YEARLY STATUS REPORT - 2022-2023

Part A	
Data of the Institution	
1.Name of the Institution	Maulana Mazharul Haque Teachers' Training College
• Name of the Head of the institution	Dr. Anjum Waris
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	06274251001
• Mobile No:	9386713648
• Registered e-mail ID (Principal)	mmhttc@gmail.com
• Alternate Email ID	sayeed.biotech@gmail.com
• Address	PLOT NO 669 AT MATHURAPUR PO MATHURAPUR PS WARISNAGAR DIST SAMASTIPUR
• City/Town	Mathurapur, Samastipur
• State/UT	Bihar
• Pin Code	848101
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	**Urban**
• Financial Status	**Self-financing**
• Name of the Affiliating University	**Lalit Narayan Mithila University**
• Name of the IQAC Co-ordinator/Director	**Dr. Ranjita Kumari**
• Phone No.	**06274295037**
• Alternate phone No.(IQAC)	**06274251001**
• Mobile (IQAC)	**9905474784**
• IQAC e-mail address	**iqac.mmhttc@gmail.com**
• Alternate e-mail address (IQAC)	**sayeed.biotech@gmail.com**
3.Website address	http://mmhttc.com/
• Web-link of the AQAR: (Previous Academic Year)	NA
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	http://mmhttc.com/Academic_Calender.html

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B+**	**2.64**	**2023**	**10/01/2023**	**09/01/2028**

6.Date of Establishment of IQAC	**04/01/2020**

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	**Nil**	**Nil**	**Nil**	**Nil**

8.Whether composition of IQAC as per latest	**Yes**

NAAC guidelines		
• Upload latest notification of formation of IQAC	[View File]()	
9.No. of IQAC meetings held during the year	**2**	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	**Yes**	
• (Please upload, minutes of meetings and action taken report)	[View File]()	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**	
• If yes, mention the amount		

11.Significant contributions made by IQAC during the current year (maximum five bullets)

1. The Academic Calendar was prepared at the beginning of the session and accordingly the academic activities were conducted.

2. Organization of Celebration of Azadi ka Amrit Mahotsav and celebration of L. N. Mithila University Swarn Jayanti Samahroh.

3. Conduct of Seminars, Quiz, Sports and extension lectures, Organization of Poster Making Quiz Competition and other activities

4. Bringing variations in assignments and project work to make it more challenging.

5. Conducting Academic audit annually by an external expert.

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
Regular evaluation of teaching-learning activities	Regular assessment of learning ability of students through internal assessment, group discussion, mentorship etc. The college improved http://mmhttc.com/Examination_Result.html
Organization of Community/ outreach programs	The college has organized different Community/ outreach programs with the help of staff and students of the institution.
Organization of different extracurricular activities	Organization of the celebration of L. N. Mithila University Swarn Jayanti Samahroh and celebration of Azadi ka Amrit Mahotsav.
Conduct of various academic activities	Organization of seminars, extension lectures and other related activities
Academic audit to be taken up for both B.Ed. and D.El.Ed. courses	Team of Consultia International with Dr. Israel Khan, Professor (Rtd.) & Former Dean Department of Education, Magadh University as its chairman conducted Academic Audit of the Institution.
Green Audit to taken up for the session 2022-23	We have hired Consultia International for Green Audit

13.Whether the AQAR was placed before statutory body?

No

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2022-23	15/02/2024

15.Multidisciplinary / interdisciplinary

MAULANA MAZHARUL HAQUE TEACHERS' TRAINING COLLEGE, SAMASTIPUR is very much committed to provide high quality education to develop human resources into a world class citizen as prescribed in the NEP 2020. The College strives for a multidisciplinary approach in its curricular as well as co-curricular activities. Teachers and students are encouraged to take technological innovations in their teaching learning practices. The student takes admission in his/her preferred options from the range of programs offered by the college. Students are also encouraged to join different clubs and committees from different disciplines to organize and to participate in various curricular and cocurricular activities. The institution also offers various value-added courses to enhance teaching-learning capabilities of the students. The institution has proposed to the university about the updating of syllabi. Multidisciplinary approach is also emphasized to enhance critical thinking through group discussion and integrated assignment. Through Foundation & Mentoring classes, the students are encouraged to emulate and appreciate the traditional values systems of our country.

16.Academic bank of credits (ABC):

The institution facilitates students and faculty members to take online courses through National Schemes like Spoken Tutorial, SWAYAM, etc. The institution has well established library facilities for students and faculty members of the institution. The institution had already applied for 2(f) and 12(b) of University Grant Commission which is under process. After getting the same the institution will apply for ABC of UGC.

17.Skill development:

The efforts made by the institution to strengthen the skills of students in alignment with National Skill Qualifications Framework. Soft skills are developed through value-added and certificate courses as well as other core subjects. The skills such as self-awareness and interpersonal relationship are developed through the courses like personality development communication skill. The institution is planning to introduce some more value-added courses such as Conflict Management, Conflict and Peace Resolution, Gandhian Value System, Nehruvian Thought System, Ambedkar Thought and Indian Value System, Scientific Development during Ancient and Medieval period to inculcate humanistic, ethical constitutional, and

universal human values of truth (Satya), righteous conduct (Dharma), peace (Shanti), brotherhood (Banadhutv), nonviolence (Ahimsa), scientific temper and citizenship values. Apart from value-added courses the institution also provides different certificate courses to the students. Students prepare e-modules by integrating ICT into their lesson plans. The institution also provides opportunities to students to participate in various hands-on activities and workshops which helps the students in getting experiential learning which indeed helps them to take an initiative to take up various activities.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

