



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ADITYA PRAKASH JALAN TEACHERS TRAINING COLLEGE

VILL- KUDLUM, PO- BALALONG, PS- NAGRI, DT- RANCHI
834004

www.adityapjtcollege.org

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Aditya Prakash Jalan Teachers Training College is a co-educational college located in Kudlum, Nagri, Ranchi. It was established in the year 2010 by Vidya Vikas Samiti, Jharkhand. The College is affiliated to Ranchi University, Ranchi and Recognized by NCTE, Bhubaneswar. The college has made significant contributions in the field of Teachers Education by providing quality education and community services. The college started its first batch of B.Ed. programme from the year 2014-15.

The college with all its glorious academic achievements and scholastic and co-scholastic pursuits had created a distinct in the society.

Vision

To propose teachers who integrate technology in education to excel others in their profession and prove to be worthy citizens of India.

Mission

Our mission is to prepare students, excellent and effective teachers possessing high quality of education and sense of devotion to suitably fit in for the work of an ideal teacher to serve the society and the nation.

OUR OBJECTIVES

1. To impart value based quality education as per global need.
2. To prepare Prospective teachers with their all round development.
3. To give Proper training and Orientation to pupil teachers to explore, enhance and extract their potentialities.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Dedicated Principal and diligent faculty
- One of the premier college in Jharkhand.
- Located in Eco-Friendly Environment.
- Locational Advantage in attracting both urban and rural teacher aspirants.
- Well Qualified Faculty members as per NCTE norms.
- The college has various committees for smooth functioning.
- Students support services such as fee concession, scholarships provided by E-kalyan, Jharkhand.

- Emphasis on value education system through morning assembly and other co-curricular activities.
- Highlighting Indian Knowledge System.
- Wi-Fi Campus.
- Green and Clean Campus.
- Developing Sanskar with education among the students.
- Community services through NSS Activities.
- Transparent and digital administration.

Institutional Weakness

- The College has no role in planning and development of B.Ed. Curriculum.
- Lack of representation of college in the decision making bodies of the University.
- Lack of Government grants.
- Need to strengthen research activities.

Institutional Opportunity

- To add new programme
- To develop collaboration with institution and universities.
- To strengthen alumni activities.

Institutional Challenge

- To motivate faculty members for research by getting research grants from various funding agencies.
- To link with government organizations and various institutions at national and international levels.
- The initiation of any new academic programme requires a long and complicated procedure for getting permissions from multiple authorities which often delay the process.
- Non availability of semester system in affiliated university.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institution is affiliated to Ranchi University, Ranchi and the curriculum prescribed by it is strictly adhered to. The college adopts strategic plans for effective implementation of the curriculum. For executing academic activities, Academic Calendar is planned before commencement of each academic session. Efforts are made by the faculty members in designing and developing curriculum to local context through the preparation of college calendar, annual plan, curricular activities, action plan etc. keeping in focus of programme learning outcomes and course learning outcomes. Every year the programme commences with Student orientation programme and teacher's orientation. The curriculum is transacted to develop qualities, competencies, skills etc. to transform student teachers to academically excellent and professionally competent teachers for the 21st century and to perform their role effectively. Curriculum of the institution provides ample opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas through multifaceted activities and supplementary enrichment programmes to make them ready for the professional

field. The Institution has taken initiative to start a work on Teaching Aids which helped the student teachers in providing hands on experience to prepare improvised teaching aids and proper use of teaching aids in teaching learning process that are useful for effective internship programme. The college is sensitive to cross cutting social issues and makes every effort to sensitize the students by periodically organizing seminars/ extension lectures on Gender Equality, Environment and Sustainability, Human Values and Professional Ethics. There are specific committees and clubs that make a collective effort to raise the level of awareness amongst the students. Field trips and academic visits are arranged to add an experiential quotient to the understanding of the students. group discussions, surveys, cooperative learning and excursions provide hands-on experience. Structured feedback on curriculum is sought from different stakeholders and new strategies and programmes are devised to address the issues.

Teaching-learning and Evaluation

Teaching and learning experiences are provided to affect overall development of students. The APJTT college puts in real effort to kindle the fire of virtue and wisdom in the students. The college admits students in compliance with norms and Reservation Policy of Ranchi University, Ranchi and State Government. The entry level evaluation of student teachers are assessed through various levels such as self-introduction, talent search programme etc. Student diversities are identified and are addressed through a variety of mechanisms like mentoring, remedial classes, micro teaching classes, field visits, providing learning materials etc. The college conducts remedial teaching and special attention on slow learners. For intellectual development, students are given projects, sessional works and assignments. Experiential learning like field visits, group projects, working models, participative learning techniques like group discussion, exhibitions, etc. and are adopted to ensure optimum learning outcomes. Teachers adopt multiple mode of teaching to make the teaching learning process an effective one. Student teachers get exposure to know the recent developments in educational field through the classes of experts, discussions, seminars etc. Institution enriches the creative, intellectual and skills domains of student teachers through both co-curricular and extra-curricular activities. Guidance and Counseling Cell and Mentor-Mentee groups deal with academic and personal related issues. The students are evaluated and assessed on the basis of their performance in house examination, attendance, projects and presentations to ensure transparency through Examination Committee. The institution adheres to the academic calendar for the conduct of its annual activities. Students are sent to internship after planning and teachers are providing continuous supervision at the allotted teaching practice schools. The teachers always try to putforth efforts to keep themselves updated progressively through various refresher, orientation and workshops. Learning outcomes academic and co-curricular fields through all programmes offered in the college are stated in college prospectus and on website. Student teachers can make use of grievance cell through which they can address the problems faced them. The initially identified learning needs are catered to perform through a number of methods. Some of our alumni are pursuing higher education and others are engaged in government and private schools.

Infrastructure and Learning Resources

The institution has well equipped classrooms to facilitate teaching through modern tools and techniques ranging from Wi-Fi enabled Class rooms. The unique features include method labs, updated library, computer lab, ICT lab, psychology resource centre, Physical and Chemistry lab, Biology Lab, Yoga room, Art & Craft room, language lab, sports room, Seminar hall, multipurpose hall. The Lift and ramp Facility add to the distinctive features and makes it a differently abled friendly campus. The library is an empowering unit with a Resource Centre for meeting the various needs of scholars. The college is covered under CCTV Surveillance College is endowed with ample facilities for physical development like Volley Ball, Badminton and adequate parking

facility (for both students and faculty). The College has Smoke and plastic free green zone, waste management system and other green initiatives. The institution has a High-Power Generator to ensure electric-supply, Multipurpose Laser printer, scanner and photocopier. The institution is characterized by efficient administrative system with digitalized office, Principal office. The institution plans and implements various maintenance, modification, up gradation, and installations to the existing infrastructure facility according to the need of the time on regular basis. The teaching learning resources are used to its fullest potential for the benefit of students.

Student Support and Progression

The college has established system of fee concession to different students under various categories which supports the students to complete their B.Ed. Programme. The college has provision to provide every year rebate of Rs. 30000/- (Rs. Thirty Thousands) to the six students and college has also decided Rs. 10000/- (Rs. Ten Thousands) concession in college fee to the students who is resident of the village where college is situated and also belong to SC/ST Category. The college organizes various activities for enhancing the soft skills, language and communication, life skills, and ICT/computing skills of the students. It also conducts seminars for the betterment of career advancement of the students. Different cells focuses on the advancement of students to counsel the variety of ideas in creating multiple learning resources in the fields of life skills. The college has established Grievance Redressal and Prevention of Sexual Harassment Cell for handling various grievances and for the protection of students and staff. Zero tolerance policy regarding sexual harassment and ragging cases has been adopted by college and the Cell maintains the same. Student representatives are included in various committees of the college so as to provide them opportunity to be a part of organizing various events. Our alumni members are working in different positions like: Teacher, Headmaster, Coordinator etc. The students of the college also appear in various entrance exams at state and national level. The alumni of the college are pursuing higher education after completing their course from the institution. Presently, the College has an active Alumni Association which conducts various activities for Alumni to keep them updated to the latest developments.

Every year APJTT College through its Vidya Vikas Samiti organizes campus selection fair for the graduated students for its Saraswati Vidya Mandir Schools and other renowned public schools conduct campus drive for the outgoing students. CTET preparatory classes are arranged for the students on regular basis. Sewing machines are also available for the students as skill development.

Governance, Leadership and Management

APJTT College is run by Vidya Vikas Samiti and it is well known for its social commitment and always work for the development of the poor and for bringing the marginalized communities to the mainstream. The management has a clear vision about the college and ensures the smooth functioning of the college. As the vision and mission state democratic form of leadership is executed giving priority to all stakeholders. Participatory mode of management exists wherein all faculty members and administrative staff members function in various capacities. A remarkable feature of the institution is the existence of high degree of transparency in financial administrative set up. It is clearly monitored and checked at various levels through audits conducted by Government/chartered accountant and management level. Another remarkable feature of the institution is in its development of strategic plan and deployment. The institutional plan for progress is formulated considering various needs like academic excellence, proving quality standards, strengthening physical and IT infrastructure, day to day administration, co-scholastic and curricular requirements.

It is properly executed through wide discussion in various committees. Another feature highlighted in the criteria is about the qualitative strength of faculty members who are appointed purely on merit considering their academic achievements. The procedure for appointment is transparent and clearly stated. The day-to-day administration and working are carried out through committees. The constitution and working IQAC of the college are clearly visible in the minutes and action taken report. IQAC ensures quality in working of all process through various committees to make sure effective implementation of academic calendar and other qualitative measures.

Institutional Values and Best Practices

APJTT College aims to a holistic development of the learners. The College has a stated Energy Policy which focuses on the moderate and judicious use of energy and attempt to use energy without sacrificing the essential requirements of the stakeholders. Waste management process starts with segregation of waste in buckets and pits, recycling through Vermi-compost, Rainwater usage, Economical usage through water reservoirs and tanks. Institution has water purifiers for providing clean water. There are separate washrooms for girls and boys. Institution maintains a green atmosphere and cherishes the slogan Green Campus Clean Campus. Institution is committed to encourage green practices. The college is eco-friendly, smoke free and plastic free zone. Dynamic and creative programs and awareness programme like World Environment Day Celebration, Women Empowerment awareness programme, adult literacy, tree plantation etc. Institution uses local environment, location knowledge and resources. The code of conduct for Management, faculty and students displays on college website.

