teachers and educators are well equipped with information technology, as are the regular visitors to the library. Our library is the storehouse of a good number of textbooks, reference books, and national

and international journals in the field of educational development and educational research. Through these sources, they update their knowledge. By attending different conferences, seminars, symposiums, workshops and training programs, they keep updating their skills.

Apart from the above-mentioned ways of keeping themselves updated professionally, our institution practices the following:

1. In-house discussion on current developments and issues in education: The teacher educators of the institution organise in-house seminars, group discussions, etc. on the current developments and issues in education. They discuss these issues formally and informally.
2. Share information with colleagues with other institutions on policies and regulations: Our teacher educators believe in sharing knowledge, information and skills through talks, discussions, texts, WhatsApp, emails, etc.
3. Attend lectures of eminent people: The teachers at Madhusthali Institute of Teacher Training keep themselves professionally updated by attending lectures of eminent people organised in and outside the institute. They also attend lectures online and through different internet sites like YouTube, Facebook, etc.
4. Attend seminars, workshops, training programs awareness programs, and webinars
5. Use online/ICT resources through different internet sites like NCTE, MHRD, NCERT, UGC, etc.
6. The teacher educators of our institute create their own ICT resources and upload them on different websites like YouTube, SlideShare, etc. Thus, they not only enhance their professional skills for their students but they also offer their creative output for public use.

Thus, following the tradition of study, discussion, sharing and disseminating knowledge and skills, the teacher educators are keeping them updated professionally.

File Description	Document
Documentary evidence to support the claims	View Document

2.6 Evaluation Process

2.6.1

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

Response:

Continuous Internal Evaluation at Madhusthali Institute of Teacher Training has been prescribed by the S.K.M. University, Dumka, for B.Ed programs, and the evaluation system for D.El.Ed. programme has been prescribed by Jharkhand Academic Council, Ranchi. During the Two-Year B.Ed., internal Evaluation has been emphasized through projects Assignments presentations and written tests aimed at fostering peer learning and mentoring, as well as building the public speaking skills of students

D. El. Ed. Program

The D. El. Ed. The program contains 14 courses, among which 2 (Computer Application and Community Life) are completely practical and are evaluated internally for 100 marks each. marks for the rest of the 12 courses are shared as 60 external and 40 internal. In this program, monthly tests are conducted for continuous internal evaluation. There are provisions of assignments, projects and presentations for continuous internal evaluation.

B. Ed. Program

The marking ratio of External and Internal evaluation in B.Ed. programme is 80:20, except in courses like EPC-1 (reading and reflecting on text), EPC-2 (Drama and Art Education), EPC-3 (Critical understanding of ICT) and EPC-4 (Understanding the self). EPC-2 and EPC-3 are completely practical courses, whereas EPC-1 and EPC-4 are project- and assignment-based, and therefore, 100 % evaluation is done internally in these courses. Evaluation of these courses is done through assignments, presentations, projects and practicals. In theory courses, 20 % of marks in each course are evaluated internally through continuous assignments and projects as per the nature of the courses. internal evaluation of school Internship (150 marks) is done through the evaluation of teaching practice, action research, projects, school activities, professional ethics and observations. Apart from that, mid-semester and sent-up tests are conducted as part of internal evaluation.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	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 examinations of B.Ed. programme is governed by our affiliating university i.e. Sido Kanhu Murmu University, Dumka; whereas the examination of D. El. Ed. programme is governed by the Jharkhand Academic Council (JAC), Ranchi, Jharkhand. The grievances regarding the examination conducted by the university are directed to the controller of examination, S.K.M.U., Dumka and grievances regarding the examination conducted by the JAC. Ranchi is directed to the Secretary, JAC, Ranchi.

The grievances for examinations are carefully addressed at Madhusthali Institute of Teacher Training. The procedures for the grievances related to the examination are as follows:

1. The student writes an application describing her grievances with attached relevant documents to the controller of examination of S.K.M. University, Dumka, through the principal of the institute.
2. The principal recommends relevant corrections and forwards the application to the controller of examination of the university.
3. Further, the university authority takes needful action to short out the grievances and inform the institute about the result.
4. The mentioned process of grievance redressal applies to the B.Ed Programme.

The grievances for examination of D.El.Ed. are addressed to the Secretary, Jharkhand Academic Council (JAC), Ranchi, Jharkhand. The procedures for lodging grievances are as follows:

1. The student writes an application describing her grievances with attached relevant documents to the Secretary, Jharkhand Academic Council (JAC), Ranchi, Jharkhand, through the principal of the institute.

2. The principal recommends relevant corrections and forwards the application to the Secretary, Jharkhand Academic Council (JAC), Ranchi, Jharkhand.
3. Further, the Jharkhand Academic Council (JAC) authority takes needful action to short out the grievances and informs the institute about the result.

There is complete transparency in the internal assessment. At the beginning of the semester, the teacher educators/ coordinators inform students about the various components of the assessment process during the semester. The internal assessment schedules are prepared as per the norms and communicated to the students well in advance. In our institution, proper conduct of formative tests and evaluation is done by the course handling faculty members within the given time/date for the examination. The corrected answer scripts of the students are distributed among the students so that they will be able to see the marks they achieved. The grievance is addressed immediately. Day to day performance of the students is assessed for every experience, which includes regularity, performance, Viva, projects and promptness in submitting the record.

Supplementary tests are organised for those students who fail to attend or obtain qualifying marks in the sent-up test. For internal evaluation and test examination, evaluated answer scripts are shown to the students which minimises the test-related grievances.

The principal of the institute guides the students about the process of submitting grievances regarding examinations. The academic committee addresses all grievances related to internal assessment marks. The committee is set up at the Institute level to sort issues related to attendance and internal assessments and all queries are responded to by the coordinator of the committee concerned. The committee promptly deals with mistakes/errors related to attendance, and internal assessment of the students.

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

2.6.4

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

Response:

Madhusthali Institute of Teacher Training conducts every activity for every programme (D. El.Ed. & B.Ed.) as per the academic calendar. The institution adheres to the academic calendar for internal evaluations. The academic calendar of the Institute is prepared by the Academic Committee along with the course coordinators mentioning the tentative schedule of test examinations, class tests, holidays, sports/ cultural events and many other extra-curricular activities in accordance with the affiliating university's calendar. The academic calendar is circulated among all the students at the beginning of the session so that students can get an idea about the different activities. Academic calendar guides students about different activities like seminars, continuous evaluation systems, etc. All the course coordinators strictly follow the academic calendar to conduct tests and also other forms of assessment.

Madhusthali Institute of Teacher Training has a strong component of formative assessment. Students' development in their subject areas and other co-scholastic activities is monitored through continuous and comprehensive assessment and feedback mechanisms. Students are also assessed by their teachers at the institute based on their performance in the classroom activities. Assessment includes presentations, tests, assignments and projects submitted by students. In this process, multiple drafts of lesson plans are also checked and evaluated by teachers before sending them for practice teaching.

The assessment in school experience/practice teaching work is done on a day-to-day basis. The teachers of the institute act as supervisors to supervise the practice teaching of the students. They assess the classroom teaching activities of the student teachers. The action research and case study projects are also assessed by the concerned supervisor. The community work and tutorial work are assessed by the concerned teacher of the institute, who usually guides and mentors them in such activities. Transparency is maintained to assess every student.

Dates for the tests and submission of assignments are mentioned in the academic calendar, notified on the institute notice boards and announced by faculty in the respective classes at least a week in advance. After checking, answer sheets/assignments are shared with students and marking patterns are discussed. The internal assessment lists are displayed on the notice board at the end of the semester. The institution has an effective mechanism for redressing grievances pertaining to internal assessment.

File Description	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:

The teaching-learning process at MITT is aligned with the PLOs and CLOs stated on the syllabus of concerned programmes and the website of the institute. The teaching-learning process is strictly guided by the Institute Time-Table and the Academic Calendar. As the teachers are well aware of the PLOs and CLOs, they conduct their classroom activities in the line of PLOs and CLOs. Co-Curricular and Extra-Curricular activities are also organized to achieve the PLOs and CLOs and these activities are mentioned in the academic calendar.

The Institute website states the objectives of all programs (D.El.Ed. & B.Ed.) of the Institute. In the Orientation program for the first-year/semester students, the broad program objective of teacher

education is explained. Program-specific outcomes are highlighted through career options open to students after completion of the programs.