Maulana Mazharul Haque Teachers' Training College encourages the learning of Indian languages such as Hindi, Urdu and Sanskrit by offering pedagogy of different languages. The institution also has a practice of using Hindi as medium to conduct the classes. Through the use of case studies, examples, students are made aware of the usefulness of Indian Knowledge System. The institution also encourages faculty members to attend workshops and conferences of Indian Knowledge System. Two of the faculty members of the institution has recently participated in the six days workshop on Indian Knowledge System held at Banaras Hindu University, Varanasi. The institution encourages the understand the Indian Culture and Heritage through frequent field trips to local heritage sites, quiz competition, essay writing competition for the students of the institution and other students from the schools in the vicinity. The institution recently conducted quiz competition, essay competition, and poster making for school students in the collaboration INTACH India. The institution is planning to include some value-added courses related with the Indian knowledge systems such as Gandhian Value System, Nehruvian Thought System, Ambedkar Thought and Indian Value System, Scientific Development during Ancient and Medieval period for the students.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Maulana Mazharul Haque Teachers' Training College is affiliated with the L. N. Mithila University, Darbhanga and follows its designed curriculum strictly. The institution offers 2 programmes across B.Ed. (Bachelor of Education) and D.El.Ed. (Diploma in Elementary Education). These programs are offered as outcome-based education (OBE) which are designed keeping in mind the regional and global requirements. Other than specific skills, learning outcomes at all levels ensure social responsiveness skills so that student contributes to well-being of the state Bihar and the nation. The

learning outcomes of each course are inbuilt into the prescribed syllabi and play a crucial role in determining and planning the teaching, learning, and assessment strategies. Most teachers at their own level, informally keep track of course milestones and ensure that curriculum implementation is done in line with the course objectives. For successful outcomes, the college updates its website regularly with notifications and important circulars/revisions sent by the University.

20.Distance education/online education:

The College is prepared for online classes/education. Especially during pandemic, we adopted teaching learning process through different online modes like Google Meet and Zoom meeting to continue the teaching learning exercises. During the 1st and 2nd lockdown, the College developed a complete management, teacher and student database to conduct the online classes through Zoom. Thereafter, we use Zoom to conduct online classes, meetings, webinars etc., whenever needed.

Extended Profile

1.Student

2.1 Number of students on roll during the year	**200**

File Description	Documents
Data Template	[View File](#)

2.2 Number of seats sanctioned during the year	**100**

File Description	Documents
Data Template	[View File](#)

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**60**

File Description	Documents
Data Template	[View File](#)

2.4 Number of outgoing / final year students during the year:	**100**

File Description	Documents
Data Template	[View File]

2.5Number of graduating students during the year	**100**

File Description	Documents
Data Template	[View File]

2.6 Number of students enrolled during the year	**200**

File Description	Documents
Data Template	[View File]

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**24.86**

4.2 Total number of computers on campus for academic purposes	**50**

3.Teacher

5.1 Number of full-time teachers during the year:	**16**

File Description	Documents
Data Template	[View File]
Data Template	[View File]

5.2 Number of sanctioned posts for the year:	**16**

Part B

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. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

Maulana Mazharul Haque Teachers' Training College is affiliated to Lalit Narayan Mithila University, Darbhanga and following the academic calendar of the University the IQAC of the college plans and prepares Academic Calendar every year. The revision and upgradation of the syllabus is done at the University level however the college is also the member of NCFTE-2009 B.Ed. (Secondary) Syllabus Drafting Committee of the university since 2014.

For effective curriculum delivery:

1. Healthy working environment is maintained in the college.
2. Regular reviews are done on the performance of the faculty.
3. Feedback from the students is collected every year.
4. Regular meetings are conducted by the principal with the faculty members.

For the execution of the curriculum:

1. Use of ICT-based pedagogical tools
2. Allocation of subjects based on subject expertise.
3. Preparation of lesson plans in advance and strict adherence to the plans.
4. Teachers are encouraged to attend University-related subject orientation workshops to keep themselves updated on the contents.

The Advisor and Principal of the Institution conduct meetings with the teaching staff to develop strategies for effective implementation of the curriculum.

This phase includes the following processes:

- Drafting of the Academic Calendar and timetable
- Preparing the Lesson Plans
- Scheduling the various academic activities.
- Setting up all the technical support for effective class delivery.

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

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 year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	A. All of the above

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

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	A. All of the Above

students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://www.mmhttc.com/PDF%202022/1.1.3.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

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

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

19

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	http://www.mmhttc.com/Routine/B.Ed%20Syllabus.pdf

1.2.2 - Number of value-added courses offered during the year

3

1.2.2.1 - Number of value-added courses offered during the year

3

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	No File Uploaded

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

99

1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

99

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	All of the above

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

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

23

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

23

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	**No File Uploaded**

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 Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

As the preparatory measures before the commencement of regular

classes, the institution organises induction program for newly admitted students in which they are given basic and cohesive overview of the courses.The students are also introduced to the goals and activities of teacher education programmes that will be carried out during the session. During this programme, there has been the interactive session between the new entrants and teachers about the course they will teach. The students are required a mandatory visit to the library in order to become familiar with the print and electronic materials accessible in the library.

Through innovative techniques and hands-on experience such as internships, field engagement, field trips, laboratory work, and so on, the institution guarantees that students will be able to acquire the knowledge and skills necessary for different levels of school education. The college faculty applies various tools and techniques, including demonstrations, brainstorming, group discussions, PowerPoint presentations, and the use of audio-video weblinks. During school internships and field engagement activities, students put their newfound knowledge and skills to the test. The institution fosters the development of critical thinking, negotiation, and communication skills through a variety of seminars, workshops, and value-added courses.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	View File

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations   International and comparative perspective

Development of School System: The curriculum of both B.Ed. courses covers the theoretical aspects different School Systems exhaustively. Under the Subject, 'School Organization and Management' in the B.Ed. course (optional paper), students a given a thorough exposure to different school systems.

Functioning of Various Boards of School Education: Apart from Bihar Board the student makes aware about the functioning of different boards and their respective syllabus and curriculum through theoretical classes. During internship the students asked to visit the college one day in a week so that they got to know about international school functioning.

Assessment Systems: Though all the schools where the student pursue their internship are government schools the evaluation policy generally varies from school to school, the students also asked to observe the assessment policy.

Norms and Standards and International and Comparative Perspective: With the advancements in technology, we do organise seminars with the faculty of international university on the curriculum assessment system, norms and standards and other pedagogical strategies used in the teaching-learning process.

State-wise Variations: The teaching staff of the college is from different Sates and they give examples of the practices in schools in their State. Students who come from other States also share their experiences.

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

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

The institution synthesizes the knowledge, skills and abilities to shape the overall personality of the prospective teachers. The institution organises the morning prayers for the students so that they impart same to their fellow students when they join teaching as profession. It also enables the students to recite a quote from

eminent personalities of India.

To impart the constitutional values among the prospective teachers, the college asked one of the students to read the preamble of the constitution in every day prayer. It ensures not only essential knowledge but also equips the future teachers with necessary pedagogical skills required for an educator. The institution provides the theoretical as well as empirical knowledge of teaching as a profession through skill practice at the micro and macro level.