Research and Outreach Activities

APJTT College promotes continual outreach activities. These are considered as an essential tool in the overall development of the students. The college has NSS unit and conduct activities that help the student integrate with the community as well as the nation. Research activities in the Teacher Training is limited but action research and other special lecture, seminar and workshop are held to encourage the further research. Within the limited option teaching faculty has published research papers. Students are involved in action research.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ADITYA PRAKASH JALAN TEACHERS TRAINING COLLEGE
Address	Vill- Kudlum, PO- Balalong, PS- Nagri, DT- Ranchi
City	Ranchi
State	Jharkhand
Pin	834004
Website	www.adityapjtcollege.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Ramkesh Pandey	0651-8409033840	8409033840	-	adityapjtcollege@yahoo.com
IQAC / CIQA coordinator	Mohit Kumar Tiwari	-	9452325788	-	iqacapjtcc@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Jharkhand	Ranchi University	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	20-05-2015	24	Validity date not mentioned in the issued letter from NCTE

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	Vill- Kudlum, PO- Balalong, PS- Nagri, DT- Ranchi	Tribal	1.5	4509.8

2.2 ACADEMIC INFORMATION

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

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				0				15			
Recruited	1	0	0	1	0	0	0	0	7	3	0	10
Yet to Recruit	0				0				5			
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				8
Recruited	6	2	0	8
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	1	1	0	2
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	2	0	0	3
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	1	0	0	0	0	0	7	3	0	11
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	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			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	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	43	0	0	0	43
	Female	157	0	0	0	157
	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	1	4	4	1
	Female	2	4	4	2
	Others	0	0	0	0
ST	Male	4	5	9	17
	Female	47	51	72	76
	Others	0	0	0	0
OBC	Male	10	17	18	16
	Female	32	31	26	33
	Others	0	0	0	0
General	Male	13	16	17	9
	Female	67	48	50	46
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		176	176	200	200

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Teacher Education Programme is already having a multidisciplinary approach and it has psychological, philosophical and sociological bases. Inclusive Education, gender, school and society and other courses make it in the realm. Multidisciplinary concept does exist in B.Ed. curriculum. The syllabus at present includes a unique educational approach which allows the students to learn & explore distinct subjects or curriculum from various disciplines. Teacher Education is not limited to a particular discipline but rather is a blend of multiple knowledge content. Integrating a multidisciplinary approach in teacher education is a must so that the prospective teachers get a more holistic understanding of the</p>
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	<p>world. Rather than looking at individual subject and their subject content in isolation, a multidisciplinary approach would integrate different realms of knowledge and make teaching learning more wholesome. At present our institution uses a multidisciplinary approach while transacting both the practical and theoretical aspects of curriculum.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Keeping in view the objectives of NEP 2020, APJTT College roots for implementation of academic bank of credit in B.Ed. curriculum and believes that it will help: to promote student centric education; learners' friendly teaching approach; develop interdisciplinary approach; provide opportunities to choose courses of one's own interest and learn at own pace. Ranchi University has implemented national education policy, 2020 in July, 2022. Academic Bank of Credits enabling students mobility across higher education institutions. Students can accumulate credits from prior learning experiences. College is affiliated from Ranchi University and it is dependent accordingly for implementation of it.</p>
<p>3. Skill development:</p>	<p>The NEP-2020, with its focus on skill development, will hold the key to restructuring the educational ecosystem so as to improve the employability of future generation. NEP-2020 will encourage on skill development and boost employability. Skill development is a significant driver to address poverty reduction by improving employability and inclusive growth. It facilitates a cycle of high productivity, increased employment opportunities, income growth, and overall development. The Government has laid the foundations for a sustainable skill development ecosystem; however, it is now time to further build and bank upon it by leveraging the NEP to reap the benefits of our unique demographic dividend. 21st century skills need to inculcate among students.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>We are blessed to be born in India as we have been bestowed with the treasure of knowledge. In order to incorporate Indian knowledge system among our trainees we organize field visits to places of historical, ecological, cultural, commercial importance. The professional competencies of the trainee teachers are enhanced through theoretical and practical knowledge of art, music and drama existing as apart of core curriculum. The existence of co-curricular activities in the B.Ed. programme offers</p>

	endless opportunities to the trainee teachers to showcase their differential aptitudes. The community- based activities and awareness programs give an array of exclusiveness to the traditions and values inherent in our cultural system. College organizes lecture programme on Indian Knowledge System by eminent speaker to enrich the students.
5. Focus on Outcome based education (OBE):	In align with NEP 2020; the B.Ed. syllabus in our college at present emphasizes the explicit declaration of learning outcomes. The trainee teachers at the entry level are apprised of the tasks which they are expected to perform during and after completing the course, and to measure what standard they have achieved professional excellence. The trainees are taught how to identify requisite learning outcome for their respective content areas and how they are going to assess their respective future students on the basis of the prescribed learning outcomes.
6. Distance education/online education:	NEP 2020 recognizes the importance of leveraging the advantages of technology wherever traditional and in-person mode of education are not possible. Our institution takes initiation to work ICT based education to meet the current challenges of providing quality education. ICT is incorporated in various aspects of teaching learning (online teaching, online assessment and use of e-resources). College is already a centre of Jharkhand State Open University and various Diploma and Certificate Programme are available for the learning enhancement of students through distance mode.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club has been planned to be set up in the college consisting faculty, students and booth level officer.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Students' coordinator and coordinating faculty members will be appointed by the College as soon as the club is set up and it will be functional.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral	The Electoral Literacy Club has not yet been made functional. However, the college has organized Voter awareness programmes as Voter awareness Rally,

<p>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>Slogan writing competition etc. under National service scheme time to time before the parliament and legislative elections to spread awareness about ethical voting and the need for voting among the students as well as in the community.</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>The college has organized awareness drives as rally and slogan writing nukkad natak by students for nearby localities from time-to-time to spread awareness about ethical voting and the need for voting among the residents of the 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>All the admitted students in the college are already graduates and crossed 18 years of age at the time of admission. All of them have already been enrolled as voters in their residential area.</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
100	100	100	76	100
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
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
60	60	60	60	50
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
99	100	74	101	95
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
99	100	73	96	94
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	76	100
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	14	14	15	16

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

2.2

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

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

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
4398807	1781734	564796	2354573	3124843

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

3.2

Number of Computers in the institution for academic purposes..

Response: 32

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:

Our institution is committed to a dynamic curriculum that keeps pace with the ever-evolving world. We have a well-established, in-house process for regularly reviewing, revising, and adapting our curriculum to ensure it is not only relevant but also directly applicable to the local context and student needs. This cyclical process typically occurs on a yearly basis, with dedicated committees composed of faculty members, Educationists and even student representatives.

The review process begins with a thorough analysis of current learning outcomes and feedback gathered from various stakeholders. Faculty members play a crucial role in identifying areas within their courses that could benefit from updates or require adjustments to better reflect local schools needs or address any skill gaps identified in the graduate pool.

Additionally, school headmasters are invited to participate in curriculum discussions, providing valuable insights into the specific skill sets sought after in the workplace. This collaboration ensures our graduates possess the most up-to-date knowledge and practical abilities desired by employers in the region.

Student feedback is also a vital component. Surveys and focus groups allow us to understand their learning experience and identify areas for improvement. This student voice helps us tailor the curriculum to better address their needs and learning styles, ultimately enhancing their academic journey and career preparedness.

Following the review stage, revisions are proposed and debated within the committee. Once a consensus is reached, the curriculum is updated to reflect the agreed-upon changes. This ensures a well-rounded and adaptable curriculum that equips students with the knowledge, skills, and local context-specific understanding necessary to thrive in the ever-changing world they will enter upon bachelor of education.

By fostering a culture of continuous curriculum development, we remain confident that our educational offerings provide students with the most relevant and valuable learning experience possible. This commitment to a dynamic curriculum ensures our graduates are not only well-equipped with theoretical knowledge but also possess the practical skills and local context awareness to excel in their chosen fields.

Although we have to implement the curriculum finalized by affiliated university but we can make it better according to need of the time and students.

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

1.1.2

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

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

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

Response: A. Any 5 or more of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
List of persons who participated in the process of in-house curriculum planning	View Document
Data as per Data Template	View Document
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
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 100**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
15	16	17	19	19

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
15	16	17	19	19

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
Paste link for additional information	View Document

1.2.2**Average Number of Value-added courses offered during the last five years****Response:** 0.4**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
1	1	0	0	0

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

1.2.3

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

Response: 40.76

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
95	99	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
Paste link for additional information	View Document

1.2.4

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

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

Response: A. All of the above

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

1.2.5

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

Response: 2.52

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
12	0	0	0	0

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

1.3 Curriculum Enrichment**1.3.1**

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

Response:

1. A fundamental understanding of teacher education encompasses the core principles, theories, and practices essential for effective teaching. It equips students with pedagogical knowledge, educational psychology insights, and classroom management strategies.
2. Procedural knowledge in teacher education cultivates the skills necessary for teaching across various levels of school education. This includes lesson planning, instructional delivery, assessment techniques, and classroom engagement strategies tailored to different age groups and subject areas.
3. The curriculum fosters the capability to extrapolate learning into practical applications, empowering students to adapt and innovate in diverse educational contexts. It encourages the application of acquired competencies to solve real-world teaching challenges creatively.
4. Essential skills and competencies such as emotional intelligence, critical thinking, negotiation, communication, and collaboration are integrated into the curriculum. These skills enhance teachers' ability to connect with students, navigate complex classroom dynamics, foster inclusive learning environments, and collaborate effectively with colleagues, parents, and stakeholders.

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

1.3.2

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

Response:

While India boasts a vast and vibrant educational landscape, navigating its diversity can be puzzling. Here's how APJTT College introduce students to this complexity:

Development of School System:

- **Historical Talks:** Invite guest speakers to discuss the evolution of Indian education, highlighting the roles of different boards like CBSE (Central Board of Secondary Education) and state boards.
- **Project Work & Assignments:** Students can collect information and present on the contributions of key figures like Mahatma Gandhi, Ravindra Nath Tagor, Swami Vivekanand, Arvindo and their educational Philosophy who championed education reform.

Functioning of Boards:

- **Simulations:** Conduct simulations where students role-play as board officials, explaining their

specific functions (e.g., curriculum development, examinations for CBSE and also for JAC Board).

- **Comparative Analysis:** Students can compare and contrast the subject offerings, teaching methodologies, and affiliation processes of different boards like CBSE, CISCE and various state boards.

Functional Differences:

- **Case Studies:** Present case studies of students from different boards tackling similar challenges. Discussions can explore how their learning experiences might differ due to curriculum variations.
- **Debates:** Organize debates on the merits and demerits of centralized versus state-based boards, encouraging students to understand the rationale behind each system.

Assessment Systems:

- **Interactive Activities:** Develop interactive activities where students compare and contrast the assessment patterns (exams, projects) of different boards.
- **Expert Lectures:** Invite educators from various boards to explain their specific assessment philosophies and grading methods.

Norms and Standards:

- **Comparative Analysis:** Analyze the Right to Education Act (RTE) and its implications for ensuring minimum standards across all boards.
- **Guest Lectures:** Invite representatives from national bodies like NCERT (National Council of Educational Research and Training) to discuss their role in setting educational norms and standards.

Students are enriching their experience through the inculcation of Indian Knowledge System. APJTT College familiarize the diversity as by its class room combination as admitting different by ground students and organizes different activities to prepare the future teachers for India.

By incorporating these ideas, internship schools can equip students with a nuanced understanding of the rich tapestry that is the Indian education system. This not only fosters appreciation for diversity but also empowers students to make informed choices about their own educational journeys.

File Description	Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document
Paste link for additional information	View Document

1.3.3

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

Response:

APJTT College promotes theoretical knowledge with the right experiential learning activities. Our students at APJTT College are presented with ample amount of opportunities to combine the theories and the concepts to the practical functionality of various professions, thereby, deriving professionally relevant understandings resulting to a wide gain and a rich experience of professional acumen through our Teacher Education Program. It enables our students to build approaches that help students learn pathways to become expert learners whose conceptual frameworks are deeply interconnected, transferable. The teachers help the students to assess and clarify prior knowledge, facilitate social environment through active learning activities that interconnect ideas and varied approaches to knowledge and invite students to reflect, co-construct the course road maps. The teachers demonstrate by role-playing to students on how they brainstorm and think through different issues or problems that they face on a regular basis, which further value add to our student's professional attributes. We also provide training on resume writing, interview etiquette and other workforce skills, provide career guidance counseling, project-based learning where the students develop their skills to work independently or collaboratively. Further to this, we also give them opportunities to collaborate with local experts, community centers and other organization to give them an opportunity to apply the knowledge gained through education, thereby, not just limited ourselves to imparting knowledge but also equipping the prospective teachers with professional ethics.