The learning outcomes have been defined for each course offered by the Institute. These are linked to the broad program outcomes. This helps the students appreciate the topic being covered in class as they see its relevance. The syllabus depicting the learning objectives is readily available for students and teachers on the Institute website.

2.7.2

Average pass percentage of students during the last five years

Response: 97.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
346	146	100	49	236

File Description	Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document

2.7.3

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

Response:

The institute follows student student-centric education system. The focus is laid on what the students are expected to be able to demonstrate at the end of the programme or we can say after the learning.

The teaching-learning cycle consists of three phases namely the planning phase, the action phase and lastly the measure phase. In the planning phase the course outcome and objectives. The method of assessment and schedule of assessment is done. In the action phase, where content is delivered, the question paper for assessment is drawn and internal assessments are conducted. The third phase measure phase based on the marks obtained by the students.

The process of attainment of professional and personal attributes in the PLOs and CLOs starts with

writing appropriate course outcomes for each course in the two-year teacher's training program.

Every year examination results display exemplary performance of Madhusthali Institute of Teacher Training students who largely occupy the top merit positions in the University. While the academic progression of the students is evaluated based on course outcomes, regular participation of the students in various extracurricular and co-curricular activities like cultural activity, sports, NSS etc. The publication of the wall magazine 'MADHULIKA' depicts the creativity, team spirit, sportsmanship, leadership quality and soft skills of the Student. To track program outcomes, the Institute placement cell maintains a database, regularly updating information on their current employment and other endeavours. The biggest benchmark is our distinguished alumnae. The Institute track how many of the students who successfully complete the course seek employment or go in for higher studies.

Continuous assessment provides feedback on the efficacy of the teaching-learning process and learning outcomes of each course. This is in the form of assignments which are a part of the internal evaluation as well as additional quizzes, tests and assignments which are periodically given to students.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document
Any other relevant information	View Document

2.7.4

Performance of outgoing students in internal assessment

Response: 100

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

Response: 355

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

2.7.5

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

Response:

Madhusthali Institute of Teacher Training provides all facilities to cater for the learning needs of its students. Our institution imparts education at two levels viz. D.El.Ed. & B.Ed. The learning needs are fundamentally assessed, besides marks, through proper observation, one-to-one interaction and closed monitoring of the progress of each student in the class by teachers teaching different subjects.

The learners come for D.El.Ed to be teachers at the primary level. Hence, they need to develop a better understanding of child psychology so that they can understand how their learners prepare content and use teaching skills accordingly. They are equipped with all the relevant knowledge and skills so that they can impart education at the elementary level effectively. To cater to their learning needs, the course curriculum contains courses like Educational Psychology, Teacher and Education in Emerging Indian Society, School Organization, pedagogy of different School subjects, Teaching Skills, Work Experience and Physical Education, Computer Application, Community Life, etc.. The performance of the student teacher on various assessment tasks can only be reflected in their final examination result. All the student teachers of D.El.Ed secured more than 70% marks in their last final examination.

The student teachers of B.Ed. have performed quite satisfactorily in their all examinations. Hence, it can be said that our Institute take care of the initially identified learning needs well.

File Description	Document
Documentary evidence in respect to claim	View Document

2.8 Student Satisfaction Survey**2.8.1****Online student satisfaction survey regarding teaching learning process**

Response: 3.97

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Data as per Data Template

[View Document](#)

3.1.2

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

Response: 0

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

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

3.1.3

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

1. Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation**4. Facilitating research by providing organizational supports****5. Organizing research circle / internal seminar / interactive session on research****Response:** D. Any 1 of the above

File Description	Document
Institutional policy document detailing scheme of incentives	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document

3.1.4

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

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

Response: D. Any 1 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

3.2 Research Publications**3.2.1**

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

Response: 0.13

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

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

File Description	Document
E-copies of outer jacket/content page of the journals in which articles are published	View Document
Data as per Data Template	View Document

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: 0.18

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

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

File Description	Document
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	View Document
Data as per Data Template	View Document

3.3 Outreach Activities

3.3.1

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

Response: 2.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	1	1	3

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: 27.99

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

2022-23	2021-22	2020-21	2019-20	2018-19
99	60	10	12	34

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
Any 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: 73.96

3.3.3.1 Number of students participated in activities as part of national priority programmes

during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
123	102	106	111	126

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 additional information	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:**

To make an impact and educate students about social concerns and their personal growth, the Madhusthali Institute of Teacher Training often organises community outreach events in the surrounding area. The institute's NSS department is responsible for all its community service initiatives. There are drives for cleanliness and environmental awareness, as well as blood donation camps.

The institute's principal and the NSS Program Coordinator give an opening address to the NSS activities at the start of each academic year. The planned activities for the school year are announced to the students.

Students' activities are coordinated and carried out with the help of the programme coordinator, who consults regularly with the principal and other staff members.

Some of the important NSS activities are focused on under:

The Madhusthali Institute of Teacher Education adopted two (2) impoverished communities as their own. As such, the MITT NSS unit routinely hosts events to raise money for and awareness of these causes.

This kind of training helps future educators understand their role in guiding their students and communities towards positive growth. Just giving them food and clothing once won't fix their problem permanently. Symbolically, these groups represent a means of reaching the people and assisting them in gaining the developmental education and skills necessary to support themselves economically.

The NSS unit of the institution has organized many programmes to make our students responsible citizens and promote social and moral development. Clean India, dated 29.9.21. To create a plastic-free environment, the students organized a campaign throughout the areas of Madhupur. National Voter Day is observed on February 20 to raise voters' consciousness. MITT celebrates International Women's Day annually on March 8 to advocate for gender equality and the advancement of women. We mark Earth Day, which is on April 23, by planting trees. As part of its mission to promote physical and mental wellness, MITT also observes International Yoga Day annually.

As a result, students who take part in these extension programmes gain a richer familiarity with their local environment. The wisdom gained in this way not only improves people as people but also allows them to accept change without resistance. It's a great way to boost their confidence and sense of self-worth.

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.

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

File Description	Document
Data as per Data Template	View Document

3.4 Collaboration and Linkages

3.4.1

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

Response: 0.4**3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

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

File Description	Document
List of teachers/students benefited by linkage exchange and research	View Document
Data as per Data Template	View Document
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:** 1**3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

Response: 1

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

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

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

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

Response: 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
Any additional information	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:

- **Classrooms**

We have 08 well-ventilated classrooms with all the necessary amenities, such as lights, fans, podiums, white boards, projectors, etc. The capacity of each room is approximately 50 students.

Other than the classrooms, we have 2 multipurpose halls with a seating capacity of approximately 350 people at a time. A well-maintained Library with approx. 5000 plus books and with a seating capacity of 130 people at a time. There are 3 faculty rooms with all the necessary amenities, such as lights, fans, whiteboards, lockers, etc.

- **Laboratories**

We have laboratories, viz., Life Science, Physical Science & Mathematics, Language, Social Science, Psychology, Computer, Art & Craft, Music, Yoga. All the laboratories are well equipped with all the modern amenities, such as samples, models, charts and pies, computers, etc.

- **Computing Equipment**

We have a fully functioning Computer Lab. with 52 computers and 1 projector. All the computers are connected to high-Speed broadband service. In addition to this, we have another 10 computers placed in other important places, such as the Principal's Chamber, Admin Office, Store, Exam Department, IQAC, etc.

- **Track & Gymnasium**

We have a fully functioning multi-gymnasium equipped with all modern accessories like a Treadmill, single-weigh Weigh Stack, Weight Bench, Exercise Bikes, etc. We also have a field used for outdoor sports activities and games, as well as a track.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	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: 75

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

Response: 6

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

Response: 8

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document

4.1.3

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

Response: 3.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.873	09.6527	0	0.4301	0.21600

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

4.2 Library as a Learning Resource**4.2.1**

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

Response:

The Library is fully automated with the latest version of Koha Integrated Library Management Software (ILMS) since 2023. Activities like book accumulation, spine label and barcoding of books, circulation of books, library user card generation, online access to the catalog (OPAC), etc. have been done through this software.

? Library users can check the availability of books in the library via OPAC.

A barcode-based circulation system is in practice in the library.

? The Library provides remote access to digital resources, such as those from previous years question.

? Papers, syllabus, list of newly arrived books, etc. to its users.

? The library has 5811 books (including 30 encyclopedias), 12 journals and access to e-books and e-journals through N-List. The library also has a computer section where the students can access the online study materials.

? The Library provides specialised services to its users, like Xerox facility, free of charge.

? The Library has a provision for scanning documents.

