



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION  
(Effective from July 2017)**

**Accreditation - (Cycle - 1)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
MADHUSTHALI INSTITUTE OF TEACHER TRAINING  
C-55435**

**Madhupur  
Jharkhand  
815353**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL  
An Autonomous Institution of the University Grants Commission  
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

**Section I:GENERAL INFORMATION**

1.Name & Address of the institution:	MADHUSTHALI INSTITUTE OF TEACHER TRAINING Madhupur Jharkhand 815353	
2.Year of Establishment	2014	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:		
Departments/Centres:	2	
Programmes/Course offered:	3	
Permanent Faculty Members:	20	
Permanent Support Staff:	7	
Students:	335	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Promoting teacher education 2. Provision of Scholarship for girls 3. Clean and green Campus	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 07-10-2024 To : 08-10-2024	
6.Composition of Peer Team which undertook the on site visit:		
	<b>Name</b>	<b>Designation &amp; Organisation Name</b>
Chairperson	DR. PRAVAKAR RATH	Pro-Vice Chancellor,Mizoram University
Member Co-ordinator:	DR. PREM CHANDRA MISHRA	Dean,University of Lucknow
Member:	DR. RATNAPRABHA RAJMANE	Principal,GSBS SMT SURAJBA COLLEGE OF EDUCATION
NAAC Co - ordinator:	Dr. Vishnu Mahesh K R	

## Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion 1)	
1.1	Curriculum Planning
1.1.1 QIM	<b>Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.</b>
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	<b>Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas</b>
1.3.2 QIM	<b>Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.</b>
1.3.3 QIM	<b>Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme</b>
1.4	Feedback System

### Qualitative analysis of Criterion 1

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. Program. The D. El. Ed. Program (Primary Teachers Training Diploma of 2 years) of Madhusthali Institute of Teacher Training is affiliated with the Jharkhand Academic Council, Ranchi, Jharkhand, India. 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.

Madhusthali Institute of Teacher training institution focuses on the **enhancement of professional Capacities** and **diversified learning experiences** towards human resource development to teach young minds. The college ensures strict adherence to the **academic calendar**, which schedules all academic and **administrative activities** well in advance, providing clarity to students and faculty alike. Orientation Programs are conducted to familiarize for **students** with the curriculum and assessments of students were also done to understand the strengths and weaknesses of the students while students are also introduced to the requirements of their programs. Faculty also receives training under Faculty development programs.

The college uses as a central source for syllabus. College has prepared lesson plans, assignments, and assessments. These files are regularly **updated** based on **feedback** from stakeholders, ensuring that the curriculum remains relevant. Periodic **internal exams** are conducted to assess students' progress.

Results are analyzed to identify strengths, weaknesses, and opportunities for curriculum enhancement. Students engage in **microteaching**, **practice teaching**, and **seminars** to build pedagogical skills. These activities are complemented by **experiential lectures**, **discussions**, and **debates** to reinforce theoretical understanding.. The college **offers value-added courses** such as **Yoga and Meditation, Personality development** which are mandatory to help students develop life skills; values and personal growth.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Honoring Student Diversity
2.2.1 QIM	<b>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..</b>
2.3	Teaching- Learning Process
2.3.1 QIM	<b>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</b>
2.3.5 QIM	<b>Continual mentoring is provided by teachers for developing professional attributes in students</b>
2.3.7 QIM	<b>Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students..</b>
2.4	Competency and Skill Development
2.4.8 QIM	<b>Internship programme is systematically planned with necessary preparedness..</b>
2.4.11 QIM	<b>Institution adopts effective monitoring mechanisms during internship programme.</b>
2.5	Teacher Profile and Quality
2.5.4 QIM	<b>Teachers put-forth efforts to keep themselves updated professionally through</b> <ul style="list-style-type: none"> <li>• <b>In house discussions on current developments and issues in education</b></li> <li>• <b>Sharing information with colleagues and with other institutions on policies and regulations</b></li> </ul>
2.6	Evaluation Process
2.6.1 QIM	<b>Continuous Internal Evaluation(CIE) of student learning is in place in the institution</b>
2.6.3 QIM	<b>Mechanism for grievance redressal related to examination is operationally effective</b>
2.6.4 QIM	<b>The Institution adheres to academic calendar for the conduct of Internal Evaluation</b>
2.7	Student Performance and Learning Outcomes
2.7.1 QIM	<b>The teaching learning process of the institution are aligned with the stated PLOs and CLOs.</b>
2.7.3 QIM	<b>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</b>
2.7.5 QIM	<b>Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.</b>
2.8	Student Satisfaction Survey

#### Qualitative analysis of Criterion 2

The College, a holistic educational experience is provided to students through a systematic, student-centered approach in teaching, learning, and professional development. At the **entry level**, the college follows a **structured assessment process** to identify the diverse learning needs of students and their readiness for professional education programs. 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.

- Program Outcomes, Program-specific outcomes, and Course Outcomes are decided by IQAC, Academic and faculty members.
- Faculty members familiarize the students about the learning outcomes during Orientation Program.
- Display of program outcomes, program-specific outcomes, and course outcomes on

College website and in library.