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: B. Any 4 of the above

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

1.4.2

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

Response: 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
Action taken report of the institution 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: 95.2

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

2.1.2

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

Response: 100

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
60	60	60	60	50

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: 0.84

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
1	0	3	0	0

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

2.2 Honoring Student Diversity

2.2.1

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

Response:

At the entry level assessment, college evaluate the performance of new admitted students. The college facilitates the students with best possible chances of success in attaining the academic goals of

institution. The college has a comprehensive admission process catering to the needs of students belonging to various categories. Students are counselled at the time of admission and are guided to choose the particular subject combination by assessing their needs. Scholarships, financial aid, book bank facility also available in college. Each teacher in college is having specific pedagogy and they guide their pedagogical students under tutorials where they guide the pupil teachers individually as per their learning needs and has a WhatsApp group for content sharing and personal guidance. The institution assesses the learning levels of the students, after admission through Orientation Program organized for the freshers to acquaint them with the B.Ed. curriculum, college infrastructural and library facilities. The students are familiarized with the faculty, curriculum, course plan, academic calendar, examination system and internal assessment criteria. To overcome the language barriers the college provides them the opportunity to choose any medium (English, Hindi). The students also visit various laboratories and resource centre and use the equipment's to have better understanding about concepts of language. After identifying their learning needs, the students excelling in various fields of creativity are encouraged to represent the college at different levels and to participate in Talent Search Programme for their readiness towards B.Ed. program. The college provides academic support to the students by providing various facilities like reference books, journals in library. The college also has well equipped Educational Technology lab where get to interact through various electronic gadgets like LCD Projector, Interactive board have internet access in ICT and ET lab where they can prepare their lessons, CVs and topics related to syllabus. Special facilities are provided to physically challenged students like Lift facility, ramps etc. Recognizing the need of the hour and requirement of skill development, different lectures on various topics have been initiated for their academic support. Periodic oral and written tests for pupil teachers are conducted to enable them to perform better in examinations. Peer learning is encouraged where the students discuss the topics with slow learners, real life examples are used, extensive use of audio-visual aids are used for better comprehension while teaching. Guest lectures, House meetings, Remedial teaching and Tutorials are arranged from time to time. Guidance and placement Cell provide opportunities through special career talks and placement opportunities. College creates educational WhatsApp group in every session and send many messages regarding employment and competitive exams and other information related to the smooth functioning of the B.Ed. Programme and also one step towards digitalization.

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
Photographs with caption and date, if any	View Document
Data as per Data Template	View Document

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 7.14

2.2.4.1 Number of mentors in the Institution

Response: 14

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

The main objective of our teaching is all round development of the student teachers that includes physical, mental and moral development. Participative learning mode (form of a reflective teaching), is used by faculty members to instill confidence and positivity and to ensure physical and mental development of the student teachers. It also evokes interests, develops mental ability and encourages student-teachers to participate actively in the teaching learning process and learn simultaneously. We motivate our student-teachers by various participative methods such as initiating group work through cultural programme, be responsible for community work, organising debates, discussion and seminars, participation in physical development activities, and teamwork during field/ school visits and educational tours. Faculty members provide opportunities for self-assessment and peer- assessment which improves the structured learning process. Problem solving methodologies are used while taking classes and it helps in developing good study habits, analytical, critical and generalization abilities, and in transfer of knowledge. The students learn to identify and define the problem. The educators use a variety of examples to make the students understand the problem in respective courses. During internship the student teachers work in group and take several initiatives to ensure better coordination between the school and their institution. Problem solving methods learn how to act in new situations and solve future classroom problems. Experiential learning which focuses on the learning process of the individual, is one of the other teaching methods used by our college faculty. Some examples of experiential learning which is organized in our college are educational tours and field visit (to ecological, historical and geographically different). One of the most important part of experiential learning opportunities is an internship session of 16 weeks where students experience a real life classroom. Our student teachers gain a lot of teaching experience when they go for community service such as Road safety programme, sanitation, cultural activity and various awareness programmes. Through these programmes student teachers gain a better understanding of course material; develop insight into their own skills, interests, passions, and values; receive opportunities to collaborate with diverse organizations; develop positive professional practices and skill sets as well as self-confidence and leadership skills.

Focused group discussions are also used by faculty members to enhance student learning on various topics related to B.Ed. course. Faculty members ask various questions about the issue which leads to discussion on possible answers, free thinking and generation of ideas among student teachers.

Our faculty members support a blended form of learning. The student teachers are often encouraged to

maximize use of ICT in teaching learning process, through commonly available technologies such as Google class room, Google meet, you tube, power point or interactive websites for enhancing their learning.

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

2.3.2

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

Response: 100

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
16	14	14	15	16

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

2.3.3

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

Response: 100

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

Response: 100

File Description	Document
Programme wise list of students using ICT support	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any additional Links	View Document

2.3.4

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

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

Response: 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
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document

2.3.5

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

Response:

Student Teachers of our college are allotted a particular faculty as a mentor assigned in the beginning of the course. Mentors encourage and nurture mentees under their guidance (to enjoy learning, taking time to listen to what students have to say and imparting a sense of belongingness in the classroom) which helps them to be successful and develop team spirit. Community outreach initiatives also help in understanding the importance of teamwork.

Mentors are allotted with students from first and second year each as mentees and first year students are enquired about their personal details as they come from varied socio-economic, religious and language backgrounds. Staff of our college also represent the diverse environment which often helps in handling diversity and teaching them to work in teams.

Mentors update the Teachers' Council in case of a problem related to a student regarding the attendance, performance in the internal assessment, and University examinations. The mentor meets all the mentees under his/her mentorship at least once a week or as and when needed. Records of all such interactions are kept confidential. Counselling is organised by the guidance and counselling cell through a pool of academicians, alumni and in-house faculty who are willing to provide career and personal counselling and teach teamwork related behaviors.

Diversity is nurtured through active learning, Group learning, Group discussions, individualized feedback, and independent learning. Consistent communication, practice of cultural and religious sensitivity, freedom and flexibility in the teaching learning environment, acknowledgement of individual differences, bilingual interactions in the classroom, rich teaching learning materials in Hindi and English, provide ample space for respecting student diversity.

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

Stress Management- For meeting diversified learner needs we have a common room and a beautiful garden and an open terrace area which reduce feelings of stress and frustration and also kept two hammocks in the campus for the recreational purpose nearby fish tank including fountain.

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

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

2.3.7

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

Response:

Wall Painting:

A wall Painting gives a platform in an educational institute where students can express their creative, literary and artistic sides through drawings which form a collage representing a common theme. The college organizes a wall Painting annually where students of all methods contribute their ideas. Creativity and innovativeness are given a platform as students often present known content with a creative twist of their own. Innovativeness in every aspect of the Painting from its external appearance, decoration and presentation of content are undertaken by students. The students come up with relevant themes and this is done by group discussion.

Intellectual and thinking skills are nurtured and nourished when the students brainstorm to develop a framework of the Painting. The wall Painting is a collaborative group work and teachers always encourage participation of maximum students. In this collaborative process the students get acquainted with each other and develop a sense of belonging to peers. The bond gets stronger with the successful completion of their endeavour. This platform acts as a medium of interaction between students, teachers and staff by showcasing their ideas and making it widely known. It also acts as a source of encouragement for learners who see their works created colorful for the very first time.

Cultural Initiatives

Cultural activities increase opportunities for social interaction and help in building new relationships. These activities are generally group-oriented which have students from different perspectives and gives them a chance to know more about people of different passions and cultures. Interaction among students helps in development of interpersonal skills of students. The students often learn on how to work for a

common goal and this ultimately develops a sense of responsibility in them. It increases the level of confidence and also teaches them how to co-operate and work with people in different conditions. They learn to face the challenges that will come in their professional life. Sustained involvement in more than one activity reflects the talent and potential of the student teachers. The student teachers along with B.Ed. training learn prioritization and time management skills. These academically and co-curricular talented student teachers have a well-groomed personality, which helps them to face the world in a better way. The value and enjoyment resulting from cultural activities, also gives our student teachers a chance to develop important life skills such as creativity, confidence, self-discipline, effective communication, decision making, problem solving and the ability to work in groups.

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

2.4 Competency and Skill Development

2.4.1

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

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

Response: 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
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: B. Any 6 or 7 of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	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
Data as per Data Template	View Document

2.4.5

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

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

Response: A. All 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

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
Any other relevant information	View Document

Other Upload Files

1	View Document
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2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

- 1. Selection/identification of schools for internship:** participative/on request: Our college has ten designated schools where we send our student teachers for completion of Internship. Every year schools are assigned on the basis of attendance. Students are given the option to either accept or raise objections in adverse cases. In case any student is unwilling to accept assigned schools, counseling is done by respective mentor. Students are motivated to accept the allotted school. Change in allotment of schools is only made in special conditions. Most of the schools allotted for practice teaching are nearby the college.
- 2. Orientation to school /headmaster/principal/teachers:** Before school internship begins, an Introductory Meeting is scheduled with the headmaster/headmistress and Teacher-in-Charge of designated schools. The agenda of this meeting includes discussion regarding requirements of the schools from this Internship Program. We also brief students about the nuances of the Internship Program and the code of conduct to be maintained during internship. We also solicit feedback from participating schools regarding specific requisitions and suggestions for further improvement.
- 3. Orientation of students going for internship:** An Orientation programme is conducted for the students before they are sent for completing their internship. The sessions focus on roles and responsibilities of students such as Time-Table preparation, attending PTA meetings, assessment of student learning including home assignments & tests, preparation of progress reports, organizing academic activities, co-curricular activities, and cultural events; maintaining documents, registers and records; administrative responsibilities. The students are given the opportunity to select a Group leader among them who will be acting as a facilitator between the practice teaching school and the College during the Internship. Group leader assigned to the respective school is responsible to take care of all the immediate needs of students. A faculty member is also appointed as a supervisor at the allotted school for the monitoring and effective evaluation of their performances.
- 4. Defining role of teachers of the institution:** Faculty members are also assigned as a supervisor for each practice teaching school. Any problem experienced by students is to be immediately reported to group leader and respective school supervisor. Every pedagogy teacher has responsibility to approve learning designs of students before its delivery.
- 5. Streamlining mode/s of assessment of student performance:** Supervisors have to maintain

hand written records of the classes observed during internship. These records help in further improvement. The supervisors assess lesson plan of each student teacher on every working day. The students are evaluated on criteria's such as blackboard skill, questioning skill, use of teaching aids, classroom management and so on. Faculty members make efforts to understand and solve difficulties faced by students during internship.

6. **Exposure to a variety of school set ups:** Seminars and special lectures are organized in the first year to provide exposure to students regarding different school systems currently in practice in India. As a part of practicum in second year, students are given opportunity to visit government and private schools where they get hands-on experience of working nature of different schools and interact with teachers and administrative staff. Student teachers have opportunities to visit four weeks in first year including observation week and 16 weeks in second year to get experiential learning at teaching practice school.

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

2.4.9

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

Response: 9.9

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

Response: 10

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: A. Any 8 or more of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Data as per Data Template	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Internship is a process of training by which interns can develop aptitude for their future job performance. It is essential to acquire proficiency by the student-teachers during their internship in B.Ed. College. University prepares a calendar of school internships. The first phase (1st Year) is pre-internship, where they carry out works like real teachers, observation of school activities and observation of peer lessons teaching of 20 lesson plans belong to their particular pedagogy and it is a engagement of four weeks. The second phase (2nd Year) is the internship phase where they have to teach 80 lessons in their respective pedagogic subjects.

Our institution takes the following steps for effective monitoring mechanisms during internship programme:

Our college organizes orientation–cum–consultation meetings with the school headmaster/headmistress. The Teacher Council of our college organizes a meeting with school principals and faculty members every year before the internship programme. In this meeting, our internship in-charge puts forth some rules regarding the participation and contribution of students in all the activities such as school assembly, cultural activities, PTA meetings, games, inter-house competitions, etc., and guide in the subject practice teaching by student-teachers. The headmasters/headmistresses are requested to evaluate the students in all the above activities.