? The Library provides N-LIST user ID & passwords for students and faculty for smooth conducting.

Library software description:

Name of the ILMS Software: KOHA (cloud)

Nature of Automation: Fully Automated software

Version: 22.11.10.000 Rosalie

Description of Learning Resources in the Library:

Names of Learning Resource Numbers

Print Books 5811

Encyclopedias 30

Journals 12

Newspapers 3

Barcode Scanner 1

Printer 1

Database 4

E-resources (N-List) 1

Services provided by the library:

? The Library follows an open access system

? Available from 9.30 am to 4.30 pm on all working days.

? The Library updates new arrivals (newly added book list) to users.

? Year-wise timetable.

? Previous year Question Paper

? Free access of various e-journals, e-dissertations & thesis, e-books, e-content, and e-learning access, and online access through OPAC.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Link for additional information	View Document
Web-link to library facilities	View Document

4.2.2

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

Response:

The Library provides remote access facilities to its end users through OPAC and its users can access these e-resources anytime and anywhere. The following remote access facilities are available in the College web portal in the sub-menu Library under the Facility menu for the benefit of the users: -

S.N.	Resource Type	Particulars	Remarks
1	N-List	The N-List MoE, as a unique ID & Password college component under the e-ShodhSindhu Consortium. It provides access to more than 60000 + e-journals, 1,99,000 + e-books through NDL.	has provided to each user.
2	E-Journals	<p>Sage Journal https://journals.sagepub.com/</p> <p>Jstor Open https://about.jstor.org/oa-and-free/</p> <p>Springer Open https://www.springeropen.com/journals</p> <p>Open Research Library https://openresearchlibrary.org/home</p> <p>DOAJ https://doaj.org/</p>	Open Source

3	E-Books	<p>ROAD https://road.issn.org/</p> <p>arXiv https://arxiv.org/</p> <p>Project Elucid https://www.projecteuclid.org/open-access</p> <p>T&F https://www.tandfonline.com/openaccess/openjournals</p> <p>Cambridge OA https://www.cambridge.org/core/what-we-publish/open-access</p> <p>IEEE Open https://ieeexplore.ieee.org/</p> <p>PDF drive https://www.pdfdrive.com/</p> <p>Open Source</p> <p>DOAB https://www.doabooks.org/</p> <p>NCERT https://www.ncertbooks.ncert.gov.in</p> <p>Jstor Open Book https://about.jstor.org/librarians/books/open-access-books-jstor/</p> <p>Springer Open https://encr.pw/DCXhG</p> <p>Intechopen https://www.intechopen.com/</p>

		<p>Z Library https://z-lib.org/</p> <p>Oapen https://library.oapen.org/</p> <p>Indian Manuscripts http://indianmanuscripts.com/</p> <p>Exam Fear https://www.examfear.com/</p>	
4	E-Content	Vidya Mitra https://vidyamitra.inflibnet.ac.in/	Open Source
5	E-Dissertation and Thesis	<p>PQDT Open ProQuest https://www.proquest.com/?defaultdiss=true</p> <p>MGU Online https://mgutheses.in/</p> <p>ShodhGanga https://shodhganga.inflibnet.ac.in/</p> <p>ShodhGangotri https://shodhgangotri.inflibnet.ac.in/</p> <p>Uni of Leicester https://leicester.figshare.com/</p> <p>NDL https://ndl.iitkgp.ac.in/</p> <p>Research Project Database https://www.inflibnet.ac.in/researchproject/</p> <p>Ethos https://leicester.figshare.com/</p>	Open Source

IRINS

<https://irins.org/irins/#>

The library using ILMS, KOHA (Version 22.11.10.000 Rosalie), and its cloud version allows remote access of E-resources to its users.

Details of users and details of visits/downloads

Any other relevant information

Landing page of the remote access webpage

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: A. Any 4 or more 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

4.2.4

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

Response: 0.27

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.27	0.11	0.13	0.48	0.34

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

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:** 3.24**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: 99

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: 139

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: 45

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: 138

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: 140

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

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
Any additional information	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

ICT Facilities

The institution is technology-enabled. There is 24x7 internet and Wi-Fi connection available for the staff and students. We have 6 LCD projectors, 50 Computers, Two Server Computers, audio-visual equipment like television, CDs and DVDs, DVD players, microphones (wireless), speakers, amplifiers, mixers, cameras and video camera. All these resources are well utilised to make teaching-learning meaningful.

The Available ICT facilities in the institution are as follows:

Biometric System & CCTV: Well-furnished with a highly configured server system and five NVRs for CCTV,. The office is well connected to the internet and has a Biometric system to monitor the movement of staff and students.

Digital Library: A server and six computers are available for the student-teachers to access electronic resources. The library also has an internet and Wi-Fi connection for staff and students.

Computer Lab: Well-furnished Computer Lab is functioning in the institute with twenty-five systems with high configuration, LAN, Internet and Wi-Fi connectivity.

Language Lab: Well-furnished Language Laboratory functions with a server and ten systems with high configuration and LAN connections.

Educational Technology (ET) Lab: ET lab has one overhead projector (OHP), OHP sheet, One Slide Projector, one portable LCD projector, audio-visual equipment like CDs and DVDs, a DVD player, microphones (collar and wireless), speakers, an amplifier, a mixer, camera and a video camera.

Technology-Enabled Classrooms: Classrooms are well furnished with LCD projector.

Accessibility: All of the faculty and Student-Teachers have access to a Wi-Fi network and the Internet. Teachers and students alike make use of the institution's computer resources for things like lesson plan creation, grading, and administration. The ET tools are used not only in the classroom but also in seminars and in the creation of educational materials by both the faculty and the student-teachers. The faculty takes advantage of the available technology to further their skills as educators.

Software: The institution uses predominantly Windows 7 and 10, MS Office 2007, MS Office 2010, MS Office 2021, Adobe Photoshop 7.0, ESSL and Matrix vyom (Bio-Metric System Software), and Hikvision (CCTV System Software).

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document

4.3.2

Student – Computer ratio for last completed academic year

Response: 3.13

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

4.3.3

Internet bandwidth available in the institution

Response: 100

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

Response: 100

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

4.3.4

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

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

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 0.51

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.423379	0.32100	0.25476	0.409712	0.315184

File Description	Document
Data as per Data Template	View Document

4.4.2

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

Response:

The College has a well-defined policy and system in place for the maintenance and utilization of all its physical and academic facilities.

Classroom Management:

The classroom being the primary and important workspace, it is managed with proper systems and procedures as recommended by the management and the University. It is followed keeping in mind the modern teaching-learning environment. The classrooms are well equipped with all modern technology for better and more effective teaching. CCTVs installed in each classroom to ensure the safety and security of all students, teachers and equipment.

Library:

The library has fully automated using Koha Integrated Library Management Software (ILMS), enabling book accumulation, spine labeling, circulation, user card generation, and online access to the catalog. The library offers remote access to digital resources, 5811 books, 12 journals, and e-books and e-journals through N-List. Specialized services like Xerox facility are available for free, and scanning documents is available.

Laboratory:

We have laboratories, viz., Life Science, Physical Science & Mathematics, Language, Social Science, Psychology, Computer, Art & Craft, Music, Yoga. All the laboratories are well equipped with all the modern amenities, such as samples, models, charts and pies, computers, etc.

Sports Complex:

The sports committee looks after maintaining the sports ground and sports equipment. The committee organizes various indoor and outdoor sports competitions for students at intra and intercollegiate levels. For holistic development, students are encouraged to participate in the competitions. Coaches for events where there is good student representation are appointed with the permission of the Management and the Principal. The celebration of International Yoga Day has become a regular affair and many students and staff participate in the same. While the IQAC defines policies related to workshops/seminars/conferences for students and staff across faculties, the website acquaints the users with the working system of the college and also invites suggestions on better working processes.

IT and Computer Facilities:

All departments in the institute have PCs, essential software and peripherals. The laboratory technicians and system administrator maintain the IT facilities in the institute. In case of major issues of maintenance, vendors are hired for the maintenance of IT facilities. To maintain internet connectivity and CCTV security system, a network and system administration team is appointed. Maintenance of computers (Hardware and Software), updating software are related to administrative and overall maintenance of campus infrastructure. Annual maintenance contracts for copier machines, CCTV, Fire extinguishers, and security are in place. Policy is developed to maintain a balanced student and computer ratio so that all students will benefit for academic purposes.