The students are then given a platform to practice micro teaching skills in accordance with their pedagogy curriculum. After the students have been equipped with micro teaching skills, they are assigned to schools for their internship programme, which follows the established syllabus and aims to provide the students with the most professional understanding possible. The interns actively participate in different cocurricular activities like morning assemblies, celebration of important days, school functions etc.

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

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 Students Teachers Employers Alumni Practice Teaching Schools/TEI	All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected, analyzed, action taken and available on website

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

200

2.1.1.1 - Number of students enrolled during the year

200

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	View File

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

144

2.1.2.1 - Number of students enrolled from the reserved categories during the year

144

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	**No File Uploaded**

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

7

2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

7

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	**No File Uploaded**

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 Describe the assessment process 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, in not more than 100-200 words.

The students come to this institution usually belongs to diverse socio-economic background and from different strata of society. The students since 2017 admitted to the institution based on Combined Entrance Test (CET) conducted by government of Bihar for B.Ed.

The principal interacts with parents and students during the admissions process to assess their needs and ambitions. Students are also counselled at the time of admission. They are being guided about the course, internal assessment methods, curricular and co-curricular activities, laws and regulations, and other resources accessible at the college.

The institution organises an induction program for the students, every year before the start of a new batch, and it takes every precautionary measure to understand the students' needs and requirements before the commencement of the classes.

In first class, after induction program, the teachers of the respective subject teachers obtain an informal assessment of the students in the class, their knowledge of the course, and their level of comfort with various teaching approaches.

Students with good co-curricular skills are identified through different programs organized by different faculty members of the institution and are further nourished enhanced their talents. The institution also provides extra classes for CTET and STET examinations.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	No File Uploaded

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 Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	Six/Five of the above

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

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	`All of the above`

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

2.2.4 - Student-Mentor ratio for the academic year

`25:4`

2.2.4.1 - Number of mentors in the Institution

`16`

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

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 Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

The teaching-learning modalities of the institution are rendered to be relevant for the learner group. The faculty provides a variety of learning experiences, which makes learning more individualized, creative and dynamic.

Experiential Learning: Demo and Practice sessions for Micro teaching skills are organized in a simulated condition. Students are given opportunities to go in real classroom situations and do their Practice teaching and Internship under the supervision of their teacher Educators.

Participative Learning: The learner-centred approaches being used in the college. Students actively participate in various activities such as:

  1. Classroom activities
  2. Group discussion
  3. Debates
  4. Role-playing
  5. Art and drama in education
  6. Field visits
  7. Group Presentation
  8. Group Assignments
  9. Project work
 10. Case studies

Problem solving Methodologies: Opportunities and proper guidance is given to the students to conduct action research and case study as a part of their curriculum.

Brainstorming: Brainstorming sessions are conducted with the students to express their thoughts and motivate them to generate ideas of their own.

Focused group discussion: Teacher educators teach through lecture cum discussion method in class so that students can enhance their learning by contributing their thoughts and knowledge.

Online classes conducted through Zoom, Google Meet, Use of different tools like Blog writing, Use of WhatsApp groups, sharing of e-resources with students.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	[View File](#)
Any other relevant information	[View File](#)

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

16

File Description	Documents
Data as per Data Template	[View File](#)
Link to LMS	http://mmhttc.com/authentication/index.php
Any other relevant information	[View File](#)

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

100

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	**Five/Six of the above**

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

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

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

Working in Teams: The students work in teams for celebration of Swarn Jayanti Samaroh of LNMU,Teacher'sDay,cultural programs, brain storming sessions, mock parliament session, Morning assembly. Role

play, Group Discussion, Women's Day, Constitutional Day, and TLM Work.

Dealing with Student Diversity: Students with diverse backgrounds have their needs catered to by the mentors. Mentor groups made exclusively to cater the diversified needs of the students. The pedagogy of mixed-ability groups is managed informally in the college. Routine class assessments and teacher-learner contact help identify slow learners. Entry level assessment in subject content is conducted to understand the readiness of student. Advanced learners are assigned to conduct research.

Conduct of Self with Colleagues and Authorities: Students are part of many committees in the college; they learn how to conduct themselves with Colleagues and Authorities. Students are made aware of the code of conduct, professional ethics and exposed to the qualities such as soft skills, body language, team spirit, and co-operative management skills

Balancing Home and Work Stress: Personal counselling and mentoring provided to the students for balancing the home and work stress. For motivational purposes the movies and talks organized by the institution.

Students learn recent developments in education and life: Seminars, webinars, Extension lectures, value added courses, Group Discussion are regularly organized

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

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

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

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

The college plays a vital role in inculcating various skills amongst students. Traditional teaching has been replaced with more innovative and creative ways. The various innovative teaching methods that our teachers follow to make their class more interesting are: Use of LMS: The college provides important links regarding learning materials on the college website. Experiential learning: The students develop new ideas to design a wide variety of working models, charts and teaching aids. They are motivated to construct knowledge on their own. Field-visits: The College also organizes field visits or projects for the students in order to promote participative learning. Seminars: The College also organizes workshops, seminars, conferences, extension lectures in order to develop creative and innovative minds. Literary competitions: The College encourages students to participate in various literary items like quiz competitions, debates, declamation and recitation etc. Value-added courses: The College also provides value-added courses to gear the students' interest. Use of ICT: The College promotes the teaching-learning process through effective use of PPT's, projector and multi-media and various equipment in the laboratory. Project based learning: Students are allotted project during their course of study which they complete by following the maxims of teaching learning process.

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

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 Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	**All of the above**

File Description	Documents
Data as per Data Template	[View File](#)
Documentary evidence in support of the selected response/s	[View File](#)
Reports of activities with video graphic support wherever possibl	[View File](#)
Any other relevant information	[View File](#)

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 Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	**Ten/All of the above**

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

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback	All of the above

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

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 Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales	All of the above

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

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	**All of the above**

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	**All of the above**

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	View File

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	**All of the above**

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

The college organises an extensive internship programme for the students which is systematically planned involving all the teaching and non-teaching staffs. We indeed select government schools for practice both from rural as well as urban areas. The students are allotted schools on the basis of the proximity to the residence of the students to the school (especially for the female students) and availability of basic infrastructural facilities.