The headmasters/headmistresses of all the schools follow the rules prescribed by the affiliating university to evaluate the student teachers. Faculty members of our college visit the practice teaching schools for observing the student teachers during internship a pedagogy teacher is appointed for 15 days at a particular teaching practice school and it changed after 15 days two other teaching practice school. Every lesson plan of student teacher are evaluated by respective supervisor through well structured evaluation

sheet and it is also attached with every lesson plan.

In the school where the students go for internship, the experienced school teachers also guide them how to teach, use teaching strategies and teaching learning methods appropriately and provide feedback in the feedback form if correct strategies are not followed.

Peer monitoring is also done during the internship programme by other student teachers. The group leader also monitors daily attendance and code of conduct of each peer.

Our college Principal also visits the schools regularly and observes some of the demonstrations presented by student-teachers.

The basic principle which helps in conducting assessment during internship programme is based on constructive criticism. All the stakeholders of the internship programmes are provided with enough opportunities to discover and bring out the best among the students.

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

2.4.12

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

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

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

Response: A. All 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: A. All 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: 93.75

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

2.5.2

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

Response: 33.33

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: 7.81

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

Response: 125

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

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

The expectations from teachers are high and rising each day. The teachers are expected to have a deep understanding of what they teach and to keep up with the rapidly expanding knowledge base. The college time to time provides the opportunities to the teachers to enhance their skills and update them professionally.

1. In house discussions on current developments and issues in education: During pandemic the teachers experienced totally a new way of teaching that was online. For that the college gave teachers the exposure to teach online. The teachers got the training by computer instructor of the college how to take classes online and create google classroom, use of Google Meet, how to make Google forms. Faculty members have prepared videos and shared on YouTube, Students are using that videos for teaching learning purpose. In a way this is very beneficial for the students. Our college organized a Faculty Development Programme and all the teachers of the college participated. Through In-house discussions our college faculty members learn to improve their skills and, in turn, they can boost student teacher's learning outcomes. In-house discussions in our college takes several forms such as formal seminars, teacher induction programs and informal discussions during leisure hours. We organise formal seminars to celebrate various occasions such as World Environment Day and so on. In such In-house seminars teachers of our college give presentations following which there is discussion by all teachers and even students participate. Every year we organize teacher induction programs (focus on curriculum, communication skills, knowledge of learner's psychology) which is followed by extensive In-house discussions between experienced and new appointed faculties. We organise counselling sessions which are followed by Inhouse discussions regarding recent and innovative ways to enhance mental health of students and educators. During leisure hours our faculties often engage

in informal discussions criticising and analysing recent developments in the field of education from NEP 2020 to Blended learning, on how to apply higher thinking skills for improvement of student teachers, how to improve student teacher's classroom management techniques during internship.

2. Share information with colleagues and with other institutions on policies and regulations:

The faculty of the college values its diversity and tries its best to maximize its benefit from the rich resources at hand. Every year we try to organise small workshops, lectures or seminars from the faculty for our faculty. The logic behind these sessions is to value and recognise the inherent potentialities within the institution. Apart from this programme the different bodies of the college like the IQAC and Governing Body of the college includes noted personalities who are helpful in making us abreast with changes in policies and regulations. We have a friendly rapport with other faculty members and we always feel comfortable to use them as our support system in academic works. The working environment of the staff room is friendly and supportive and it really helps in building a conducive environment for learning and discovery. college motivate the teachers attend seminar, conference and Faculty Development Programmes organized in other institution. And our college provides proper support to the teachers participating in such programmes.

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

2.6 Evaluation Process

2.6.1

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

Response:

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

1. The marked answer sheets are given to the student teachers to give them the opportunity to look into the weaknesses of their performance.
2. When the student teachers have seen their performance; the faculty members discuss each and every question-attempt made by the majority of the student teachers and then explain the correct way to answer those questions.
3. The student teachers are given one assignment in each course of the programme and the way in which they complete it helps in understanding the comprehension regarding the particular unit.
4. The college also follows criteria laid down by the University for the internal evaluation system. The college displays all the circulars regarding examinations on notice boards and WhatsApp group from time to time. The faculty informs and elaborates the syllabus, its objectives and paper patterns to student teachers at the beginning of each semester. The faculties provide extra guidelines and counselling to student teachers.

5. School Internship: During school Internship a lot of assessment is done on the basis of internal evaluation. Internal Evaluation of Intern is evaluated by the respective faculty member and Principal to assess the progress during practice teaching sessions. Microteaching demonstration classes are also evaluated by pedagogy teachers to monitor the development of teaching skills in student teachers. Peers also evaluate and give verbal feedback during micro-teaching, simulated classes before internship and practice teaching classes.

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

2.6.2

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

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

Response: A. Any 4 or more 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
Annual Institutional plan of action for internal evaluation	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

- At the beginning of the year, examination in-charge inform the student teachers about the various components in the assessment process during the B.Ed. Programme.
- Internal Examination in the college is conducted, as per rules and regulations of the Ranchi University. Examination related grievance complaints are readily accepted by the college. If there is any examination related grievance, in relation to physical resources, such as improper sitting arrangement, insufficient light etc, immediate action is taken to resolve the issue.
- In case of sudden illness during the examination, first aid is given to the student, and if necessary, the services of nearby hospitals are taken.
- At the Institution level, Examination committee is appointed by Principal to look into examination related matters and solve student issues.
- Our college plans its examination schedule based on the Academic Calendar provided by the affiliating University.
- Before the examination, there are some Common grievances of student teachers such as late application form filing, non-receipt of admit card of examinations or wrong entries in the same. In either case, grievances are communicated to the University Examination Section and resolved at its earliest. College supports the student teachers to fill the Examination form, make payment and download admit cards for examinations.
- After declaration of result by the university, if any student teacher has an objection with the result, he/she comes to college for the same. The College addresses their issues by sending an application to university regarding revaluation and recounting of marks etc. options are provided to student teachers to exercise. APJTT College is committed to conduct the internal examination fair and evaluate the answer sheet by its faculty members and answer sheets are shown to the student teachers to know the required improvements. If any student has any grievance regarding internal examination they can immediately contact to examination in-charge.

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

2.6.4

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

Response:

Before the commencement of each academic year the college prepares its own Academic Calendar, which contains a detailed schedule of working days, events to be organised and dates of examination. A copy of the same is published on the college website to inform the students and other stakeholders regarding the nature of activities which are scheduled for the semester. The Teacher Council initiates this academic plan and tries to ensure that a strict adherence to the same is maintained by all the faculty members. The College Examination Committee decides on the dates within which the internal assessment is to be conducted and dates within which the marks are to be submitted to the office. These

dates are to be strictly adhered to during each year. The convener of the College Examination Committee issues notices to all teachers to submit their chosen dates for practicum examinations and written internal tests. A notice regarding the same is issued after receiving notification regarding examination from the University. Student teachers are informed about specific dates for submission of assignments, practicum, and so on. Before starting each internal assessment test, assignments are given to the students for each course which includes homework, problem solving, group discussion and quiz. Seminars are carried out by the students on a particular topic in a course during the respective subject hour.

Usually in the 1st year and 2nd year, the dates for the first evaluation for theory papers lies in the 1st week of December while for the second Sem. and 4th Sem. in the 1st week of June. For the practical papers the internal evaluation is conducted in almost all practical classes according to the nature of assignment.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

After completing B.Ed. programme, students are able to:

1. The knowledge of theoretical content and experience helps them to understand the very basics of the teaching learning process. This fundamental knowledge is essential to acquaint the student teachers with the essence of the teaching profession. The students learn to design appropriate teaching learning strategies, and become aware of teaching and learning of the subject concerned (pedagogy). They also develop concepts and skills regarding assessment and evaluation related to their respective method subjects, understand the individual differences among learners in the classroom, become competent in measuring the attainment, evaluating progress, and assessing learning abilities as a teacher, as well as become proficient in handling guidance programmes and administering psychological tools. Students learn the epistemological, sociological and the psychological bases of education, understand the different types of curriculums with respect to their main orientation and approaches, compare and analyze the educational policies over the years with respect to their foundation, considerations, concerns, priorities and goals. The students perceive and acknowledge linkage among curriculum framework and critical issues, which directly and indirectly are related to learning, and analyse the curriculum framework in the light of learners' needs. Students learn how to motivate others, learn about testing and non-testing

tools, develop the knowledge about adjustment and maladjustment, understand the mental health, causes and remedy of depression, phobia, child psychology, concept of growth and development and stages of development with special reference to the stage of adolescence.

2. The students are familiarized with the ICT process which enables them to become technologically proficient. It also helps to figure out integration of technological tools for teaching and learning, content development and developing collaboration and sharing in the field of education. They learn to use ICT as teaching aids in teaching their method subject, use ICT based communication in the classroom and use ICT in lesson planning.
3. The Internship program in schools which include experience in observing the school practices, school administration, teaching learning environment, role of different stakeholders in education and practice teaching. All these real experiences of the school prepare the future teachers before they enter the professional world. The whole of the Internship program is divided into two parts: I. Teaching Practice where the students are accustomed with school life and II. Internship, they master the skills by constantly practicing it. The students are accustomed to prepare learning design, instructional material for teaching and make teaching aids, toys, charts, before and during the Internship program.
4. Students are also involved in a number of co-curricular activities which includes participation in cultural activities and involvement in different cells and committees in the college governance. These opportunities provided to the students help in nurturing a sense of leadership and developing accountability to the teaching profession. The students understand classroom diversities and are enabled to deal with diverse learners in inclusive classroom setup, become aware of human rights, acknowledge women empowerment, develop sensitivity towards environment and accept its role in teaching- learning process.

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

2.7.2

Average pass percentage of students during the last five years

Response: 98.51

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
99	100	73	96	94

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

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 Ranchi University has clearly defined PLOs and CLOs while developing the B.Ed. program, which are adapted by the college and implemented efficiently. The college website has the PLOs and CLOs listed for clarity of the students who wish to pursue this course. PLOs and CLOs help the students to become aware about the demands of the course as well as the qualifications expected out of them in their chosen profession. The B.Ed. program has CLOs for each paper upon achieving which the PLOs can be attained. For this purpose, the institution has an effective monitoring process which helps to determine whether students are attaining the prescribed CLOs. Each course paper has internal assignments, practicum and also external evaluation where performance of students is evaluated on cognitive, affective and psychomotor aspects.

The college ensures holistic and progressive management of the students' performance in professional and personal attributes by adopting a wide range of strategies which includes both formative and summative assessment. At the very initial stage of entry, we create an individual learner's profile (mentoring book). The purpose behind this profiling is to ensure effective assessment of learning. We often provide feedback that is specific, informative and focuses on facilitating student teachers to evaluate their own learning performances and to gain mastery on the content areas. Purposeful self-assessment approaches are sometimes conducted and we often employ peer assessment techniques. Self-assessment is highly valued for its ability to build reflective lifelong learners.

The students' performance is evaluated by a number of stakeholders as the faculty members, mentors, external examiners, Principal of the college, heads of practice teaching schools, experienced school teachers, and peers. All these stakeholders provide separate feedback in regular intervals, feedbacks are constructive and targeted towards improvement of performance. The feedback to the teacher students provides them advice on how to improve or move forward, understand the goals of their work, express and communicate their understandings and skills. We also encourage dialogue between faculty members and student teachers that encourages reflection on their learning. The teachers using information about ongoing learning tries to adjust teaching so that all students have opportunity to learn. The results are timely reported and recorded and use evidence obtained when student teachers are involved in special tasks or activities in addition to their regular work. The evaluation outcomes are recorded in most of the cases in the form of marks on assignment, marks of practicum, internship marks, marks on internal

examinations and scores of theoretical papers.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 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: 99

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:

At the beginning of course, learners are provided with objectives in the prospectus so that they can identify whether the program is aligned with their learning needs. After admission during the induction program, we try to assess learning needs of student teachers through talent search and a cultural program. Learning needs are evaluated by judging the gap that exists between PLO and CLO and knowledge of students. We have learners coming from diverse backgrounds who have different entry level knowledge and learning needs.