An external housekeeping service looks after cleanliness on the campus. The website is maintained and updated with the help of internal professionals. Policy is developed to keep parents informed about student's attendance via ERP and Mobile messages assuring the safety of the students. The well-defined purchase policy developed by the Management Purchase Committee looks after all the purchases in the college.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: B. Any 4 or 5 of the above

File Description	Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document

5.1.2

Available student support facilities in the institution are:

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

Response: E. Any 4 or less of the above

File Description	Document
Geo-tagged photographs	View Document

5.1.3

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

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

Response: B. Any 5 of the above

File Description	Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document
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: B. Any 3 or 4 of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 2.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

Appointment letters of 10% graduates for each year

[View Document](#)

5.2.2

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

Response: 4.98

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 10

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

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

File Description	Document
Data as per Data Template	View Document

5.2.3

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

Response: 4.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	7	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

5.3 Student Participation and Activities

5.3.1

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

Response:

Student self-government plays a vital role at Madhusthali Institute of Teacher Training in running and regulating curricular, co-curricular, and extracurricular activities. It helps students grow as leaders and provides them with other useful skills. Students demonstrated leadership paves the way for substantive academic and other types of progress that will aid their progress as student teachers.

The student government at Madhusthali Institute of Teacher Training is well-run and democratically chosen. Students from both their first and second years have been voted to serve as officers on the student council. These positions include captain and vice-captain, cultural secretary and magazine secretary, NSS secretary, debate and seminar secretary, class counsellor, assembly in charge, etc. Co-curricular activities, hospitality concerns, and academic and cultural events throughout the year are all overseen by elected posts. The programme coordinators, faculty, and principal advise the student self-government (office bearers).

Discipline on campus relies heavily on the efforts of student self-government. All major campus decisions are made in consultation with their representatives. They facilitate communication between the classroom and the pupils. They represent the student body in formal complaints to the university. During the annual day, sports day, or any celebration and festivities, they talk to teachers about students' passions, ideas, and complaints. They have a lot riding on them to make sure everything goes smoothly at the event. IQAC includes student representatives.

Events for students at the institute follow a regular pattern that corresponds to the academic year. Students plan and execute these activities with guidance from faculty mentors. Students gain experience in management and event planning while also contributing to the greater good of education as a whole. There are a few ways to categorise the happenings-

These activities can be categorised as:

- Introducing new students to the community through orientation and "spot the talent" showcases.
- Teacher's Day, a classical art performance, and a farewell to graduating students are just a few examples of the many cultural and social events.
- On national remembrance days like Gandhi Jayanti, Independence Day and Republic Day.
- Students' creative writing and articles written by lecturers are published in the institute magazine (Madhukan), which is published with the help of the Students Self Government
- An active office bearer of the Students Self Government represents the students in the IQAC.
- Every year, the Student Self-Government hosts a programme called "Fresher Welcome" for newly admitted students.
- Participating in the student council allows them to hone their leadership skills as they plan and execute institute-wide events with integrity.

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

5.3.2

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

Response: 5.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	6	1	4	6

File Description	Document
Upload any additional information	View Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
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 Alumni Association or Chapter of an institution can play a vital role in its development through various means, non-financial contributions. Here's how such associations can contribute significantly over the last five years:

1. Non-Financial Contributions:

- Mentoring and guidance: Alumni can offer mentorship to current students, providing guidance, career advice, and networking opportunities.
- Guest lectures and workshops: Alumni may conduct guest lectures, workshops, or seminars on various topics, enriching the educational experience of students.

1. **Events and Engagement:** Reunions and homecoming events: Alumni associations organize reunions and homecoming events, fostering a sense of community and pride among alumni and current students.

2. **Promotion and Advocacy:** Alumni outreach and communication: Alumni associations maintain communication channels, newsletters, social media platforms, or alumni directories to keep members informed and engaged.

File Description	Document
Details of office bearers and members of alumni association	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
Documentary evidence for the selected claim	View Document
Any other relevant information	View Document

5.4.3

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

Response: 3

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

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

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

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 objectives of the Alumni Association are:

1. To keep a roster of all alumni of the institute and their pertinent data.
2. To maintain the updated and current information of all alumni.
3. To encourage, foster and promote close relations among the alumni themselves.
4. To promote a sustained sense of belonging to the Alma Mater among the Alumni by being in regular contact with them.
5. To disseminate information about Alma Mater, Faculties and students to the Alumni.
6. To assist and support the efforts in obtaining funds for development.
7. To guide and assist Alumni who have recently completed their courses of study at THE college to keep them engaged in productive pursuits useful to society.
8. To provide a forum for the Alumni to exchange ideas on academic, cultural and social issues of the day by organizing and coordinating reunion activities for the Alumni.

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The institute follows a democratic and participatory mode of governance, with all stakeholders participating actively in its administration. The management of Madhusthali Institute of Teacher Training is steered by the Governing body, which takes strategic decisions and guides the institution in pursuing its vision, mission and goal. The functioning of the institution is looked after by the Principal, who is the head of the institution. He / She is entrusted with the responsibilities of running the institution. He / She is supported by the co-coordinators of different sessions as well as the admin team. The progress of the institution lies in the effective implementation of the strategic plan that properly follows the Academic Calendar of the institution, which announces the strategic planning of the institution prepared by the IQAC before the commencement of the session.

Apart from this, an important feature of the Madhusthali Institute of Teacher Training is that the respected CEO Sir, of the MCKV Group of Institutions and the Hon'ble Chairman Sir, of the MCKV Group of Institutions interact with the faculties and staff members at different formal and informal levels on different occasions.

Participation of the faculties and staff in decision-making bodies

The Institution has formed various committees like Academic Committee, Admission Committee, Examination Committee, IQAC, Grievance Committee, Internal Complaints Committee, Anti Ragging Committee, Library Committee, Cultural Committee, Magazine Committee, Sports & N.S.S. Committee, I.T. Committee, Assembly Committee, Placement Committee, etc. which include the faculties and staff who are responsible for the day-to-day functioning of the college. The quality aspects of all functions are coordinated by the IQAS of the Institution.

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
Documentary evidence in support of the claim	View Document

6.1.2

Institution practices decentralization and participative management**Response:**

Madhusthali Institute of Teacher Training encourages a culture of participative management by involving staff members in various administrative roles. All aspects are managed by different committees constituted. The institute has created a decentralized structure for decision-making where functional committees interface their decision with the Principal.

Various committees are constituted to manage various functions of the Institute. These are:

- **Academic Committee:** The Academic Committee manages academic matters of all the running programmes. The academic matter includes preparation and implementation of the Academic Calendar, preparation of time-table, distribution of syllabus among the teachers, etc.
- **Admission Committee:** The Admission committee deals with all admissions of the institution in various running programs of the institution.
- **Examination Committee:** The Examination Committee deals with all the matters of examinations both internal as well as external. The practical examinations were also conducted as per the norms of the affiliating bodies.
- **IQAC:** The IQAS is responsible for the implementation and maintenance of the quality system in the institution. Individual functions heads and their teams are responsible for the implementation of the quality system and its maintenance in their functional areas.
- **Grievance Committee:** It looks after the grievances of students and their redressal. This committee collects the grievances from students in both online/offline modes and addresses the grievances as per their nature and intensity.
- **Internal Complaints Committee:** The institution has an ICC with a University Representative in the body as a member and ensures the welfare of its staff members.
- **Anti-Ragging Committee:** The institution strictly follows the policy of Anti-Ragging. The institution, during the time of admission of each student, makes sure to fill out the Anti-Ragging form as found in the web portal of Higher Education.
- **Library Committee:** Through intensive library service to the users, the Library Committee is trying to satisfy the students, teachers and others by fulfilling their need for study.
- **Cultural Committee:** It is responsible for planning, organizing and report of all cultural events listed under EPCs (including Visual and Performing Arts) of B.Ed. Curriculum and co-curricular activities of B.Ed. and D.El.Ed. It also conducts functions to celebrate important days and cultural functions of the institute.
- **Magazine Committee:** MITT has an active Magazine committee that focuses on all the publications of the institutions, such as News Letters, magazines, etc.
- **Sports & N.S.S. Committee:** It continuously strives to enhance the engagement of students in different sports and games. The NSS organizes activities to serve society in a structured manner and develops the capabilities of students necessary for enhancing social qualities and good leadership to serve society.
- **I.T. Committee:** The IT committee is responsible for the smooth functioning of all information technology equipment. This committee regulates and maintains the institute's website.
- **Assembly Committee:** The college has an active Assembly Committee that looks after the discipline of the students and staff during the daily assembly of the institution. The assembly

starts with the morning prayer, news reading, thought of the day, weekly teachers' talk, and finally ends with the national anthem.