Prior to the beginning of the internship program, we organise orientation program with each group of students separately and instruct them about the rules and regulations of their respective schools. During their internship, the interns are expected to

complete a variety of tasks related to classroom teaching, classroom administration, and the organisation of school-based and community-based educational activities. The interns are expected to develop a repertoire of knowledge, skills, and abilities. A few such activities are suggested below:

- Observing the classroom teaching of regular teachers as well as peer student-teachers.
- Preparation of case study of the internship school and the innovative activities that the school undertakes.
- Preparation of Lesson Plans, Unit Plans, Question papers and other Assessment Tools.
- Mobilisation and development of teaching-learning resources.
- Undertaking action research project on at least one problem area of schooling.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

100

File Description	Documents
Data as per Data Template	[View File](#)
Plan of teacher engagement in school internship	[View File](#)
Any other relevant information	[View File](#)

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports	Nine/All of the above

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

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

The institution indeed provides extensive monitoring mechanism for the students pursuing internship at various schools. The teacher in-charges of internship program with the consent of head of the institution organises consultation meetings with their respective school principals and requested the principal to appoint a mentor teacher for each student who monitored the intern teacher and give feedback to the teacher in-charge. During entire internship, teacher in-charge monitor all the activities at regular interval and provide comprehensive suggestive feedback to respective subject teachers. The teacher in-charge also take the feedback from students of the teacher-intern with respect to their performance in class. When the teacher in-charge interacts with the mentors, peers and trainees, ensuring a continuous flow of feedback on the intern teacher performance on the following basis:

1. **Use of high-quality teaching tools.**
2. **Make use of innovative techniques.**
3. **Incorporation of pedagogical and teaching aid advances in the creation of lesson plans.**
4. **Verification of Answer Scripts.**
5. **Preparation of a school schedule.**
6. **Overall Attitude.**

The internship is duly certified by the principal of the practicing school after ensuring that each student has completed all the activities. Peer groups attend at least 10 classes provided by each teacher-interns and give feedback to assist them identify their

strengths and weaknesses.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	View File

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)	All of the above

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

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	Five of the above

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

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

16

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

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

4

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	View File

2.5.3 - Number of teaching experience of full time teachers for the during the year

16

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

16

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1.   In house discussions on current developments and issues in education 2.   Share information with colleagues and with other institutions on policies and regulations

The college indeed encourages it teaching faculties to attend the orientation, refresher courses, training programs, workshops, seminars and symposiums organized by different universities as well as the government and non-governmental organizations. Following these programmes, the college organise faculty development programmes through the IQAC (Internal Quality Assurance Cell), where professors can share their experiences in the form of seminars with their peers. Seminars have been conducted on the following topics such as: 1.Globalization and Challenges in Education 2.New Education Policy – 2020 3.Action Research 4.Challenges and Prospects of Teacher Education 5.Learning Methodologies 6.ICT Enabled Teaching and Learning 7.Development of Modules for Instructional Strategies 8.Integration of Value and Peace Education in Teaching Practice 9.Instructional Strategies for Science and Social Sciences Teachers 10.Development of Internship Module for School Internship. The college provides ample opportunities to the faculty members to enhance their excellence. The teaching faculties regularly sent as resource persons to seminars, workshops, and other events at the university, colleges, and schools, and they also participate in college activities as resource persons. teaching faculties are encouraged to participate in national, international, and state-level seminars and workshops where they can deliver papers. The college even provide duty leave for these academic activities. The college administration encourages every faculty member to write research articles, book reviews and essays, which they got published in Peer Reviewed, UGC-Care and other reputed journals. The college faculties also chaired various technical sessions at seminars, workshops and conferences.

File Description	Documents
Documentary evidence to support the claim	[View File](#)
Any other relevant information	[View File](#)

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

The students of B.Ed. 2-year Programme are given a clear idea of evaluation at the beginning of the program itself during orientation course and through academic calendar. The concerned subject teacher makes it explicitly clear to the students, the parameters of internal evaluation.

Contitnous Internal Evaluation conducted regularly. Monthly test conducted to monitor continous aasessment of the stdents.Scheme of internal evaluation of students learning for theory papers, school internship programme, field engagements with community and CP (curriculum and pedagogy) is provided.

Lesson plans for micro, reflective as well as macro teaching are corrected by the lecturers with feedback and marks allotted Internship: The student teachers are evaluated by school teachers as well as the methodology lecturers.via an evaluation tool.

Peer observation – Fellow student teachers observe the lessons and give constructive suggestions. The students are evaluated during their teaching practice, scholastic achievement test record and activities during internship.

Outreach activities: are taken up in the schools and slum areas. Students submit a record of all the activities and the projects they do which are evaluated by a jury of experts. Psychology and science laboratory, mathematics lab is also assessed The assessment forICT based teaching and seminar presentations and classes to the B.Ed students.

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

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually	Five of the above

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

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

Students have easy access to teachers and the Principal. The Principal informally meets the students frequently to know about their grievances, if any, and to take steps for their redressal. College's mechanism to deal with examination related grievances is transparent, time bound and efficient. A Grievance committee is present in the college.

Exam Revaluation The principal appoints examiners other than the previous assessor and if a change is found it is rectified.

Reschedule of Examination/Internals: In unavoidable circumstances, a re-scheduled time table is prepared. Students with shortage of attendance can avail the College's grievance process. Genuine cases are considered, addressed and resolved.

Shortage of attendance is compensated with library hours and submission of medical certificate.

Examination Time: Grievances related to the examination schedule and time-table is addressed. Sick candidates are taken care of by the chief examiner by permitting them 15mts extension.

Fee related grievances are also resolved by grievance committee as Secretary of the college as the contact person. The committee consider genuine case fee reimbursementas 100%, 50%, 25% and so on.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

An academic calendar is prepared by the college before the commencement of the academic year which contains all the important information regarding the teaching learning schedule, various events to be organized, dates of internals, semester end examination, and inter semester break. The internship programme & practical are followed as scheduled. The academic calendar is prepared as per the NCTE norms and in compliance with Mithila University calendar.

Internal Examination Conducted as per University guidlines. Additionally, college conducts monthly test to evaluate the students after complition of every unit.

The academic audit conducted ensures verification with documentary evidence.

Teacher: Every teacher is assigned the subjects, wherein she plans the teaching and evaluation schedule of assigned subject.

The Principal- compiles the academic plan submitted by the teachers, ensuring there is no overlap and forwards it too the IQAC.