For assessment to be meaningful, we feel that it must be well-aligned to the type of learning that is valued. Our students along with the academics are involved in a list of extra-curricular activities which are significant in developing competencies such as critical thinking, creativity, managerial skills, social and communication skills, adaptability, problem solving, ability to co-operate which are needed for

actively shaping a peaceful future. We try to focus on competencies for life. The whole of the curriculum experiences highlights that student teachers use these competencies to live, learn, work and contribute as active members of their communities. We love to focus that we value competencies based on knowledge, attitudes, and values which will lead to action.

The formative evaluation assesses what students do when they are in the classroom, how well they are progressing towards CLOs, whether they follow code of conduct, whether they show active participation in extracurricular, community-based activities, and as members of different committees. The Summative evaluation on the other hand, emphasizes whether academic and cognitive learning needs are met. Faculty members try to judge the student teachers on the basis of their performance. The Practicum in each course gives the opportunity to assess whether students have developed skills or competencies needed in real life situations. The Field Work assessment provides an opportunity for judging collaboration, discipline and presence of mind. The Participation marks engagement with course learning and develop student teacher's ability to communicate and discuss ideas. The Written preparations of assignment encourage reading and teach academic reading and writing skills. The seminars allow student teachers individually or with a group, provide a presentation to class and help to judge communication skills. Group work such as co-curricular activities emphasise collaborative learning, problem-solving and critical evaluation, and is a valuable preparation for professional and personal life. The Formal tests, quizzes, debate, work games, survey, different practicum, individual seminar presentation, assignment submission are the methods for assessing student performance by college. We try our best to evaluate whether our student teachers have developed personal and professional skills of teaching and imbibed the right values as per their initial learning needs and whether the intended PLOs' and CLOs are achieved. The performance of the students is well reflected through their achievements in examination, Performance during Internship, punctuality and attendance in college, job placement and modification of behavior. In case progress is unsatisfactory, remedial classes are provided to fulfill the learning needs.

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

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response:

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
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: E. None of the above

3.2 Research Publications**3.2.1**

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

Response: 0.67

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
10	0	0	0	0

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

3.2.2

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

Response: 0.2

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
1	0	1	1	0

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View 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
Link for additional information	View Document

3.3 Outreach Activities

3.3.1

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

Response: 2.4

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
1	2	0	5	4

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
Any other relevant information	View Document

3.3.2**Percentage of students participating in outreach activities organized by the institution during the last five years****Response:** 66.39**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
80	90	0	56	90

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

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: 66.39**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
80	90	0	56	90

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:**

The APJTT College has made its remarkable contribution to the society and environment by making a participation to promote College-Neighborhood-Community network. Major emphasis is given on student engagement, service orientation and holistic development of students contributing to good citizenship. College is situated in remote area of Ranchi District and surrounded by Tribal Community and they are facing uncleanliness, unhygienic, malnutrition conditions and the most important problem is liquor. Lack of awareness is noted among the villagers about such problems like health, cleanliness and diseases. Fortunately, idea of the cleaning the campuses, the surroundings, the furniture are also included in the curriculum as community-based activity. The curriculum contains theories and practical concerns (social concerns, cleanliness and beautification, celebrations of important dates, awareness of cultural diversity) which are taught and discussed throughout the session. College conducts its outreach activities through NSS unit and trained the students teachers to serve the society with empathy skills. NSS volunteer conducted survey of the nearby village and prepare the report and conducts activities according to need of the villagers. Due to such activities students also get conscious about sanitization. For abatement with deforestation and pollution problem the college focused on tree plantation.

The physicians are invited to deliver their talk on health, nutrition and female related issues. These activities involving students make positive impact on health awareness and personal hygiene. Working together with other individuals, students learn to negotiate, communicate, manage, analyze and lead others. Such programmes sensitize the student volunteers towards the social issues and take challenges of the lesser privileged sections (Tribal) of the society. Through involvement in these extension and outreach activities, the students develop critical thinking skills and time management. The engagement of students teacher in community outreach programmes including visits to different places provide exposure

and understanding of the diversities existing in our society. Working outside the college campus and with diversified social groups of peoples allows students to gain more self-confidence, autonomy, and appreciation for others. These activities help them to become good leaders and well-mannered citizens.

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: 7

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
1	2	2	1	1

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	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

3.4.2

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

Response: 4

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

Response: 4

File Description	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: B. Any 5 or 6 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

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:

APJTT College has adequate infrastructure facilities and resources to conduct the curricular and co-curricular activities that enable it to contribute in holistic development of the learner and meet the objectives of the college.

Classrooms: College has 8 classrooms, one seminar hall & ICT Resource Centre, one multipurpose hall and one conference hall that supports the teaching-learning process. The campus is fully wi-fi enabled. Learners use ICT facilities in attending webinars, presentations, preparing technology enabled lesson plans and thus become competent to match the needs of the global sector.

Library: It has a wide collection of books, reference materials, journals and two reading rooms for teachers and students with internet connectivity.

Laboratories: Curriculum laboratories available in the college consist of Psychology, Mathematics, Science and Social Science Laboratory. Language Lab is used to develop the basic skills of the language. Computer lab is equipped with the software and internet connectivity to make the students proficient in a wide range of computer applications and thus make them competent in the present scenario of requirement of technology enabled teachers.

Equipment's: In the science and mathematics laboratory a variety of equipment are available that pupil teachers use to perform experiments on their own. Social science laboratory contains models, charts on various concepts to use in teaching. The Psychology laboratory is well equipped with materials and psychological tools to know the different behaviours of the persons.

Computing facilities: Computer laboratory is well equipped with the updated MS Office software. A common attached printer is also available for printing the documents.

Art & Craft Resource Centre and Teaching learning resource centre for work experience: It provides students to encourage arts practices and develop aesthetic value.

Girls Common Room: It provides female students a place to relax, study, and have informal discussions in free time available.

Play ground: To support sports activities Badminton, Volleyball, Football and Cricket playground are available in the college. Indoor games like chess, carom boards etc. are also available in the college.

Canteen: The college canteen provides hygienic food to students and staff.

Parking area: The campus has a wide parking area to accommodate vehicles of students and staffs.

Lift & Ramp: Lift, Ramp and wheelchair are also available for differently-abled persons.

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

4.1.2

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

Response: 60

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

Response: 3

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

Response: 5

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

4.1.3

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

Response: 0

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
6.22809	62.65441	0.0	82.67001	78.85997

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 college library act as the Knowledge Resource Centre, for the institution and its stake holders. Reading room with a reasonable collection of journals, periodicals and newspaper.

The college library was established in 2013 with a humble collection of books. However, the present library room has been extended, modernized and updated over the years.

The College Library has many collections of books, journals, reports, and other resources, offering a ready platform for the students, teachers and other stakeholders to pursue learning and research activities.

APJTT College is a knowledge hub that provides comprehensive access to text and reference books, journals, magazines, audio/videos, CD-ROMs and much more. The rich collection covers diverse disciplines of educational Psychology, Teaching Learning Process, Information Technology, Health sciences and Sciences, Humanities and its related field.

The college library has 4867 Books, 5 Journals, Encyclopedia, Reference Books, Magazine etc.

The library has a special section of books related to Indian Knowledge System as Vedas, Puran, Upnishad etc.

The library is developing a comprehensive collection of printed resources on education, philosophy, psychology, sociology, English literature, History, Geography, Economics, political science, varied disciplines of sciences, health and Physical Education to fulfil the teaching and research needs of the teacher education community.

Functions of Library Committee

- Purchasing of new books
- Forwarding proposals for renovation
- Collection of material resources
- Access, use and security of library materials
- Annual Stock verification
- Preparing Annual Budget
- Reviewing the working of the committee
- Availing new trends in library management
- Utilization of donated books and other facilities
- Adopting measures for motivating staff and students for strengthening reading habits

The library has computer and internet facilities. There is a computer with Printer and xerox machine. An active internet connection is also available in college library. Library is easily accessible to the staff at any working hours and the student teachers can access books any working hours. The library is kept open on all working days from 09.00 a.m to 05.00 p.m.

The new arrivals are displayed in the display stand which is kept in the library. The list of new arrivals is displayed in the Notice board and the staff room.

File Description	Document
Any additional information	View Document

4.2.2

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

Response:

Almost all of the internet availability to access e-journals, e-books, and other electronic information resources from any computer on the campus network. The students on use online access for their projects, assignments and seminars etc. Faculty member use online access for their publications, seminars, conferences, subject related material and preparation of lectures. This is possible with the help of ICTs using remote access tools.

Book bank facility is also available in the library. Book bank issued from book bank can be used till end of the exam.

Readers will be responsible for any damage caused to the book If a book is damaged or lost by anyone, he/she is responsible to replace it or pay the cost of the book.

Late return will be penalized.

The library is freely accessible (on request) to staff and students of other institutions.

The new arrivals are displayed in the display stand which is kept in the library.

File Description	Document
Any other relevant information	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: E. None of the above

File Description	Document
Data as per Data template	View Document

4.2.4

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

Response: 0.31

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
0.48079	0.01007	0.021	0.20772	0.82253

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: 37.97

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: 938

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: 658

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: 748

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: 1378

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: 682

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:** A. All of the above

File Description	Document
Data as per Data Template	View Document

4.3 ICT Infrastructure**4.3.1****Institution updates its ICT facilities including Wi-Fi****Response:**

Usage of Wireless infrastructure in the college is to enhance the accessibility of internet for academic purposes and to browse exclusive online resource of the institution.

The connection strength has been progressively increased over the years to meet the changing demands of the situation.

To meet the growing demands of technically skilled professionals in the modern competitive world, the college ensures that its students and faculty are facilitated with latest computers and software. College frequently upgrades the IT facilities including Network, Internet and WI-FI in college campus.

The college upgrades its IT infrastructure and facilities in order to ensure effective teaching learning process. Feedback and suggestions are sought from the faculty for improvements in infrastructure and action is taken accordingly. The college has ICT resource centre which has 32 Computers and one Laptop with internet facility and Licensed Software like Windows and Antivirus are provided in laboratory. Scanners, Printers, Projectors, Photostat Machines and 64 CCTVS are also being used effectively in the college campus. Internet facility is made available in the entire campus at a high speed leased line connection of 50 MBPS. The college always make sure upgrading IT infrastructure.

Availability of the signal will vary from place to place for students/faculty members and staffs. The signal strength also may vary from location to location in the college campus.

It is not mandatory that each and every area in each floor of every block will have the same kind of signal strength. Wi-Fi is available for students as well as for staff to use searching academic materials.

Password protection is ensured for security and safety.

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:** 50**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS****Response:** 50

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

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 0

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
1.29463	8.48237	0.19699	1.23342	0.52038

File Description

Document

Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant

[View Document](#)

Data as per Data Template

[View Document](#)

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:

Proper care is given to the maintenance of equipment and infrastructure, so that optimal utility can be obtained.

Library:

All new books and journals are entered into library accession registers. Damaged /lost books are removed as per procedure of library rules. Annual stock taking of the library resources is duly carried out and the reports are submitted to the principal.

Science Laboratories:

The maintenance of these laboratories falls under the respective faculty member of the concerned section for regular management. The outdated equipment and chemicals are disposed of as per the rules of the Ranchi University. Stock registers are methodically maintained and checked by the teachers in charge and are verified by the principal time to time.

Sports:

An efficient ground staff is attached with the Department of Physical Education for the proper maintenance and marking of tracks and grounds. Proper stock registers of sports equipment procured and in use are maintained. Every year the facilities are upgraded and new equipment is added.

ICT Resource Centre:

The College has One ICT Resource centre with Wi-Fi facilities. The college has engaged the services of on call basis from the IT Experts.