- **Placement Committee:** The placement cell helps the students prepare and update their profiles by providing technical guidance. It keeps the students informed about potential job opportunities and guides them from time to time.

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

6.1.3

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

Response:

The institute clearly defines its vision, mission, objectives, and procedures at all levels and maintains complete transparency in its academic, financial, and administrative functions, such as:

- Financial transparency is maintained through yearly audit report, where the audit is done by the external audit done by Banerjee Sarkar & company and Internal audit is done by JPNR Corporate Consultants Pvt. Ltd. on a monthly basis.
- An effective and efficient use of financial resources is monitored by the finance committee of the MCKV Group of Institutions.
- Madhusthali Institute of Teacher Training maintains a daily Income & Expenditure Register, and all transactions are done through proper procedures such as providing receipts on any collection, signatures on vouchers on any payments, etc.
- MITT conducts two teacher education programs, viz., B.Ed. & D.El.Ed. The admission of D.El.Ed. is done strictly according to the norms of the Jharkhand Academic Council, Ranchi, whereas the admission of B.Ed. is done through the entrance test and counselling conducted by the Jharkhand State Government. The institute maintains its transparency in the academic sphere by organizing teaching, learning, and evaluation equitably. All the activities of teaching, learning, and evaluation are conducted as per the academic calendar prepared before the commencement of the session. The teaching-learning programs are regulated through the daily timetable.
- The internal assessment ensures that students receive their evaluated answer sheets and monitor their progress, performance, and fairness in the evaluation.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Stage 1: Orientation for an Internship:

The students are well prepared at the institution before going for an internship. The micro-teaching program is organized by the faculty members of the institute. The students were taught about various teaching skills and roles of different teaching aids during the internship program. The entire program is minutely supervised by the principal.

Stage 2: Selection of Schools for Internships:

The Institute sends a formal letter containing the full details of the students to JCERT (Jharkhand Centre of Educational Research & Training), Ranchi for the allotment of government-run schools where the trainees can complete their internship. The application consists of the list of eligible student-teachers for whom the internship needs to be provided.

JCERT, Ranchi, authorizes the request and provides the institute with an approved letter detailing out the internship information, details of the allotted schools and the rules to be followed.

Stage 3: Orientation to the Principal of Intern Schools:

The Principal of Madhusthali Institute of Teacher Training sends a formal letter to each principal of the allotted school informing them about the internship program, along with the letter received from JCERT, Ranchi. A meeting is arranged with him/her, and we appraise the school authority of our vision, mission, and motto of our college. MITT makes it clear that no student without 100% regularity and punctuality should be allowed in the school. We believe in producing quality manpower, not quantity. We believe in the philosophy of Vivekananda, who told us that a handful of “real man” can shake the whole world. Our college has been in the process of producing mankind for the last decade.

Stage 4: Defining the Role of Teachers in the Institution:

The teachers of the institute are deputed to the allotted schools with the help of a duty roster prepared by the institute. The student-teachers, along with the teachers of the institute, are then sent to their respective schools. The teacher facilitates communication between the student-teachers and the principal and teachers of the school with the help of the letter received from JCERT, Ranchi.

Stage 5: Engagement of faculty in intern schools: The teachers of the institution play the role of observers, noting the performance of student-teachers. They help the student-teachers in case of difficulties faced during the internship. They also build relationships with the principal of the school, explaining to them the routine, syllabus, curricular and co-curricular activities, and achievement tests, and supporting the student-teachers in delivering the lessons.

Stage 6: Streamlining modes of student performance:

A school-wise schedule for supervisors is prepared by the Institute. The supervisor visits the schools as per the schedule for the observation and assessment of student's performance.

Stage 7: Comprehensive Appraisal of Performance:

Each internee is assessed by the school principal and/or his team as per the five distinguished parameters. 30 characteristics are assessed for each teacher-trainee.

Stage 8: Felicitation by Award: On the completion of the training in each year, a completion certificate is awarded jointly by the concerned school and the college. As a token of appreciation, a memento is given to each internee.

File Description	Document
Documentary evidence in support of the claim	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:

Madhusthali Institute of Teacher Training follows a balanced policy in the functioning of the institutional bodies. Primarily, the institute functions under the supervision of the governing body, chaired by the President of the MCKV Group of Institutions. MCKV Group of Institutions is our parent body, which plays an important role in nominating names for the institute's governing body as well as defining its powers. Among all the other dignitaries who constitute the governing body, the university representative is one of the most eminent members of the body. The principal is the chief executive and administrator of the institute, who coordinates all the activities of the institute along with the IQA Cell of the institute. The institute has a well-defined organizational structure for the administration staff and faculty members. The institute has implemented a well-defined organogram that reflects the hierarchy. Madhusthali Institute of Teacher Training has a well-defined service rule book, leave policy, recruitment policies, and a well-functioning grievance redressal mechanism defined as per the rules of the university, approved by NCTE, and under the guidelines of the governing body following the policy of the state government.

File Description	Document
Documentary evidence in support of the claim	View Document
Any 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: A. Any 6 or more of the above

File Description	Document
Data as per Data Template	View Document
Annual e-governance report	View Document

6.2.4

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

Response:

Madhusthali Institute of Teacher Training (MITT) implements the resolutions and minutes of the meetings of different cells and committees. Here at the Madhusthali Institute of Teacher Training (MITT), we have the Academic Committee, Admission Committee, Examination Committee, Grievance Committee, Internal Complaints Committee, Anti-Ragging Committee, Library Committee, Cultural Committee, Magazine Committee, Sports & N.S.S. Committee, I.T. Committee, Assembly Committee, and Placement Committee, to name a few.

A resolution was taken in the College Governing Body meeting held on November 12, 2019 for the appointment of different faculties and principals to strengthen the position of different courses and levels at the Madhusthali Institute of Teacher Training. All the necessary formalities were done, and the interview board was constituted under the guidance of S. K. M. University, Dumka. The interview was conducted on February 9, 2020. The selected candidatures of the principal and faculty members for all the positions were empaneled and sent for approval to the affiliated university. After getting approval from the university, one assistant professor and principal joined the college to strengthen the faculty position and ensure quality training for prospective teachers.

All the quality initiatives are implemented as per the resolution taken by IQAC. A proposal for 'Value Added Course' was taken up for discussion in the meeting of IQAC, where it was proposed to introduce a short-term course on Introduction to IT for conducting 'ICT-based Education', a course for the use of computers for ICT-based learning and teaching at the Madhusthali Institute of Teacher Training. A committee of three members, consisting of Mr. Sourav Kumar Mondal, Mr. Kamal Mandal and Mr.

Nilesh Kumar, was constituted to prepare a Course Module with a time-bound programme. The course module has been prepared for the committee. Further, the course module was approved by the Academic Committee and Higher Management of Madhusthali Institute of Teacher Training.

The academic committee takes decisions regarding the academic functions of the institute, like admission, preparation of college time-table, preparation of the college timetable, the preparation of the academic calendar, schedule, finalizing the dates of all academic activities, etc. and its implementation. For instance, it was decided to implement remedial classes for those who fail to understand certain concepts and practice skills, which were implemented by the teachers in the course curriculum they taught. During the COVID-19 situation, the Academic Committee took decision to conduct online classes to mitigate the teaching-learning gap created by lockdown throughout the country. With the help of the IT committee and IT department, the Madhusthali Institute of Teacher Training successfully conducted online classes and continued the teaching and learning process to complete the course curriculum effectively. All the academic activities were conducted successfully in online mode at Madhusthali Institute of Teacher Training and were possible only because of the effectiveness of various bodies, cells, and committees that took appropriate decision at right time and were supported by proper implementation of those decisions.

File Description	Document
Action taken report with seal and signature of the Principal	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:

1. Employee Provident Fund:

Employee Provident Fund (EPF) is a significant welfare measure implemented by the

Madhusthali Institute of Teacher Training to ensure the financial well-being of its faculty and staff members. EPF serves as a long-term savings and retirement benefit program, offering a reliable source of income during post-employment years. Our institution recognizes the importance of providing financial security to our employees and has established EPF as a mandatory savings scheme. Through regular contributions from both the employer (12% of the basic salary of the employee) and the employee (12% of the basic salary of the employee), a substantial corpus is accumulated, which can be withdrawn upon retirement, resignation, or in specific circumstances. The EPF not only instills a sense of financial stability and peace of mind among our workforce but also demonstrates our commitment to their welfare. By offering the Employee Provident Fund, Madhusthali Institute of Teacher Training aims to support the financial needs of its employees and promote a secure future for them and their families.