Daily report of class is being documented by the principal. Every techaer is being provided a register to note down daily class tacker.

Syllabus completion reports are taken from the staff members. In the In-housemeetings, the academic calendar prepared is discussed and reviewed to see that all the lecturers are following it and that the activities are being conducted as planned.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

- **The teaching learning process of the institution is student centric with experiential, participatory learning, and problem solving, enabling smooth transaction of curriculum**
- **The practical activities are in alignment with PLO, include assignment, seminar presentation, observations, reflective journal, and subject textbook review.**
- **Teaching process in the cognitive dimension include pedagogical interactions. The internal assessment and semester examination results enable the faculty to identify weak students and provide remedial measures.**
- **Teaching practice sessions conducted in-house as peer teaching, innovative teaching and internship programme.**
- **Classroom Learning Activity as part of the course outline assigned to all the students, the observations, formative assessments help the faculty in planning and providingopportunities to the students based on their needs.**
- **Celebration of national festivals, seminars, extension lectures, workshops and other curricular and co-curricular activities organized by the college provide scope for disciplinary knowledge.**
- **Value added courses provided by the college develop a sense of equity and inclusivity.**

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

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

- **The teaching learning process of the institution is student centric with experiential, participatory learning, and problem solving, enabling smooth transaction of curriculum.**
- **The practical activities are in alignment with PLO, include assignment, seminar presentation, observations,and subject textbook review.**
- **Teaching process in the cognitive dimension include pedagogical interactions. The internal assessment and semester examination results enable the faculty to identify weak students and provide remedial measures.**
- **Teaching practice sessions conducted in-house as peer teaching, innovative teaching and internship programme.**
- **Classroom Learning Activity as part of the course outline assigned to all the students, the observations, formative assessments help the faculty in planning and providingopportunities to the students based on their needs.**
- **Celebration of national festivals, seminars, extension lectures, workshops and other curricular and co-curricular activities organized by the college provide scope for disciplinary knowledge.**
- **Value added courses provided by the college develop a sense of equity and inclusivity.**

File Description	Documents
Documentary evidence showing the performance of students on various internal assesment tasks and the LOs achieved	View File
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

99

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	No File Uploaded

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

Student assessments are formal, informal, individual or collective. The result of assessment provides qualitative information that help faculty determine improvement of the courses.The institution is indeed taken care about the students from the admission till the final results. During the time of admission, the principal interacts with the parents and the students to assess their needs and aspirations. Students are counselled at the time of admission.

The Entry level assessment results of the students helped the students who were weak in subject content to improve in it. The participation and involvement of the students in classroom activities is informally assessed, and students are guided to become active participants.

In first class, after induction program, the teachers of the respective subject teachers obtain an informal assessment of the students in the class, their knowledge of the course, and their level of comfort with various teaching approaches.

The college provide mentorship to cater the need of the students. Every level the students provided mentorship which indeed resulted in success ratio of STET, CTET and placement.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	**No File Uploaded**

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

http://www.mmhttc.com/PDF%202022/StudentsSatisfactionSurvey.pdf

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

1

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	**No File Uploaded**

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

1

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	**No File Uploaded**

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work	**Four of the above**

Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	No File Uploaded

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

All of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

5

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	No File Uploaded

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

0

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	No File Uploaded
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	No File Uploaded
Any other relevant information	No File Uploaded

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

15

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

1718

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

1718

3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

1718

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	**No File Uploaded**

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

The institution organizes varied outreach activities for welfare of community and multifaceted development of students. These activities are performed in collaboration with government organization, NGOs, partner schools and local community with the active participation of faculty and students. On World Heritage Day the College organizes different activity such as Seminar, Quiz Competition and Workshop on poster making and its presentation. Total 87 students participated in the activity. Blood Donation Camp and lecture on the benefit of Blood donation was organised by college in collaboration with "Ek Pahal Foundation Trust." Total 96 students participated in the activity. Blood donation camp makes the participants aware about their social responsibilities. The college organized workshop on fire safety to impart skill and protection from fire. Total 187 students participated in the activity. The college organized various activities for the physical benefit of the students. Through health camp the participants got to know about their health and especially functioning of Kidney. The college organised workshop on International Yoga Day for Physical fitness of the students. The college organised Swachh India Campaign on the occasion of Mahatma Gandhi Jayanti for imparting the cleanliness values among the students.

File Description	Documents
Relevant documentary evidence for the claim	*View File*
Report of each outreach activity signed by the Principal	*View File*
Any other relevant information	No File Uploaded

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

8

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

11

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

11

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	No File Uploaded

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

15

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	No File Uploaded

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice	All of the above

teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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 Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

The college offers top-notch resources for instruction and learning in accordance with the norms and standards of the NCTE and the students' needs. The college has adequate number of classrooms, laboratories, reading room,seminar room, multi purpose hall, library and other facilities for the execution of teaching-learning process.

Classroom Facilities: The college has 12well-ventilated and spacious classrooms with white boards, comfortable furniture and Wi-Fi facility.

Seminar room- One

College has one spacious multipurpose halls. The ICT facility like projector, smart boards and smart classrooms is available to enhance the quality in teaching learning process. Laboratories/Resource Centres Facilities: There are four well equipped laboratories for carrying out curriculum-oriented activities and research related to the subjects. Computing facilities: The college has 50 computers with wi-fi connectivity. Cultural and Sports Facilities: The college provides excellent facilities for cultural activities.The institution has well established Health and Physical Education

Resource Centre which caters to the diverse needs of the students in sports. Library Facilities: The college has a very rich library with 7709books and journals with INFLAB NET subscription

Fitness Centre:Onegymnasium in the college campus.

Washrooms for male (14) and females (07) Canteen (01) Common rooms for boys (01) & girls (02) Medical/First Aid Room Access to safe water Spacious parking CCTV surveillance 24X7 internet and wi-fi

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

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

7

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://www.mmhttc.com/Class_Room.html#
Any other relevant information	View File

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

4.5

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	View File

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 Describe the features of Library Automation in not more than 100 – 200 words.