Purchase Committee:

To ensure proportionality, transparency, accountability and fairness in procurement of necessary articles for college use, a purchase committee has been set up. A group of staff members in this committee independently review and evaluate the purchasing documentation like quotations and recommend the most appropriate supplier on basis of price and quality.

College Cleanliness

Regular cleaning schedule in college is a must ensuring that college is well maintained and is conducive to productivity. So, Principal always inspect everyday various parts of the college campus from time to time and to take necessary measures for ensuring hygiene and cleanliness.

Gardening and maintenance of electrical items:

Gardening of the college ensures the maintenance & proliferation of green cover in the college. Regular plantation is conducted and gardener is instructed regarding proper upkeep of lawns Measures taken at Administrative Level The college has engaged the services of one full time electrician to supervise the upkeep and maintenance of all inverters, generators, sound systems, electrical fittings and appliances.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Data as per Data Template	View Document

5.1.2

Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

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

5.1.3

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

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

Response: A. All 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

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
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:** 6.93**5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	4	9	11	8

File Description	Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 12.12**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.****Response:** 12

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

Response: 00

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

Response: 00

File Description	Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View 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: 6.93

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
4	7	10	5	6

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

Yes, the institution has a student council. The student council consists of meritorious students and they play a proactive role in the functioning of college as they are the future teachers of the nation and they are required to develop the qualities among themselves. The functioning of the following students' councils is:-

- **Houses** There are 10 houses namely Ygvallakya, Madhav, Valmiki, Shivajee, Sardar Patel, Netajee Shubhas, Laxmi Bai, Birsa Munda, Phulo-Jhano, Sidhu-Kanhu of students in the college. In every house of students there is 1 captain and 1 vice-captain who takes care for proper functioning of morning assembly as per their turn and duty.
- **TP Group Leader** There is 1 Teaching practice group leader in every school who reports the presence or absence of the pupil teacher as well as the activity of each and every pupil teacher under his leadership to the supervisor.
- **Class Representative** Every year 2 boys and 2 girls are elected as class representative by way of voting by the students.
- **NSS Camp** The institute conducts NSS Camp every year and the class representatives look after the activities of students in NSS Camp.
- **Discipline** The institution gives much attention towards discipline in the college and for proper discipline, duties has been assigned to the house captain and vice captains. Refreshment For each and every function performed in the college, the duties for refreshment has been assigned to the leaders/captain/ CR's who manage the refreshment under the supervision of teaching staff and principal.

The college has student council consisting the post President, Vice President, Joint Secretary, Deputy Secretary and Treasurer. This council helps in organizing cultural activities, extension lectures, sports and games, involving grievance redressal mechanism.

COMMITTEES AND CELLS

Many committees have been established in the college in which current students and alumni are also added.

File Description	Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council 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: 5.4

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
8	6	0	7	6

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

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 jointly believe in creating and maintaining association with its alumni. The Alumni Association provides an interface for establishing a link between the alumni, staff, and students of the institute. The alumni are currently working at various positions all over the globe and proving their utility in all spheres of teaching.

The Alumni Association Contribution through various means:

- **Alumni Interaction:** Alumni give inputs to aspiring B.Ed. graduates. They are invited as resource persons at various events, guest lectures and panel discussions. They provide inputs and share their experiences regarding skills, recent technologies in teaching world.
- **Placement & Career Guidance Assistance:** Alumni are working in organizations at various capacities. They keep the faculties and the placement officer abreast about the available job opportunities. They assist and guide the students to crack the interviews. They also share their experience with the students and motivate them for their career development in various domains.
- **Job opportunities:** Alumni provides innumerable opportunities in various schools to the students.
- **Alumni Meet:** The alumni get chance to reconnect with the new students and old friends. This is the best platform for networking and sharing current happenings in the teaching world. These inputs are helpful to academicians for molding the aspiring students.
- **Promoting Institute Events:** Alumni associates with various events conducted at our college. Alumni take active role in planning and organizing any activity, competition or events.
- **Institute Social Responsibility:** Alumni association of the APJTT College are engaged in conducting social activities for the welfare of the society through Donations in the form of Books,

clothes, Stationary etc.

Communication

- Social Networks (Facebook/What's App).
- The alumni association not registered but functional very actively under the guidance of the principal.
- This association meets from time to time and arranges get together functions and other events involving the alumni. Alumni are encouraged to visit the college and maintain their link with the staff and student teachers. They are encouraged to work towards college development. The alumni provide inspiration and motivation for trainees to perform well during the training period.

Contribution of Alumni

- Alumni are continuously in touch with the college. Various suggestions are received in the light of which improvements are made in teaching learning practice and staff-student support.
- Alumni interact with student teachers, which leads to productive interaction and experience sharing.
- Alumni interact with the student teachers and direct them for developing professional competencies and also for carrier guidance.
- Alumni also strengthens the placement cell of the college for job opportunities and for generating references in the job market for the placement of the students.

File Description	Document
Upload any additional information	View 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:** A. Any 6 or more of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document

5.4.3**Number of meetings of Alumni Association held during the last five years****Response:** 4**5.4.3.1 Number of meetings of Alumni Association held during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	00	1	1

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 'Alumni Association of APJTT College provides dedicated support in all activities of the institute.

- Short lectures on Soft Skills, Spoken English, Personality Development and skills to face Interviews, Resume Writing, basic Computer study in ICT lab.
- The Alumni members are invited in faculty development programme.
- The Alumni cell guides the students on educational, vocational or personal basis.
- Active members of various academic and administrative bodies of the Alumni also help the students in many ways.

- The institute takes feedback from all Alumni members in surveys that motivates the students.
- Provide counseling to students for employment.
- They are also active in IQAC cell.
- Act as judges in cultural and sports competitions.
- Actively help in organization and management of extensive outreach activities of the college.
- Alumni give their creative ideas for brochures and conference proceedings.
- Offer honorary services to teach, guide, action research of students.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The institution has a well-defined vision and mission to make concrete and dedicated efforts for quality and value-based education. For the fulfillment of the mission, the leadership strives to maintain an open and interactive environment. All stakeholders are actively encouraged to participate and voice their perspectives for effective decision making and policy formation. The governance of the college is reflective of the effective leadership as it addresses the needs of students and society it seeks to serve by: (a.) To impart value based quality education as per global need. (b.) To prepare Prospective teachers with their all round development. (c.) To give Proper training and Orientation to pupil teachers to explore, enhance and extract their potentialities. The college has well qualified faculty members and competent administrative staff who work under the constant guidance of the principal and the patronage of the managing committee to provide effective leadership and management at various levels.

The Principal, Administrative staff steer the college through appropriate planning and efficient review mechanism for achieving broad based goals. The leadership ensures the compliance of academic & administrative processes and procedures along with continual improvement through regular monitoring. It adheres to the Academic calendar of Ranchi University, Ranchi to accomplish its objectives. The college administration relies heavily upon its Internal Quality Assurance Cell comprising senior faculty members, members of the management, Students representatives of the alumni and social outfits. Some of the major areas which the cell deals with are: Feedback committee collects feedback from students and other stakeholders and this feedback is considered for future action of the college. At the commencement of each academic session admission cell and IQAC comes out with different proposals for the effective delivery of curriculum as well as for the general improvement in efforts to impart social skills and awareness regarding environmental issues.

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

6.1.2

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

Vidya Vikas Samiti is the unit of Vidya Bharti Akhil Bhartiya Shiksha Sansthan and it runs the APJTT College on the concept of decentralization and the same is ensured through participatory management of the institution. The principal with the support of Conveners of various committees initiates the decision-making process which creates an organizational climate of participatory democracy. The faculty plays a significant role in the planning and effective implementation of the college administrative process. Responsibilities are delegated to them based on their competence, commitment and aptitude to meet the institutional objectives. It facilitates them to balance workload and provide development opportunities to staff to create positive and motivating environment, to inculcate team spirit to take initiatives and to make learning a more interesting and rewarding experience.

At the college level, various committees are formed which take decisions regarding their respective fields. They hold meetings at regular intervals and take into account the opinion of all members. The resolutions are passed with the consent of majority of members. Through committees such as admission cell, cultural committee, NSS & outreach guidance and counseling, Anti-Ragging and Sexual Harassment Committee, Examination Committee, Grievance and Redressal, Purchase Committee etc. The college encourages a culture of participative management. clubs and societies, teachers and students work in a cooperative spirit, helping and motivating each other and encouraging every individual to grow.

CASE STUDY - PURCHASE COMMITTEE

One case study of Purchase Committee of the institution which shows that the institution is following the policy of decentralization and participative management. Though it is the principal of the college who has the last say in the decisions of the committee, a senior assistant professor is appointed as the convener of the committee. The committee is constituted of a few full-time teachers, the office superintendent and one member from the office staff. Transparent working Procedure: Firstly, the demands and requisites are received by the office. Then the Principal marks those demands and requisites to the committee. The convener of the committee notifies the time and date of the meeting to all the members to discuss and decide about the demands received. On a fixed date and time, a meeting is called. After thorough discussions, Quotations are called, In the presence of Principal, Members and the Bidders, the quotations are opened and three lowest quotations are selected and a comparative statement is prepared. Full transparency is taken care of in all the procedures undertaken. All members sign the comparative statement and then the order is placed to the lowest bidder. After the order is duly completed a cheque is issued to the supplier. The committee holds its meetings as and when required. The minutes of the meetings are maintained regularly.

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

Academic Transparency: The regulations, curriculum and syllabus are uploaded on the college website. There is internal quality assurance cell in the college which monitors the academic activities. The rules and regulations are made clear to the students through the college Annual Calendar; made available online or through Hard copies. Significant current events, including admission, examinations, seminars, timetables, workshops, training programs etc. are posted on the College notice board. They are circulated among the staff and students. The admission process is organized as per the norms laid down by the Ranchi University, Ranchi in the Prospectus. The process is published through the College Website and also by one-to-one counseling on campus for those who seek information regarding admission. The mid-term examinations, assignments, and projects are verified and feedback is provided regularly.

Transparency in the Admission process: Jharkhand Govt. (J.C.E.C.E.B.) conducts Entrance Exam and through online counseling students are getting admission as per their choice of college but it is necessary to get in the rank order of particular college. Students getting admission on the basis of merit and reservation policies of Government of Jharkhand.

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

Transparency in Administrative and auxiliary functions: Periodic review meeting at various levels, Periodic Faculty Meetings, Institutional IQAC, Student Council Meetings, attendance and admission. Grievance Redressal mechanism is available for faculty and students.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

In view of the strategic plans, the institute has perspective plan of advancement. This arrangement is made according to the necessities of the students and so as to oblige the requirements of the institute and the society.

Following Major areas are covered in the plan as mentioned below:

1. Academics
2. Co-curricular activities
3. Feedback from stakeholders

Academics:

APJTT College is an affiliated institute from Ranchi University, Ranchi. It receives curriculum as provided by the Ranchi University, Ranchi.

The curriculum provided by the university focuses on various issues viz:

- To have insight into the concept, types and role of education.
- To understand the concept, principles, factors affecting human growth and development.
- To create an awareness about models of teaching and teaching-learning aids in Educational Technology.
- To acquaint with the Indian educational system in post-independence era.
- To provide knowledge about nature of Language.

Co-curricular activities:

As the modern educational theory and practice gives top most priority on all round development there is the vitality of the organization of these activities, in the present educational situation. For bringing harmonious and balanced development of the child in addition to the syllabus which can be supplemented through curricular activities, but the co-curricular activities play significant role. These activities are otherwise called as extra-curricular activities. It is therefore said that the co-curricular are to be given importance like the curricular activities. So, the organization of co-curricular activities is accepted as an integral part of the entire curriculum.

Types of Co-Curricular Activities:

Co-curricular activities are categorized in the following heads.

- **Physical Development Activities:** These activities include games, sports, athletics and yoga.