2. ESI Facilities:

The college facilitates ESI facilities for its substantive teachers and non-teaching staff. Staff Members with a gross salary of less than Rs. 20,000 per month can reimburse their medical bills under the ESI Scheme in case of medical emergencies.

3. Provision of accommodation at lower cost:

The employees and families working at Madhusthali Institute of Teacher Training are provided with staff quarters nearby the institution at a very low monthly cost. Provisions have also been made for the employees without families to accommodate them within the staff quarters of the Madhusthali Institute of Teacher Training with nominal food and lodging charges.

4. Group Health Insurance:

Madhusthali Institute of Teacher Training provides a group accident policy to all its staff members and sometimes to the students too. This measure also promotes a sense of security and support among the institution's community, ensuring that they can focus on their professional pursuits without worrying about unexpected accidental issues.

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

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: 0.88

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

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

File Description	Document
Institutional Policy document on providing financial support to teachers	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: 0

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

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

File Description	Document
Data as per Data Template	View Document

6.3.4

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

Response: 38.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	7	19	3	3

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document

6.3.5

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

Response:

Madhusthali Institute of Teacher Training has an effective performance appraisal system. The approved format for the purpose has been prepared by the CEO of the M.C.K.V. Group of Institutions. (the parent body of the Madhusthali Institute of Teacher Training), with the concurrence of the Chairman of the Trust. The principal, being the controlling officer for all the teaching and non-teaching staff of the institute, gets the initial self-appraisal from the staff on the format duly approved for the purpose. Thereafter, the same are received by the principal and placed before the management with proper recommendations to foster development and identify opportunities for support for the teachers of Madhusthali Institute of Teacher Training, as such a meaningful appraisal system pays benefits both to the employee and the employer.

As each teacher demonstrates their ability and knowledge of the subject content, it has been found to be very useful for the management to identify the potential teachers requiring specialized development and career growth. Staff performance appraisal is a continuous process for identifying; evaluating, and developing the work performance of teaching and non-teaching staff members so that the objectives of the institute can be achieved and the members can achieve some personal development. At the same time, performance can also be identified, enabling management to reward the deserving member. On the other hand, the teachers provide constructive feedback for developing skills and knowledge.

This institute is a centre for the development of students' skills in teaching and also to make the students realize that teaching is a sacred profession, it is essential to know the potential of each member. and therefore, the performance appraisal system has been useful.

We maintain a transparent system in this regard. The appraisal has enough scope to agree on the areas, criteria and appraisal method. We are to focus on students' learning & how effective it is for them to be a dedicated teacher; quality conversations between teachers and students. Online and semester-wise feedback systems has been implemented by the institution where students judge the performance of the teachers. A teacher's diary has been created and implemented by the institution, where the staff members record their details of academic and other performance month-wise.

A biometric attendance system has been installed for teaching and non-teaching staff as a part of the performance monitoring system.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The institute has an effective mechanism for Internal and External Audits. The accounts of the Madhusthali Institute of Teacher Training are audited regularly by chartered accountants as per government rules. The Accounting and Auditing Committee looks after the internal audit, which is presented to the certified chartered accountants.

Internal Audit: The Institute has a finance committee, has appointed a qualified auditor, and also forms a team of staff under them to do methodical verification periodically. The purpose of an internal audit is to provide an objective source of information to the management with a view to the efficient conduct of activities of the institute, safeguarding assets, preventing and detecting fraud and other unlawful acts, completeness & accuracy of financial records and timely preparation of financial statements. Internal audit is done by checking each bill and ensuring vouchers, books, laboratory equipment and other materials are purchased at the lowest price, taking proper quotations collected from the parties.

Internal audits are done **by JPNR Corporate Consultants Pvt. Ltd.** on a monthly basis.

Their address is:

JPNR Corporate Consultants Pvt. Ltd.

505, Haute Street

86A, Topsia Road,

Kolkata: 700 046.

They conduct the audit and give their observation department-wise, which is discussed with the management and in the event of any rectification or changes, the same is taken into effect.

External Audit: The external auditor is appointed by the college to perform audits of the financial statements of the Institute. The financial records are audited by qualified chartered accountants at the end

of each financial year. The financial records are certified, i.e., income and expenditures, balance sheet and notes on accounts. The institution publishes audited financial statements on the institution's website as information for concerned people.

The external audit is now done by **Banerjee Sarkar & Company** on a yearly basis.

External audits have been done by the firm for the last 4 years by **J. Loyalka & Company**, i.e., 2018–2022.

For the academic year **2022-2023**, it has been done by the firm **Banerjee Sarker & Co.**

The report was signed by J Loyalka & Company by Mr. B N Ray (Partner).

And in Banerjee Sarkar & company by Avishek Sarkar (partner).

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

6.4.2

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

6.4.3

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

Response:

The institute mobilizes its funds, which are received mainly from students as fees.

Funds generated from above are principally used for the maintenance and development of the institute. The trust body of the institute provides space on a lease basis to facilitate various commercial utility services to the students, faculty members and officials of the institute, such as HDFC Bank.

Optimal utilization of resources:

1. Sufficient funds are allocated for effective teaching-learning practices that include training programmes, orientation programmes, workshops, and interdisciplinary activities.
2. The budget is utilized to meet day-to-day operational and administrative expenses and the maintenance of fixed assets.
3. Requisite funds are utilized every year towards the enhancement of library facilities to augment learning facilities.
4. Adequate funds are utilized for the development and maintenance of the institute's infrastructure.
5. Some funds are utilized for community development and social welfare activities.

The main motto of resource mobilization and utilization of resources is to set the institute on a standard to achieve the best quality teaching and unique quality of students.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The **Internal Quality Assurance Cell (IQAC)** is a framework that aids educational institutions in streamlining their operations and achieving their goals for learning outcomes and objectives to create a structure for deliberate, persistent, and catalytic action to enhance the institution's performance in both academics and management to encourage actions that will help institutions run better by internalising a quality culture and institutionalising best practices. But IQAC is more than just a committee. The "participative" and "facilitative" units will closely collaborate with the teachers to develop the most effective plans.

IQAC's Vision

In terms of vision, IQAC prioritises quality improvement.

Its objective is to present a consistent course of action that will move the organisation forward. It entails developing plans for:

- Timely and effective work procedures
- Academic programmes and research
- ICT use for modernising education
- The best evaluation procedure for preserving quality
- Ensuring the ideal infrastructure to accomplish objectives

In order to ensure that teaching and learning have a positive influence on both students and institutions, IQAC takes into account all potential factors. When used regularly, assessment, evaluation, and improvement (which may seem like basic steps) improve the quality.

IQAC's Function

- Setting high standards and producing consistently
- Establishing criteria to achieve both academic and non-academic learning objectives
- building a learning environment where the focus is on the students
- enabling teachers to use powerful and effective e-learning tools for educational innovation
- Considering student, instructor, and parent feedback to determine the best methods
- Organizing a range of workshops and seminars to promote a high standard of education
- Recording everything in chronological order and keeping track of progress
- Preparing and submitting one of the most crucial documents, the Annual Quality Assurance Report (AQAR), in accordance with the NAAC's guidelines.

File Description	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 NAAC's guidelines were followed in the formation of IQAC. Through its academic committee, IQAC, and other mechanisms, the institution periodically evaluates its teaching-learning process, operational structures and procedures, and learning results. Attendance and internal assessments are tracked and reviewed regularly. Annual placements are organised by placement cells. The academic committee develops activities for the overall academic advancement of the institution and reviews the results.

The course coordinators at the institution evaluate the teaching-learning process, and the IQAC coordinator serves as an external reviewer to monitor the curriculum's development and state.

The syllabus is distributed to the faculty by the academic committee in conjunction with the course coordinator. The committee also organises meetings, examines the syllabus distribution, and assigns classes and routines if any unavoidable circumstances arise, such as teacher leaves. The committee also stresses attending additional sessions, and specific remedial classes for slow learners are scheduled in accordance with student input. In order to improve learning outcomes and promote student involvement in the teaching-learning process, the mentors collaborate with the course coordinator. The academic committee, the course coordinator, and IQAC act as a link to ensure that the entire process is carried out in unison.