The college library is enriched in terms of availability of textual resources consisting of text books, reference books, e-books, national policies/documents, journals, e-journals, abstracts, magazines, encyclopaedias, dictionaries, and newspapers. For the ease of the users, the library is divided into various sections. General Reference Section, Periodical Section, Photocopying Section, Subject Wise Books Section, and Reading Room. The up gradation of library software is done time to time. The college is using "CodeAchi" software provided by "CodeAchi Technologies Pvt Ltd" for library services. Now, the college library is partially automated with "E-governance" which gives a user-friendly interface to its users for searching resources in the library. The college library also contains digital repository of syllabi, previous year question paper sets, online open access resources, competitive exam resources etc. The college has subscribed services of National Library and Information Services Infrastructure for Scholarly Content (N-LIST) under ID: 8273, which is jointly executed by e-shodhsindhu consortium and INFLIBNET Centre. National Library and Information Services Infrastructure for Scholarly Content (N-LIST) provides access to more than 6,000 ejournals and more than 1,90,000 e-books.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://mmhttc.com/Library.html
Any other relevant information	View File

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

The college library is partially automated with "E-governance" which gives a user-friendly interface to its users for searching resources in the library. The college library also contains digital repository of syllabi, previous year question paper sets, online open access resources, competitive exam resources etc. The college has subscribed services of National Library and Information Services Infrastructure for Scholarly Content (N-LIST) under ID: 8273, which is jointly executed by e-shodhsindhu consortium and INFLIBNET Centre. National Library and Information Services Infrastructure for Scholarly Content (N-LIST) provides access to more than 6,000 ejournals and more than 1,90,000 e-books. These services of e-resources are accessible for students and faculty of the college; and other beneficiaries who have a liaison with the college library. It is functional with proper internet and Wi-Fi connectivity. The library provides services like Computerized issue/return, new arrival display, subscription of journals- Print and online, orientation programs for new users, e-resources access for all users in an effective manner. The scanning and photocopying facilities are available for the students and faculty.

File Description	Documents
Landing page of the remote access webpage	<u>View File</u>
Details of users and details of visits/downloads	<u>View File</u>
Any other relevant information	<u>View File</u>

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases	All of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	View File

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

4.5

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	View File

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

828

File Description	Documents
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 academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	http://www.mmhttc.com/PDF%202022/StudentTeacherLibraryAttendance.pdf
Any other relevant information	View File

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 Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College	`Two of the above`

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

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

`Every year, sufficient budget is allocated by the management of the college for annual maintenance and up-gradation of ICT facilities.`

`1. The college has 7 classrooms and seminar rooms which are well equipped with ICT like smart boards and projectors.`
`2. There are 60 computers in the college which are loaded with latest versions of essential software.`

3. To meet ICT needs, the college is using BSNL broadband and Fiber NET connection of BSNL & Airtel.
4. The available bandwidth for fibre NET is 100Mbps and for BSNL Broadband is 10Mbps.
5. The college provides free Wi-Fi facility to all stake holders.
6. The college library is partially automated with "E-governance" software set-up by KodeAchi Technologies.
7. The college has subscribed services of N-LIST under ID 8273, which provides access to more than 6,000 e-journals and more than 1,90,000 e-books.
8. The College has e-content development facilities for the faculty.
9. The administrative office uses "E-governance" software and wi-fi/LAN facility for admission, fee collection, get student's results, maintenance of accounts.
10. The college uses enhanced Biometric attendance and recording system for teaching and nonteaching staff that offers an advanced verification of human identity for recording the daily attendance.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File

4.3.2 - Student – Computer ratio during the academic year

4:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	No File Uploaded

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	Four of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	http://www.mmhttc.com/PDF%202022/4.3.4.pdf
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	http://www.mmhttc.com/PDF%202022/4.3.4.pdf
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

26.5

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	View File

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 Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

The college has an established system for maintenance and utilization of physical, academic and support facilities. In every academic year, adequate budget is sanctioned by the management of the college to ensure the maintenance and augmentation of various facilities in the classrooms, laboratories, library, sports etc. The college makes effective arrangement for repair and replacement of furniture and other equipment available in the campus. For the smooth functioning of the system, various cells and committees have been formed, which constantly monitor and evaluate the requirement of maintaining physical, academic and support facilities. The college laboratories are fully functional with all necessary materials, apparatuses and equipment and are also equipped with fire extinguishers. All the equipment is purchased after considering their energy efficiency which adds to the sustainability of resources and conservation of energy. Stock registers are maintained for every laboratory. In science laboratory, safety measures are taken by keeping hazardous chemicals under lockers. Computer laboratories have adequate number of computers with required component configuration and also loaded with latest antivirus software. Need based upgradation of software and hardware and maintenance of ICT facilities is done by the institution from time to time. The college library is well maintained in tune with the changing academic needs of the students. Library committee takes care of the library matters and ensures its smooth functioning.

File Description	Documents
Appropriate link(s) on the institutional website	http://www.mmhttc.com/Curriculum_Lab.html
Any other relevant information	View File

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

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	`Seven/Eight of the above`

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

5.1.3 - The Institution has a transparent mechanism for timely redressal of student	`A. All of the above`

grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	**No File Uploaded**

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	**Four of the above**

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	**No File Uploaded**

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
50	200

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	No File Uploaded

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

19

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

137

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

The institution has a student council led by student representatives. The student council has members from different college committees. 1. Discipline Committee: Discipline Committee has been formed to take care of the student discipline. 2. Cultural committee: Organizing cultural events in the college, conducting morning assemblies and youth festival preparations. 3. Library Committee: Formulating the norms for issuing of the relevant books, purchase and upgrade of software and enhancing of library services. 4. Internal Quality Assurance Committee: IQAC committee is formed to initiate, plan and supervise various activities to increase the quality of education imparted in the college. 5. Sports Committee: Encouraging participation in sport activities and organizing sport events. The committee organizes sports day every year. 6. Grievances and redressal committee: The functions of the committee are to look into the complaints lodged by any student/teacher and judge its merit. 7. Curriculum development committee: This committee invites suggestions from student teachers for modification and refinement in the existing curriculum. 8. Campus cleanliness and beautification: Maintaining the clean college environment sets a good example to students. 9. Alumni Association: Alumni Association plays an active role in voluntary programmes and helps students get placed at their respective organisations.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	No File Uploaded

5.3.2 - Number of sports and cultural events organized at the institution during the year

22

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	No File Uploaded
Any other relevant information	No File Uploaded

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution   Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