- PLO CLO provided to all the students along with the Prospectors during Induction Program

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 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.

The Institute publishes an Annual Magazine “Madhukan” and a Newsletter, 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.

Criterion3 - Research and Outreach Activities (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
--	--

3.1	Resource Mobilization for Research
3.2	Research Publications
3.3	Outreach Activities
3.3.4	<b>Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development</b>
QIM	
3.4	Collaboration and Linkages

Qualitative analysis of Criterion 3
-------------------------------------

Outreach activities programs focus on healthcare and health awareness, Blood donation camps, AIDS awareness and general health awareness campaigns serve as essential educational tools that empower students with the knowledge needed to tackle pressing health issues. Environmental awareness is another major focus
--

area for the college, and this is reflected in its comprehensive range of activities, from tree plantation drives to waste management initiatives.

The Swachh Bharat Abhiyan initiatives further emphasize the significance of cleanliness and sanitation. The active participation of students in cleanliness drives and waste segregation campaigns fosters a sense of civic duty, teaching them the importance of maintaining public hygiene and contributing to a healthier environment.

**Extension Activities done by the college** -Environment Awareness, Voting Awareness, Health Awareness, Village Survey, Swaccha Bharat Abhiyan done regularly in the college.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<b>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</b>
4.2	Library as a Learning Resource
4.2.1 QIM	<b>Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software</b>
4.2.2 QIM	<b>Institution has remote access to library resources which students and teachers use frequently</b>
4.3	ICT Infrastructure
4.3.1 QIM	<b>Institution updates its ICT facilities including Wi-Fi</b>
4.4	Maintenance of Campus and Infrastructure
4.4.2 QIM	<b>Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place</b>

#### Qualitative analysis of Criterion 4

The institution's focus on ensuring that **infrastructure** to meet the evolving needs of both students and faculty is evident in various aspects, including **classrooms, laboratories, sports facilities, ICT systems, and library resources**. A detailed evaluation of these facilities reveals several strengths while offering insights into potential areas for enhancement. 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: ICT Lab, .Language Lab, Psychology Lab, Physical Science Lab, Biological Science Lab Mathematics Lab, Art & Craft Resource Centre, SST Lab etc.

Internet Up gradation: The College has updated the internet connection bandwidth of 100 MBPS. LAN connectivity: Classrooms, Administrative Offices, Library, Multipurpose Hall, Conference Hall, Language Lab, IQAC etc. are connected with LAN.

Computer Lab: 52 computers, Projector, LAN, Wi-Fi connectivity. Language Lab: Well equipped with voice modulator and headphones Software: ESSL and Matrix vyom (Bio-Metric System) Hik vision. (CCTV) Digital Library: KOHA Biometric System & CCTV Cameras: Biometric for both the staff and students and CCTV Cameras installed at Prominent Location. Wi-Fi Facility: 02 Wi-Fi devices.

The institute has made sufficient use of funding to create classrooms, CCTV, 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.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)

5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.1 QIM	<b>Student council is active and plays a proactive role in the institutional functioning</b>
5.4	Alumni Engagement
5.4.1 QIM	<b>Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.</b>
5.4.4 QIM	<b>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.</b>

Qualitative analysis of Criterion 5

The College exemplifies its practices through a proactive Student Council and an effective Alumni Association, both of which play important roles in institutional enhancement, student involvement, and career progression. The council operates through open communication channels, holding regular meetings to voice concerns and propose solutions aimed at improving the overall student experience. This student-led body is not only involved in addressing academic issues but also plays a central role in organizing cultural, sports, and extracurricular activities, thereby promoting a vibrant and inclusive campus life.

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.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<b>The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission</b>
6.1.2 QIM	<b>Institution practices decentralization and participative management</b>
6.1.3 QIM	<b>The institution maintains transparency in its financial, academic, administrative and other functions</b>
6.2	Strategy Development and Deployment
6.2.1 QIM	<b>The institutional Strategic plan is effectively deployed</b>
6.2.2 QIM	<b>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.</b>
6.2.4 QIM	<b>Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.</b>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<b>Effective implementation of welfare measures for teaching and non-teaching staff is in place</b>
6.3.5 QIM	<b>The institution has a performance appraisal system for teaching and non-teaching staff</b>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<b>Institution conducts internal or/and external financial audit regularly</b>
6.4.3 QIM	<b>Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.</b>
6.5	Internal Quality Assurance System
6.5.1 QIM	<b>Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies</b>
6.5.2 QIM	<b>The institution reviews its teaching-learning process periodically through IQAC or any other mechanism</b>
6.5.5 QIM	<b>Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives</b>

Qualitative analysis of Criterion 6
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 institution practices decentralization and participative management effectively, with a governance structure that promotes transparency, inclusivity, and a democratic environment. Multiple committees and cells are formed to ensure smooth operations and decision-making at various levels. Internal Quality Assurance Cell (IQAC) plays a crucial role in institutional decision-making. Decentralization is achieved through the active participation of student representatives in committees, ensuring student issues are heard and resolved at various levels.