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

6.5.3

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

Response: 5.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	9	1	0	0

File Description	Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document

6.5.4

Institution engages in several quality initiatives such as

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements**
- 2. Timely submission of AQARs (only after 1st cycle)**

3. Academic Administrative Audit (AAA) and initiation of follow up action**4. Collaborative quality initiatives with other institution(s)****5. Participation in NIRF**

Response: C. Any 2 of the above

File Description	Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Link to the minutes of the meeting of IQAC	View Document

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

Madhusthali Institute of Teacher Training has achieved a number of incremental improvements within the institution due to quality initiatives since the formation of IQAC. It places a strong emphasis on continuously enhancing both our academic and administrative operations.

One example of quality enhancement initiatives for student support that have been undertaken in the academic domain is provided below:

1. Admission: The institute strictly follows a friendly and cooperative attitude towards the candidates coming for admission in the institution after selection from JCECB for B.Ed. and also for D.El.Ed. & B.Lib.I.Sc. The institution provides pick-up and drop-off facilities through e-rikasw, winger, etc. to students coming for admission. There is a proper counselling system for the aspirants to clear all their doubts under the guidance of faculty members as well as the counselors. All kind of technical support are provided to the aspirants, like, proper documentation, printing & Xeroxing of documents as per the need, etc.

2. Induction & Orientation: After the process of admission is completed, the admitted candidates were properly Inducted and Oriented. The Academic Calendar of the institution is provided to each and every student. The institution organizes a 3-day program where the admitted candidates were introduced to curriculum and syllabus. The Induction & Orientation program covers the discussion on PLO & CLO, The students were made aware of the college rules, Internal & External assessments, Grievance Redresal Cell, Cultural Activities, ICT facilities, Library rules, NSS unit, etc. The facilities are shown in PPT through the Projector in the Multi-Purpose Hall of the institution.

3. Mentor-Mentee & CIA: The institution strictly follows the mentor-mentee pattern with a ratio of 1:10. The institution follows continuous internal assessment as per the syllabus to bring out the best in each and every student.

4. Scholarship: All the admitted students who belong to the ST, SC, and OBC categories were provided with scholarships through the e-Kalyan portal upon providing proper documentation. The institution provided bona fide certificates to the students for completing the procedure for the e-Kalyan scholarship. The institution also provides a scholarship of Rs. 5,000 to all the admitted female students of D.El.Ed.

5. Library: The institution has a well-built library with more than 5000 books and 12 journals for the students. The library is fully automated as well as the N-List subscriptions and also has a well-ventilated reading area where the students can read.

6. Add-On Courses & Remedial Classes: The institution has a provision of remedial classes for the feeble students and also has some value added courses like personality development, spoken English, etc. for the overall growth of the students.

Another example of quality enhancement initiatives undertaken in the administrative domain is provided below:

The institution has adopted the decentralized method of administration. All major decisions are taken after due consultation and approval by the governing body. The institution has 15 major committees for the smooth conduct of the daily routine work of the institution. Those are the Governing Body, IQAC, Academic Committee, Admission Committee, Examination Committee, Grievance Committee, Internal Complaints Committee, Anti-Ragging Committee, Library Committee, Cultural Committee, Magazine Committee, Sports & N.S.S. Committee, I.T. Committee, Assembly Committee, and Placement Committee.

The college has a practice of conducting committee-wise meetings as well as general meetings with the committee members and staff members as per the need, as well as preparing notices for providing information to all the students and staff members.

The attendance process of students and staff members is recorded through the Biometric Attendance System. The student's attendance is also taken in the class by the faculty members during their lectures and for staff members, the attendance is also recorded through manual signatures in the attendance register.

The institution has installed CCTV cameras throughout the building for security reasons and also has security personnel at the main gate.

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:

1. The institution makes an effort for energy conservation by reducing energy and using less energy. Conservation of energy has been done by various methods.
2. Planting trees all around the campus so that there is no use of an air conditioner.
3. Designing features of the building that maximize the use of natural light.
4. Switching the lights off when the students leave the classrooms.
5. By imparting education about how to reduce electricity at institutes, many students will proudly contribute to the efforts to make their campus a little greener.
6. The institute has its own ECO Club. They organize awareness programs from time to time.
7. For the awareness regarding energy conservation poster making competition, rallies are organised.

Apart from the above points, the institution planning to install solar panels in the college building in the quickest possible time. The solar lamps has already been installed.

File Description	Document
Institution energy policy document	View Document

7.1.2

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

Response:

For the implementation of waste management, a resource management plan is part of an integrated material management strategy in which the municipality makes all the deliberate decisions as to how material should flow. These materials include segregation, collection, reserve, transfer, recycling, disposal, etc.

At the college, the waste is collected and deposited at a fixed place for decomposition and the material

which is not decomposable is segregated and taken away by the people of Madhupur Municipality. Another reverse system in the institution is the use of already used paper in the craft department, where students learn and prepare improvised materials as instructional materials. Dry waste products are allowed to decompose and garden waste products are often burned and disposed of.

Dustbins are placed at regular intervals to dispose of solid waste generated every day. Time to Time Institute organized an awareness program.

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

7.1.3

Institution waste management practices include

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

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document

7.1.4

Institution has water management and conservation initiatives in the form of

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

Response: A. All of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document

7.1.5

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

Response:

- 1.Regular Cleaning Schedules:** Maintain a strict programme for the upkeep and cleaning of the property. To keep things clean and stop the transmission of germs, this involves routinely sweeping, mopping, and disinfecting surfaces.
- 2.Waste Management System:** Establish an efficient waste management system that includes segregation of waste at the source, recycling initiatives, and proper disposal methods to minimize environmental impact.
- 3.Green Initiatives:** Encourage the planting of trees and maintain green spaces within the institution. Consider organizing tree planting drives or implementing vertical gardening to maximize green cover.
- 4.Pollution Control Measures:** Implement measures to reduce pollution within the institution, such as using energy-efficient appliances, promoting the use of eco-friendly products, and reducing carbon emissions from transportation and other activities.
- 5.Awareness and Education:** Conduct awareness campaigns and educational programmes to educate students, staff, and visitors about the importance of cleanliness, sanitation, and environmental conservation. Encourage them to adopt sustainable practices in their daily lives.
- 6.Collaboration with Local Authorities:** Work closely with local authorities and environmental organizations to exchange ideas, resources, and best practices for maintaining a clean and healthy environment.
- 7.Community Engagement:** Involve the local community in your efforts by organizing clean-up drives, environmental workshops, and other collaborative activities. This fosters a sense of ownership and responsibility towards maintaining a pollution-free environment.

File Description	Document
Documents and/or photographs in support of the claim	View Document

7.1.6

Institution is committed to encourage green practices that include:

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

Response: C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	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

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

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

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

7.1.8

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

Response:

As our college is situated in a rural area, we mostly engage with the surrounding communities through extension programs. Some of them are like

- The student-teachers of our institute organize awareness programs on the ‘Swachhh Bharat’ mission.
- The student-teachers of Madhusthali Institute of Teacher Training provide service to the ‘Kaawariyas’ who visit the Baba Baidyanath Temple in the month of Sawan.

The student-teachers also visit various orphanages, where they distribute clothes and blankets along with sweets and chocolate.

Furthermore, we actively seek to integrate local knowledge into the academic curriculum, recognizing it as a valuable source of wisdom. Our extension programs serve as a conduit for a symbiotic relationship between our college and the local community. We believe that by leveraging the strength of both, we can collectively work towards sustainable development, fostering a sense of unity and progress that is enriching for all stakeholders involved.

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

7.1.9

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

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

Response: A. All of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Details of the Monitoring Committee, Professional ethics programmes, if any	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-I: Enrichment Programs & Activities Beyond Classroom

Goals:

1. To help students realize their potential in a variety of settings beyond the classroom.
2. To encourage students to follow their passions develop new interests and build new skills.
3. To develop among students a sense of self-awareness and an understanding of the college as well as of the community's needs and opportunities.
4. To help students develop a love for learning in their own time, expand their minds, and gain skills that will help them in their academic and professional careers.

The Context:

From the academic session 2020–22, many enrichment programs & activities were organized offline & online by various departments, various committees, and the NSS team of the college to achieve the above goals. The schedule for organizing the programs & activities was prepared by the various departments & committees with the help of IQAC.

The Practice:

Enrichment Programs & Activities include seminars, workshops, lecture series, awareness programs, group discussions on important issues, Community surveys, Extempore speeches, Essay competitions on relevant issues, short term projects, add on course for skill development, various extension activities, Celebration of important days, educational tours, and field trips.