Maulana Mazharul Haque Teachers' Training Collegehas a highly competent and active Alumni Association, established in 2019. A remarkable addition of new alumni members is a common practice every year. It meets periodically to discuss the ways to improve the academic environment of the institution as well as to exchange views on the scope of higher education and employment opportunities.The alumni members working on various prestigious designations such as principals, coordinators etc. are helping in the placement of our students.They are invited to the institution on various occasions like teachers' day, falicitation function, and orientation day to motivate students. They are also frequently invited during final

```
discussion of skill in teaching for external supervision.

Objectives of Alumni Association:

To motivate newly admitted students.

To advise the teaching faculty to tweak the institutional curriculum
to bring positive changes in outlook of outgoing students.

To attend various institutional activities like seminars, in-house
discussions etc.

To organize scholarship funds to help the needy students.

To advise regarding placement and absorption of employable students.
```

File Description	Documents
Details of office bearers and members of alumni association	[View File](#)
Certificate of registration of Alumni Association, if registered	[View File](#)
Any other relevant information	[View File](#)

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support	`Five/Six of the above`

File Description	Documents
Documentary evidence for the selected claim	[View File](#)
Income Expenditure statement highlighting the alumni contribution	[View File](#)
Report of alumni participation in institutional functioning for the academic year	[View File](#)
Any other relevant information.	[View File](#)

5.4.3 - Number of meetings of Alumni Association held during the year

2

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

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. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

Alumni Association of Maulana Mazharul Haque Teachers' Training Collegeplays crucial role in its functioning by student mentoring, student support, and recognizing talent early and then nurturing it to become successful and efficient human resource to the country. The college has a dynamic alumni association which works coherently with faculty in devising methods to improve teaching methods, muster resources, organise events to inculcate confidence in students to takeresponsibility and successfully meet the challenges posed to them during course curriculum for example preparation of lesson forclassroom teaching, writing of synopsis, paper presentation, and also participation in personality-oriented events like debate competition and performing arts etc. Jagmohan Choudhary, Md Faiyaz, and Shahshi Kumar participated in the In-house curriculum planning of the college. They also participated in the alumni meet and played pivotal role in NAAC accreditation and alumni strength of college is recognised by NAAC peer team.Our Alumnus advised students about the importance of CTET, STET, etc., and its importance for getting jobs after their courses. They also advised students to secure good positions in curricular as well as co-curricular activities of the institution as it helps needy students to get fee concessions and rewards for the same.

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

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 Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

VISION Vision MMHTTC wishes to see the world of tomorrow brighter than ever before by the ideas and enterprise of its students. The institute wants to manufacture a fleet of talent who will have all skills of achieving global presence and competency to command respect and acceptance in the upper echelons of the education world. Our aspirants shall proudly stand accountable to bear responsibilities of their personal and professional lives on the ground ideas and high principles developed by college. Our morals like honesty, integrity combined with the approach of inspiration of being an achiever shall set them apart as humans of courage and enterprise, as bright citizens of world class standards. MISSION Mission To establish academic excellence and leadership in university-based teacher education in India through high quality teaching, research, case development, innovative courses and pedagogy of learning.

The institution indeed follows a democratic and participatory system of governance with all stakeholders participating actively in its administration. The Maulana Mazharul Haque Welfare Society's management authorizes the principal of the college to make the diversified team to conduct the daily affairs who, in turn shares it with the different levels of functionaries in the college. Together with the nonteaching staff, students, and coordinators in charge of various committees and cells, they play a key role in developing the institutional policies, future plans, and putting them into action

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

Maulana Mazharul Haque Teachers' Training College practices decentralization and participatory management in keeping with its belief in collective leadership and democratic traditions. A particular reflection of this practice may be seen in the extensive delegation of authority to the principal then to Coordinators and teachers in-charge of the various cells and committees in the college. different committees and cells are operational in the institution to implement various activities.

Planning and Development: Annual budget and other expenses are pre-planned and implemented through recommendation of the principal and approval by Maulana Mazharul Haque Welfare Society. For salary, salary- module of e-governance is used to prepare salary and upload salary slips. It keeps the record of all personal details of employees. Academic calendar is pre-planned and implementedwhichis uploaded on the college website.

Administration: The administrative activities involve maintenance of records related to infrastructure, faculty, support staff and students, inventory etc. of the college through the participation of various committees.

Finance and Accounts: Day- to- day transactions, vouchers and bills are saved and compiled on egovernance software. The institution has been using e-governance to maintain and manage the inflow and outflow of the finances.

Student Admission and Support: Continous support provided to the students throughout their stay in the college and aftermath.

File Description	Documents
Relevant documents to indicate decentralization and participative management	[View File](#)
Any other relevant information	**No File Uploaded**

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

Institution conducts internal and external financial audits regularly at the end of each financial year. The auditors visit the college at regular intervals, they verify all financial transactions with the supporting documents and approval of proper authority for each financial transaction. They plan and perform procedure to obtain the reasonable assurance about whether the financial statements are free from material misstatements. Based on such audit, they issue audit report to the college for True and Fair view on the financial statements. Such financial statements will be signed and approved by the Auditor and Management. Based on the audited financial statements, auditors' issue "Audit Report" Transparency is also followed in academic functioning of the college. All the guidelines given by LNMU and NCTE are followed. Before the commencement of the session, college academic calendar is prepared and all the academic and non-academic activities are scheduled beforehand. It is circulated to all faculty members. Time tables and work load are also prepared and circulated too. Greater use of technology is encouraged to enhance teaching- learning process Periodical tests and Internal Exams are scheduled regularly to assess the progress of the students.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	[View File](#)
Any other relevant information	**No File Uploaded**

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

Maulana Mazharul Haque Teachers' Training Collegeis committed to providing quality higher education andskilloriented human resources

and the plan is accordingly focused on different core themes. Improving the academic and support facilities for the students is one of the measures recognized by the Perspective Plan. The college strives to go ahead with this perspective plan helping as a roadmap for student's achievement and college's growth and development.We are moving towards achievingonestrategic plan-based activity: Our college also plays a significant influence in the technologically advanced world of today. The college faculty is dedicated to using ICT in education. As part of this strategic plan, our college's employees participated in the creation of online lectures i.e., PPTs, PDFs on the college website. We have also created our Youtube channel @MMHTTCollege which has contentrelated with various activities of the college. We are in the process of developing E-content for students on various educational topicsdeveloped by our faculty members

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://www.mmhttc.com/PDF%202022/STRATEGIC%20PLAN.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

The college has a clearly defined organizational structure and administrative set up to support decision making processes.