- **Cultural Development Activities:** The activities like music, dancing, dramatics, folk song, community activities, exhibition, celebration of important festivals comes under this category.
- **Emotional and National Integration Development Activities:** Under this category organisation of educational tours, speech programmes, celebration of national and international days are included.

Feedback from stakeholders:

Proper supervision and evaluation procedures are adopted periodically by the institution for ensuring the quality of the course. The committee accepts the feedback and suggestions about the existing curriculum from all the faculty members, members of Alumni Association, student-teachers of the running session, teachers & heads of schools. The curriculum focuses and offers diversity and flexibility to the learners based on the feedback analysis. End-term feedback is collected from students by the Feedback Committee.

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

6.2.2

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

Response:

Order of Administrative setup

The Institutional bodies form an effective and efficient as visible policies administration set up. Office in-charge is the authority of all administrative function. An office was setup for the proper functioning, placement, promotions and for managing the service rules and appointment. The IQAC and Governing Body frames policies and regulations and it is published in the academic Calendar of the college. IQAC and Governing Body review academic economic and physical facilities and other activities of the college and suggest remedial measures.

Functioning

Promoting the faculty for effective and efficient transaction of teaching and learning process in the institution. Promoting faculty to do research under faculty improvement program, to participate in refresher courses, orientation programs, seminars, workshops, conferences Resource persons to various institutions. Directing the administrative body to make the necessary provisions for maintaining the smooth functioning.

Recruitment of Faculty

The appointment of staff members, both teaching and administrative is made on procedural lines. Notification in registered newspapers Preparation of list Inviting university nominees after getting concurrence to the post. Constitute of interview board as per government norms. Issuing interview memo to all eligible applicants. Conducting interview and preparation of minutes signed by selection board members. Preparation of merit list with the approval by the Office Assistant. Issuing appointment orders on the basis of vacancies available. The College functions under the supervision of “Vidya Vikas Samiti”. The principal is the administrator of the college and he works in collaboration with the governing body to regulate and maintain a congenial academic environment. The principal along with members of the teaching and non-teaching staff implements the decisions and policies of the management. Faculty members report to the principal and carry out the functions of the college. The College has a well-defined organizational structure in the administrative staff also. Hierarchy of staff, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism are defined as per the rules of the Ranchi University, Ranchi, concerning Vidya Vikas Samiti. In addition, a number of clubs and committees comprising students & faculty members are active in various committees to enable effective learning of students. The college has a democratic setup, where each unit is given full freedom to innovate and plan its perspective of development, operates through a structured organization for discipline and smooth functioning. Role and responsibility of various bodies are well defined to ensure accountability.

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

6.2.3

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

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

Response: A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Link for additional information	View Document

6.2.4

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

Response:

The college has an effective committee of different body's cells/committees that function in a well concerted manner to perform plan and execute various works. The administrative functions of the college are carried out by the principal through a series of committees. These cells/ committees are formed by the governing body and IQAC. The principal acts as a chairperson of these committees. The members of these committees are GB members, teaching staff non-teaching staff and student representative (wherever required). These committees always follow the standard practice of documentation and record keeping and these documents are considered to be one of the most important aspects of the college administrative setup. The Committees/Cells are entrusted with their particular duties and work towards the college aspired goals. The committees/cells regularly meet to consider various agenda for discussions and its resolution. The suggestions of each cell / committee are analysed and proper decisions are taken. Suggestions taken at various meetings are properly documented and effective steps are taken to implement the decisions at the ground level in reality. The minutes of different cells/committees are duly recorded for maintenance and transparency of records.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution gives dire importance for the welfare of its faculty members. Significant initiatives were taken for the teaching and non-teaching faculties in various dimensions such as

1. Academic
2. Professional
3. Social
4. Economic
5. Health and well being

Considering the above aspects, a multitude of programmes are envisioned. The management is vigilant to maintain the much-needed professional environment in the campus. The staff members cooperate with each other and extend support in times of emergencies. Canteen facilities available for students and staff. Institution encourages the staff to be resource persons in other institutions, Motivates the staff to take part in seminars, workshops, conferences and publications. Realizing that a satisfied employee is an asset for the institution and can make college a productive place. Some of the initiatives towards the welfare of the staff and faculty. College has developed a healthy practice of providing salary to both teaching and non-teaching staff. Research facilities are available for faculties pursuing their Ph.D.

Casual Leave:

All employees are eligible to get 16 days casual leave in an academic year as per code of conduct framed by Vidya Vikas Samiti.

Maternity Leave

- A woman employee of the institution, is eligible for Maternity Leave (ML) for a maximum of 3 months, subject to prior approval of the Principal/Designated Authority and it can be taken only two times during the entire service period.
- The decision of the Principal/Designated Authority will be final in sanctioning of ML.

Medical Leave

Medical leave is available for 10 days in a academic year with pay for the permanent employees as per guidelines of Vidya Vikas Samiti.

Earned Leave

Earned Leave is granted for 12 days in a academic year to the permanent employees as per guidelines of Vidya Vikas Samiti. PF, ESI Gratuity is available for the employees of APJTT College.

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: 33.33

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
5	0	3	14	3

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
E-copy of letter/s indicating financial assistance to teachers	View Document
Data as per Data Template	View Document
Link for additional information	View Document

6.3.3

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

Response: 2

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

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

File Description	Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	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: 5.33

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
0	0	4	0	0

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:

The performance appraisal system of teaching staff follows the guidelines of Ranchi University, Ranchi. For this purpose, the college has adopted Self-Appraisal for ensuring quality performance by the staff, the institution has initiated a system of taking feedback from students. Thus, it is ensured that students can give their feedback without any pressure. The feedback is evaluated and necessary measures are

recommended.

Teaching is an art which requires constant energy, practice and progress. Self-appraisal forms encouraging staff to evaluate their own performance. Every member of the teaching staff has to fill this form annually. It allows educators to identify their own academic strengths and weaknesses. It also helps the institution to achieve greater goals of teaching learning. It encourages the teachers to focus on their own professional development apart from their usual teaching work.

The principal holds regular meetings for result analysis after the result publication by the university. The report on results are discussed by examination committee. There is also an efficient in-built mechanism to check the work efficiency of non-teaching staff. The record of their performance is maintained in their personal files. The non-teaching staff is headed by an office In-charge. He supervises the office staff and reports the progress to the principal regularly.

File Description	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:

APJTT College conducts audit in accordance with auditing standards generally accepted. Those standards require College plan and perform the audit in collaboration with chartered Accountant. The financial audit is conducted annually at different levels Internal audit by management of the Institution. Internal Audit by Chartered Accountant. following: (a) all receipts from fee, donations, contributions, interest earned and returns on investments; (b) all payments to staff, vendors, contractors, students and other service providers. The income expenditure made on various heads and categorized and audited annually such as Infrastructure, Book and Journals, electricity and water charges etc. Regular audit is conducted in the institution. Audit may take 2-3 days. In the audit Objection will be attempted in time if needed. Chartered Accountant of the Institute conducts regular accounts audit and certifies its Annual Financial Statements. Work of Internal Audit of the Institute has been entrusted to the Internal Auditor of the college by Vidya Vikas Samiti.

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:

Mobilization of Funds

The college is basically a self-financed private college and it doesn't receive any type of grant or aid from the Government. The college follows a well-defined strategy for mobilization of funds and optimal utilization of resources as directed by Ranchi University, NCTE and UGC.

The college Accounts office prepares an annual budget estimate in consultation with "Vidya Vikas Samiti". Fee is the major source of funding. The financial resources are effectively and efficiently used in the college.

Optimal Utilization of Resource

The resources are optimally utilized by preparing annual budgets. While preparing budgets due consideration is given to overall development of students as well as growth & development of the college. The principal recommends those budgets and forwards the same to the Vidya Vikas Samiti and gets those sanctioned from them. Final payments are approved by the principal.

The main heads of utilization of resources are mentioned below: Infrastructural facilities including repair & maintenance charges including Internet and telephone expenses, Electricity bills as well as generator expenses, Purchasing of books and enrichment of library Various curricular as well as co-curricular

activities. Tuition fee, development fund, library fund, Computer and internet fund, maintenance fund, depreciation replacement fund, conveyance fund, extra-curricular activities.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC continuously works on all the quality evolving facets of the institution. The institution through IQAC periodically reviews and continuously upgrades the quality of teaching and learning process.

The faculties in the college are encouraged to utilize modern information and communication technology (ICT) tools such as smart classroom, Power Point Presentations, video streaming, audio component for effective classroom teaching.

Academic Performance Indicator (API) of each faculty is scrutinized by IQAC. IQAC motivates the faculties to attend FDP, Seminar, Workshop, Publications of Research papers. IQAC organizes Student Induction Programme and Lecture Series for learner quality upgradation. We have a provision of preparatory day for every faculty so that they can upgrade their content knowledge. The faculty members are also oriented with the ethos and culture of the institution.

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

6.5.2

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

Response:

The institution constantly strives to achieve excellence in teaching learning outcomes through IQAC. The institution aims to create and disseminate knowledge to keep in tune with time. With this aim, we have enabled wi-fi in the entire campus. The laboratories are upgraded and renovated with required instruments. An ICT Lab is established for acquainting learners with e-resources. The College has different types of laboratories/Rooms such as Social Science Laboratory, Physical Science Laboratory, Chemistry Laboratory, Art & Craft, Psychology and Math Resource Centre. The college also has provisions for separate rooms for Work Education Room, Music Room etc. Interactive Board and Projectors are installed in the Classrooms. Teachers are encouraged to maximum use of ICT in the teaching learning process.

The remedial measures are also taken for the slow learners. Special sessions for mentoring and guidance are also conducted. Learners are also encouraged to develop the skill of reading for pleasure.

Under IQAC instructions, Guidance and Counselling Cell helps the learners to deal with struggle of personal, professional and vocational life. Placement Cell guides them regarding future learners regarding employment opportunities considering their strengths and weaknesses.

The institution implements a system of obtaining feedback from the trainee teachers through Feedback Committee. Every effort is made to remain in touch with student teachers to collect feedback from them, to ensure commitment and sincerity among the academic community. Feedback from students is collected by distributing a predesigned Performa. Alumni association has been actively involved in furthering academic development. The feedback obtained is placed before the IQAC for analysis and implementation in order to improve the teaching learning process. IQAC ensures directly implementation of academic calendar and curriculum prescribed by Ranchi University and Time Table to achieve the desired Programme Learning Outcomes (PLO) and Course Learning Outcomes (CLO) of B.Ed. programme.

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

6.5.3

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

Response: 1

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
5	0	0	0	0

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

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: B. Any 3 of the above

File Description	Document
Feedback analysis report	View Document
Data as per Data Template	View Document
Link to the minutes of the meeting of IQAC	View Document

6.5.5

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

Response:

APJTT College always keeps track of the incremental improvements achieved in academic and

administrative domain of its functioning through quality assurance initiatives. The IQAC always reviews and takes steps to improve the quality of teaching-learning.

Incremental improvements are made in the academic, research, governance and administrative domains by the college in the following:

- Formulation of vision and mission of the college
- College website creation and maintenance
- Online fee payment
- Wi-Fi Facilities
- ICT Enabled Class Room
- ICT Lab
- Psychology Resource Centre and other
- Meetings of IQAC regularly
- Seminar, Workshops and Conference organized every Year
- Students support Cells-Students Grievance Redressal, Student Council, Guidance & Counseling, Anti-Ragging and Sexual Harassment etc.
- Prospectus
- Feedback collection to improve teaching Learning Process
- Opinion of Alumni- Valuable suggestion taking
- Mentor allotment for students' guidance

The IQAC periodically reviews the quality assurance and suggests for gradual expansion.