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.

The college emphasizes transparency through regular internal and external financial audits, ensuring compliance with financial policies and procedures. The internal audit team conducts periodic reviews of financial records, while the external audit ensures that the institution's financial statements reflect its operational efficiency. This practice guarantees financial integrity and strengthens accountability. The college ensures **financial accountability** through regular **internal** and **external financial audits**. The institution adopts systematic procedures to verify its financial statements, involving internal auditors for compliance and external auditors for a thorough review. These efforts are reinforced by the college's **financial management policy. Implement more sustainability projects to make the campus eco-friendlier and instill environmental awareness among the students.**

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	<b>Institution has a stated energy policy streamlining ways of energy conservation,use of alternate sources of energy for meeting its power requirements</b>
7.1.2 QIM	<b>Institution has a stated policy and procedure for implementation of waste management</b>
7.1.5 QIM	<b>Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment</b>
7.1.8 QIM	<b>Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.</b>
7.2	Best Practices
7.2.1 QIM	<b>Describe at least two institutional best practices (as per NAAC format given on its website)</b>
7.3	Institutional Distinctiveness
7.3.1 QIM	<b>Performance of the institution in one area of distinctiveness related to its vision, priority and thrust</b>

#### Qualitative analysis of Criterion 7

##### **Best Practice-I: Enrichment Programs & Activities beyond Classroom**

The college has schedule for organizing the programs & activities was prepared by the various departments & committees with the help of IQAC. 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.

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.

##### **Best Practice-II Clean and Green Campus-**

Madhusthali Institute of Teacher Training College was established in 2014 and is affiliated with Jharkhand Academic Council and Sido Kanho Murmu University. "To build a commitment among Students & Staff Members towards the conservation of the Environment with a purpose towards sustainable development" is one of the college's key missions. 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 commitment to alternate energy sources further aligns with the institution's long-term vision of sustainability and energy efficiency. This not only demonstrates environmental responsibility but also serves as a model for students on the importance of renewable energy in combating climate change.

The college has a comprehensive waste management policy addressing both e-waste and solid waste. By partnering with e-waste management companies, the institution ensures that electronic waste is responsibly recycled and disposed of. Additionally, the segregation of solid waste with a focus on reduce, reuse, and recycle principles reflects the college's dedication to minimizing its environmental impact. Special efforts such as liquid waste recycling and the prohibition of single-use plastics further bolster the institution's commitment to a clean and green campus.

### **Institutional Values & Best Practices Institutional Distinctiveness - Mission of empowering women**

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- 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 behavioral 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. Institute endeavors to highlight girl education year after year since its inception. Moreover, the 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 the college signifies their unique identity and sets us apart in the sense that endeavors are not hindered by logistical constraints and that every member of the college community can fully participate in diverse learning experiences.

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

The gender equity involves empowering all students and providing them the equal human rights, equitable access to resources, equitable opportunities of participation leading to their holistic personality development and achieving their full potential.

### **Section III: OVERALL ANALYSIS based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)**

Overall Analysis

**Strength:**

- Eco-friendly campus amidst greenery providing a natural atmosphere.
- Conducive learning environment.
- It is situated in the rural tribal area of Madhupur, Jharkhand under Panchayet administration.
- Faculties with rich experience and qualifications.
- Excellent infrastructure with well-equipped laboratories.
- Library with a collection of more the 5550 books, e-books, digital reading materials and reputed journals
- Ample opportunities in co-curricular activities and sports.
- Excellent student support system.
- Proactive management with a progressive vision.
- Excellent support from the local administration.

#### **Weaknesses:**

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

#### **Opportunities:**

- Could become an excellent Centre for community-oriented educational research.
- Potential to become an institution of excellence in the field of education.
- Enhancing school and Educational Institution linkages to inculcate a professional value system among students.
- Revitalizing the placement cell to improve students' employability skills.
- Engaging alumni in more meaningful and perceptible ways.
- Introduction of technological tools enabled teaching tools based on artificial intelligence, data sciences, machine learning etc.

#### **Challenges:**

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

#### **Section IV: Recommendations for Quality Enhancement of the Institution**

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Start co-education M.Ed. course for Students.
- Provide a Book Bank facility in the Library for students belonging to economically weaker sections, SC, ST and backwards classes.
- Increasing bus frequency from Madhupur railway station to college.
- Change in college uniform fabric for climate suitability.
- • Providing adequate training and support for professional skill development.
- To prepare students for competitive examination and placements
- Inculcating Research culture and availing financial assistance from various funding agencies
- Crèche facilities for students and teachers

**I have gone through the observations of the Peer Team as mentioned in this report**

**Signature of the Head of the Institution**

**Seal of the Institution**

Sl.No	Name		Signature with date
1	DR. PRAVAKAR RATH	Chairperson	
2	DR. PREM CHANDRA MISHRA	Member Co-ordinator	
3	DR. RATNAPRABHA RAJMANE	Member	
4	Dr. Vishnu Mahesh K R	NAAC Co - ordinator	

Place

Date