Evidence of Success:

- For various awareness campaigns, the college adopted three villages: Salaiya, Bili, and Tithiyabank.
- Regularly scheduled lecture series.
- The college arranges educational tours each year.

- The majority of the faculty attends classes for slow learners.
- Various add-on courses, like- Spoken English Skills, Personality Development Skills and Computing skills have been introduced.

Problems Encountered:

About 25% of students could not attend the enrichment programs & activities due to communication and remote location.

Best Practice-II: Clean and Green Campus

Aims and Objectives:

1. The development of a green and clean campus.
2. To ensure the success of all of the ‘Swachhta’ initiatives that take place on campus.
3. To decrease waste on campus and conserve energy.
4. recycling of used paper products.
5. Plastic-free campus.

The Context:

Madhusthali Institute of Teacher Training College was established in 2014 and is affiliated with Jharkhand Academic Council and Sido Kanho Murmu University, Dumka. "To build a commitment among Students & Staff Members towards the conservation of the Environment with a purpose towards sustainable development". The college has established clear and practical strategic objectives for building a clean, green campus and assisting students in envisioning and achieving a sustainable, healthy environment both inside and outside the college campus.

The Practice & Evidence of Success:

- To facilitate the seamless execution of swachhata activities on campus, the college founded the ECO Club with staff and students.
- Earthen pots, paper bags, cloth bags, and other alternatives to plastic have been introduced on campus.
- The college is equipped to manage both biodegradable and non-biodegradable garbage.
- Supporting personnel cleans the college garden, campus, labs, common rooms, and classrooms under the direction of the NSS Unit, and the head of the relevant department.
- Regular maintenance is performed on water pipelines, cisterns, and taps. Leakages are instantly fixed by using the plumbing company's services.
- The college building uses LED lights everywhere for energy savings.
- Turn off all lights, fans, computers, other machines, and other equipment while not in use.

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

Madhusthali Institute of Teacher Training strives to inculcate the spirit of service along with professional development and skills for women's empowerment through state-of-the-art Teacher education and extension by nurturing innovation, leadership and national development. It maintains a female-to-male ratio that is always greater than 1.

Mission of empowering women

Our mission has firmly stood the test of time and the Institute has worked towards empowering the women force, in particular for national development. The Institute education aims towards capacity building for teaching, improved health and quality of life and communication for desirable behavioural change. The disciplines are artistic, creative, culturally rooted and contemporary. The Institute faculty and students have responsibly engaged with people and communities, fulfilling its role in making knowledge and information accessible to people. These experiences enrich education, research and curriculum development and expand the quality of academic work across specializations.

Madhusthali Institute of Teacher Training also provides scholarship to girl students and provides free transport through bus or e-rickshaw to pick and drop off from the residence.

Being a rural and panchayat area, the literacy rate of females is very poor in this location. Madhusthali Institute of Teacher Training endeavors to highlight girl education year after year since its inception.

Moreover, our transportation facilities extend beyond regular schedules, offering special arrangements for academic and extracurricular activities such as field trips, industry visits, and community outreach programs. This ensures that our educational endeavors are not hindered by logistical constraints and that every member of our college community can fully participate in diverse learning experiences. By providing reliable and accessible transportation options, we demonstrate our commitment to inclusivity and accessibility, enhancing the overall educational experience and fostering a sense of belonging among all stakeholders. This distinctive feature of our college signifies our unique identity and sets us apart in the sense that endeavors are not hindered by logistical constraints and that every member of our college community can fully participate in diverse learning experiences.

By providing reliable and accessible transportation options, we demonstrate our commitment to inclusivity and accessibility, enhancing the overall educational experience and fostering a sense of belonging among all stakeholders. This distinctive feature of our college significantly contributes to our unique identity and sets us apart in the realm of higher education.

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

5. CONCLUSION

Additional Information :

The institute caters to the underprivileged section of society and especially focuses on girls education. It is located in the rural tribal belt of the Gram Panchayat area of Jharkhand, where the literacy rate of women is very poor. Since the last decade, more than 5,000 girls have been vigorously trained to enhance the teacher community in this region.

Concluding Remarks :

Madhusthali Institute of Teacher Training completes 10 years of its existence (2014–2024) in the year 2024. Though one decade is not sufficient to establish its missions of a long journey, we are still proud to say that it has proved its excellence in academic results in the university examinations for the B.Ed. program as well as in the Council's examinations for the D.Ed. program for consecutive years.

The alumni members are well established as professional teachers in reputed private schools. Many of them are also selected in various government . schools by clearing the state and central TET examinations.

We have been awarded by various private organizations for maintaining a pollution-free environment, which is one of the parameters of the UN's Sustainable Development Goals (SDG).

The National Social Service (NSS) cell of the college has been spreading the social awareness campaign to abolish the social stigma and prejudices of health, sanitation, the dowry system and early marriage.

The in-house Higher Secondary School (Madhusthali Vidyapeeth), which is affiliated with CISCE, New Delhi, acts as a model training school for the B.Ed. & D.El.Ed. programs. It has been supporting each and every teacher-student by equipping them to be fit teachers in the modern world.

The campus has a large play ground as well as a gymnasium for practicing all indoor and outdoor games under the supervision of a trained physical education expert.

The Chairman of the Trust has been awarded the Best Education Entrepreneur 2024 of the state by the Governor of Jharkahnd in a program organized by a Hindustan newspaper group.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	<p>At the institution level, the curriculum planning and adoption are a collaborative effort;</p> <p>Indicate the persons involved in the curriculum planning process during the last completed academic year</p> <ol style="list-style-type: none"> 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni <p>Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has selected theB. Any 4 of the above as per shared supporting document by HEI.</p>
2.4.9	<p>Average number of students attached to each school for internship during the last completed academic year</p> <p>2.4.9.1. Number of schools selected for internship during the last completed academic year Answer before DVV Verification : 54 Answer after DVV Verification: 46</p> <p>Remark : DVV has made the changes as per shared supporting document by HEI .</p>
2.4.13	<p>Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include</p> <ol style="list-style-type: none"> 1. Effectiveness in class room teaching 2. Competency acquired in evaluation process in schools 3. Involvement in various activities of schools 4. Regularity, initiative and commitment 5. Extent of job readiness <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has selected theB. Any 4 of the above as per shared data template document by</p>

HEI .

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	5	1	1	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	1	1	3

Remark : DVV has made the changes as per shared data template document by HEI.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
117390	1065274	0	580151	2260089

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.873	09.6527	0	0.4301	0.21600

Remark : DVV has made the changes input in lakh.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4233799	3210081	2547612	4097123	3151843

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.423379	0.32100	0.25476	0.409712	0.315184

Remark : DVV has made the changes input in lakh.

5.1.2	<p>Available student support facilities in the institution are:</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: E. Any 4 or less of the above Remark : DVV has selected theB. Any 7 of the above as per shared supporting document by HEI.</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 selected theB. Any 5 of the above as per shared data template document by HEI.</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</p> <p>Answer before DVV Verification:</p>

2022-23	2021-22	2020-21	2019-20	2018-19
17	8	0	1	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	7	0	1	0

Remark : DVV has made the changes as per shared data template document by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	6	1	6	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	6	1	4	6

Remark : DVV has made the changes as per shared data template document by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23	12	4	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19	9	1	0	0

Remark : DVV has made the changes as per shared data template document by HEI.

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of seats sanctioned year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>150</td> <td>185</td> <td>150</td> <td>150</td> <td>150</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>150</td> <td>168</td> <td>150</td> <td>150</td> <td>150</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	150	185	150	150	150	2022-23	2021-22	2020-21	2019-20	2018-19	150	168	150	150	150
2022-23	2021-22	2020-21	2019-20	2018-19																	
150	185	150	150	150																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
150	168	150	150	150																	
2.1	<p>Total expenditure excluding salary year wise during the last five years (INR in lakhs)..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>7877270</td> <td>6469143</td> <td>5788963</td> <td>7012790</td> <td>6703373</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>78.7727</td> <td>64.69143</td> <td>57.88963</td> <td>70.1279</td> <td>67.03373</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	7877270	6469143	5788963	7012790	6703373	2022-23	2021-22	2020-21	2019-20	2018-19	78.7727	64.69143	57.88963	70.1279	67.03373
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78.7727	64.69143	57.88963	70.1279	67.03373																	
2.2	<p>Number of Computers in the institution for academic purposes..</p> <p>Answer before DVV Verification : 52</p> <p>Answer after DVV Verification : 48</p>																				