File Description	Document
Relevant documentary evidence in support of the claim	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

APJTT College is very much sensitive towards conservation and use of alternate source of energy. Energy conservation is the effort made to reduce the consumption of energy by using less of an energy service. This can be achieved either by using energy more efficiently (using less energy for a constant service) or by reducing the amount of service used. Energy conservation is a part of the concept of Eco sufficiency. Energy conservation measures (ECMs) in buildings reduce the need for energy services and can result in increased environmental quality, national security, personal financial security and higher savings.

For Streamlining Ways of energy conservation and use of alternate sources of energy for meeting its power requirements following measures are taken:

- The Institution has installed solar panels to save electricity. The college is in the process of installing more solar panels within the campus, to save electricity.
- It is mandatory that if any existing light will damage it will be replaced by only LED lights.
- All the teaching, non-teaching and students are instructed regarding switch off the lights when they will go out from any room.
- As the rooms are very much ventilated so there is less requirement of electrical lights.
- College uses LED monitors in ICT labs for saving.
- Peons are instructed to check each and every switch time to time for conserving energy.
- For awareness regarding energy conservation student teachers are informed.

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

7.1.2

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

Response:

APJTT College endeavors at harmonious and all-round development of the students by providing healthy and congenial atmospheres necessary for intellectual, moral, aesthetic and physical growth as well as emotional stability.

For waste management the action plans are:

It is mandatory on the part of every employee to report changes/additions in hazardous waste generation and steps taken to reduce generation of waste per unit of production.

- The waste could either be recycled /reused or disposed of.
- Waste avoidance and waste minimization at source.
- In the hierarchy of waste management, waste avoidance and waste minimization have to be attempted first.
- Burning of leaves, vegetable waste and some general waste will be completely prohibited with in the campus to maintain carbon neutrality.
- Waste management dumping for making compost.
- Different types of bins like green and blue for general, Orange for e-waste are used to collect the waste materials.
- Provision of vermi composting for waste management.
- E- waste management by exchange of items.
- Sign board for water conservation regarding awareness.
- There is provision of leakage check periodically.

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

7.1.3

Institution waste management practices include

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

Response: A. Any 4 or more of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Link for additional information	View Document

7.1.4

Institution has water management and conservation initiatives in the form of

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

Response: B. Any 3 of the above

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

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

College has a front garden as well as back garden consisting various type of trees as Mango, Papaya, Litchi, Cheekoo (Sapodilla), Medicinal Plant, Peepal, Bael, Lemon, Sal, Palm, Sandal, Custard Apple, Black Berry (Jamun), Jackfruit, Adahul, Cycas etc and make sure the green cover time to time through various type of flowers and all. For cleanliness, sanitation, green cover and providing a pollution free healthy environment college opted following actions:

For cleanliness and sanitation following measure are taken:

- College is properly cleaned twice in a day.
- Different banners are displayed in college campus regarding cleanliness.
- The college premises has lush green lawns and a rich biodiversity of flora which is taken care of by a dedicated team of gardeners and members of Gardening Club.
- Any new construction at the expense of existing trees is avoided.
- To increase the green cover of the college, plants are purchased from different Nurseries.
- Plantation drives are a regular feature and students are motivated not only to plant a sapling but also adopt one plant and nurture it.
- In the college, many herbs with medicinal values and air purifying plants.
- The staff and students are encouraged to use pedestrian mode or public transport to reduce the carbon footprint and become more environmentally astute.
- A sincere endeavor is being made to keep the campus plastic free by banning the use of plastic bags and plastic based disposable utensils in the canteen.
- Smoking is strictly prohibited inside the campus and is regarded as a punishable offence as per

code of conduct of college.

- Instead of relying on artificial lighting, we use natural light whenever possible.
- The building is provided with ample windows which let the natural light filter into the classrooms and offices. The college is using LED Light in the campus.
- Important information conveyed to the staff and students through WhatsApp group 'Teaching Staff, APJTTC' and emails reduces dependence on paper notices.
- Staff members are advised to reduce taking printouts and use both sides of paper.
- N.S.S unit is proactive in organizing awareness programs and rallies regarding environment sustainability.

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

7.1.6

Institution is committed to encourage green practices that include:

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

Response: A. All of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
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
0.27250	0.29620	0.17291	0.37301	0.63967

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:**

APJTT College is striving to imbibe the teaching learning process with unique blend of intellectual vigour and ethical Engagement.

The core belief of the College is the holistic vision that discount the past but at the same time embraces the future with unwavering confidence in the ability to shape it & harness its possibilities. We are committed to nurture & create teachers who are equipped to become world citizen who take pride in their heritage.

APJTT College is using locational Knowledge and resource in the following manner:

- During NSS camp of the college, various activities are done at nearby villages. So, students learn the feeling of cooperation, sharing, learn or understand our heritage, their life style, ethics, morals etc that is missing in the city.
- During pre-internship programme, B.Ed. 1st and 2nd year students learn the type of school, culture of the school, observe teachers while teaching, observe students.

- Using different schools for teaching practice and skill in teaching competition.
- The teachers are trained to use local languages efficiently in the classroom.
- Community awareness programmes are organized nearby villages.
- Use of local food items during programmes.
- Local festivals and cultural trends are encouraged and celebrated through cultural committee.
- Various types of art and craft are practiced as Madhubani painting, Sohrai painting, Creative painting, Lippan art and diya decoration to promote local environment as well as culture conservation.

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

7.1.9

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

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

Response: 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
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Link for additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

ACTIVITY 01

Title of the Practice 1: WOMEN EMPOWERMENT FOR EQUITY & EQUALITY

Objectives of the Practice:

- To build a safe and inclusive environment for girls.
- To develop a culture where girls can acknowledge the real-world problems and learn to overcome them.
- To boost their self-esteem & confidence.
- To develop in them essential traits like compassion for humanity & love for nature.

The Context: Women have been a marginalized class in educational sector. In spite of efforts to reduce gender gap in education, there continue to be significant barriers to girl education. Co-Education was introduced in majority of classes in main college and a sincere endeavor was made to generate a gender-neutral atmosphere. It is very much relevant when related to tribal community.

The Practice: The college caters to the growing needs of education of girl students of the region and enables them to pursue their studies independently in a protected campus. Organization of multifarious competitions to equip the girls fully to face the real world. To inculcate entrepreneurial attitude among young girls, they are encouraged to participate cultural activities, various types of paintings as string art, landscape painting, embroidery work, appliqué work, NSS to engrave in them the sentiment of service towards society & nation.

Evidence of Success: Girls are topper of the B.Ed. Programme and number of girls students are more compare to boys.

ACTIVITY 2

Title of the Practice 2: PROMOTION OF UNIVERSAL HUMAN VALUES AMONG STUDENTS

Objectives of the Practice:

In today's world, where majority of the people are pursuing only self-interests relentlessly, the institution recognizes the need to inculcate universal values like promotion of truth, selflessness, righteousness etc.

The Context: APJTT College conducts several practices and seminar throughout the year to inculcate among the students the values of - harmonious development of body, mind and soul and promotion of universal values, cultivate inner calmness, to help others, to preach and practice truthfulness, to deal with academic and emotional stress by tapping their inner sources of strength and to develop a positive attitude.

The practice:

- Programs and seminars of Moral Principles and Ethics.
- Drama on different burning social issues like dowry system, female foeticide, swachh Bharat,

making toilets, beti padhao etc.

- Regular workshops to promote righteousness and responsibilities towards marginalized societies.
- Awareness Sessions on local cultures, their impact on our society and mechanisms to give back to the society.
- Special programs on yoga and meditation for mental wellbeing and soul enriching experiences.
- Lectures on importance of Democratic Institution and students' awareness on voting.
- One on one counseling sessions for students to help them overcome any feeling of pressure, fear or anxiety caused due to personal or professional reasons.
- Celebration of Fraternity, Brotherhood through college camps, trips and outings.
- Virtual seminars promotion of universal human values and moral righteousness.
- Regular engagement of our APJTT College in Blood Donation Camps, organizing health checkup camps, farmer honor programme etc.

Evidence of Success:

- Pictures of students on several social media platforms representing APJTT College during Blood Donation Camps organized by NSS unit.
- Print Media and Electronic Media publications reaffirming the representation of APJTT College engagement in social services.

File Description	Document
Photos related to two best practices of the Institution	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Area of Distinctiveness: Developing right attitude, Values to become worthy citizens of India.

APJTT College has the vision of “To make the students to become worthy citizens of India”. Being teacher education college, college’s objective is to impart value based quality education as per Global need. So for this students are groomed in such a way that they not only excel in academics but also earn Co-Curricular, extracurricular activities and Community Service through NSS.

Institution adopts following practices for developing right attitude, values and to make them worthy citizens of India.

Morning Assembly

Aditya Prakash Jalan Teachers' training college starts its day with morning assembly to inculcate unity and discipline among students. It often includes the national anthem, pledge, thought for the day, news reading, and sometimes speech or motivational stories. This ritual instills punctuality, promotes effective communication, and encourages collective participation.

Development of Communication and confidence

Speech related activities help students to develop public speaking skills and persuasive language. It is very essential for a teacher to become good listener before good speaker. College organized various language skills development activities time to time as speech competition, essay writing etc. on various occasions.

Foundations for strong academics

The college has carefully plan to impart quality education. Rigorous process is followed to recruit faculty, and serious training is given to make them effectively handle the students. Adopting quality content and teaching methodologies, along with strong academic scrutiny systems enables the students to be knowledgeable and skillful.

Development of Attitudes such as team spirit, inter personnel relations.

The counselling and mentoring system of the institution helps the students to overcome their personal issues, family issues and inferiority complex etc., and enable them to compete with others. One faculty is 09 students to concentrate and counsel. These mentors study the students' progress in academics, and their social and family issues which could be distracting from their studies. They plan, advice, and implement corrective measures to improve the students to excel in their life.

Strengthening Psychological, Emotional Strength through Co- Curricular and Extracurricular activities

College organizes various activities throughout the year according to academic calendar as celebration of important days, sports, art, literary and cultural activities for the holistic development of students.

Development of social awareness and responsibility

APJTT College plans through its NSS Unit annually and practice to develop social responsibility among student teachers. they are instructed to understand problems in neighborhood and Understand the regional and national problems and the trends in technology and social perceptions -Attending real social problems through extension activities especially on Education, Health, Technical Skills, and other facilities like sanitation, cleanliness etc.

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

5. CONCLUSION

Additional Information :

Aditya Prakash Jalan Teachers Training College is run by Vidya Vikas Samiti Jharkhand and also it is a state unit of Vidya Bharti uccha shiksha Sansthan. It is one of the biggest educational non government organizations in the world. It is famous for providing education Based on Indian Knowledge System and inculcates rites among the students. It has various dimensions like Research Institution, Cultural education Institution etc.

APJTT College is well known for its unwavering dedication to academic excellence and holistic student development.

There are 229 schools run by Vidya Vikas Samiti through all over the Jharkhand.

Vidya Vikas Samiti has allowed APJTT college to work with its schools for practice teaching, cultural activities, Community work, Action Research and Innovative Practices in school.

Concluding Remarks :

APJTT College is situated in the rural area of Jharkhand and it has a long list of alumni and they are working in the various schools of Vidya vikas Samiti and also in other government and non government institutions.

As per National Education policy the future of the two year B.Ed. programme is limited although institution is committed to serve the humanity and provide quality teacher education practices to make the world a better place for mankind in this 21st century.

College has given special attention to train tribal students, female and marginalized sections of the society. It has inclusive approach to bring them in the mainstream of the society.

College has challenges to get qualified teachers in the state and other state teachers make it vibrant, diverse and make the college to be more multilingual.

APJTT College is committed to fostering a collaborative environment conducive to learning, exposing students to the finest national and international practices, and nurturing innovation and creativity while steadfastly upholding its cherished value system.

Students of the college are diversified and making the classroom inclusive.

APJTT College is committed to maintain quality in its activities and decided to proceed for NAAC to get gradation.