College Management Committee manages the institution and is the prime decision making body, and meets at regular intervals to reviews the operations of the institution and provide guidance for further improvement. The main functions of the governing body are decisions on administrative and academic matters, communications from NCTE and State Govt, physical infrastructure facilities, new programmes /additional intake, policies for faculty & Staff, faculty recruitment, student welfare measures and approval of budget.

Internal Quality Assurance Cell (IQAC): IQAC monitors the academic, research, co-curricular and extracurricular activities to ensure quality in teaching & learning.

In-House Curriculum Plannig: The college has well placed in-house

curriculum planning with all the stakeholders participatin in the meetings.

The institution's constitutes committees for implementing quality initiatives and transparent administration for the benefit of the students, faculty and staff at various levels Other Academic and Administrative Duties: The principal monitors the various academic and administrative matters. Head of Department, senior faculty, Coordinators and In-charges provide academic support to the Principal.

File Description	Documents
Link to organogram on the institutional website	http://www.mmhttc.com/PDF%202022/6.2.2.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students	**All of the above**

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	**No File Uploaded**

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

The institution has constituted various committees for successful and productive functioning of college activities. These well-defined committees are responsible to discuss, decide plans of action and

implement them. The institution conducts its day to day working through these committees IQAC Committee, In-house Curriculum Planning Committee, Cultural Committee, Anti-Ragging Committee, Admission Committee, Library Committee, Examination Committee etc. The Cultural Committee of the college holds various meetings of Teaching and Non-teaching staff for organising several programmes.

All activities taken up in the college from organization of seminars, extension lectures, workshops, remedial program for students, field activities done by students are discussed in a formal meeting chaired by the principal/Chairman of the college.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	[View File](#)
Action taken report with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

Yes, the institution has welfare measures for both teaching and non-teaching staff. ? Trainings are provided for both Teaching and Non-Teaching staff for various workshops / FDP/Seminars/ Conferences ? Medical check-ups of teaching and non- teaching staff on discounted rate byCollegesociety ? Yoga camps are organised from time to time. ? Duty leave is provided for attending Workshops, Orientation course, refreshers courses, Conferences ? Staff achieving State and International award are felicitated by the institution. ? Research facilities are available for teachers pursuing their Ph.D. ? Fee Concession is provided for wards of the staff studying in the college. ? Gratuity is provided for Employees after completion of 5 years of service as stated in the administrative and service manual. ? Employees Provident Fund for teaching and non-teaching staff. Management contributes equal share for Employees provident Fund. ? Staff can avail vacation leave, 20 days of casual leave, earned leave, medical leave, and Sick leave. ? Ladies teaching and non-teaching staff can avail maternal leave for 3 months. ? Festival bonus for non-teaching staff. ? Staff Tour is sponsored by the management every year for teaching and non-teaching staff. ? Salary-in-advance can be availed by staff in need. ? Laptop facility and

```
Data Card Facility to teachers based on their role and position. ?
Staff is allowed to use college ICT facilities for their research
work. ? Free Uniforms are provided to housekeeping Staff. ? With pay
leave facility for attend Pre-Ph.D. coursework
```

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

5

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	No File Uploaded

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

8

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	View File

6.3.4 - 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

16

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

Institution has Performance Appraisal System for teaching and non-teaching staff which strictly follows the NCTE regulations for the Appointment of Teachers and other Academic Staff in the institution. For the Maintenance of Standards, amendments are made therein from time to time, for teaching and nonteaching staff. The performance of each employee is assessed annually after completion of one year of service. The objective is not only to objectively evaluate the performance as per established norms, but also to identify potential aspects for improvement that can eventually lead to further progress and growth of the employee. The performance of each faculty member is assessed according to the Performance Based Appraisal System (PBAS). Increments and Promotions are completely based upon the Performances. The performance of teaching staff is assessed on the following bases: their academic qualification, research experience and training, worked on research projects or carried out, publications: published papers in journals, book publications, paper presentation: in seminars, conferences, symposia workshops, workshops attended, teaching and evaluation experience, total

teaching experience, courses taught, duration. Evaluation experience includes: paper setting, invigilation, evaluation, practical exam, viva-voce and centre superintendent. Other than that, extension work and membership of professional bodies or societies are also recorded

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

The institution has a mechanism for internal and external audit. We have our own internal audit mechanism where internal audit is an on-going continuous process in addition to the external auditors to verify and certify the entire Income and Expenditure and the Capital Expenditure of the Institution every year. Qualified Internal Auditors from external resources have been permanently appointed and a team of staff under them does a thorough check and verification of all transactions that are carried out in each financial year. Likewise, an external audit is also carried out in an elaborate way on yearly basis.

The institution has online financial data system connected to its own management i.e. Maulana Mazharul Haque Welfare Society, Samastipur Hence, every income and expenditure has an internal check and internal audit. The external Certified Charted Accountant audits the financial statements and submits to the institution the audited financial statements with audit reports in every financial year regularly.

So far there have been no major findings / objections. Minor errors of omission and commission when pointed out by the audit team are immediately corrected / rectified and precautionary steps are taken to avoid recurrence of such errors in future.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View File
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

The college has very transparent mechanism of auditing and a specific committee for utilising this grant and resources. Students' tuition fees are the primary sources of funds

Optimal Utilization of Resources: The College keeps its infrastructure updated from time to time. It has prepared its policies for effective implementation and optimal utilisation of resources. The funds are allocated by the college management for the maintenance of the laboratories and classrooms.

   1. Institution Budget: Every year annual budget is prepared well in advance as per the needs and requirements of the college. It incorporates budgets of academic department, research activities, computer lab, psychology lab, Library and sports.

As per budget the principal proceeds with the planned activities.

2. **Purchase Committee:** The committee considers requirements from all the departments, invites quotations, prepares comparative statements, negotiates with suppliers and then purchase order is placed. The purchase procedure is scrupulously monitored by committee. The institution focuses on maximum utilisation of resources.

3. **Accounts and Audit:** All funds mobilised are properly accounted for in the account books. The audited utilisation statement of accounts is submitted to the funding agencies for specific grants. Every year the institution conducts external and internal financial audits by appointing statutory auditor in the annual general meeting.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View File](#)
Any other relevant information	No File Uploaded

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 Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The IQAC plays a significant role in advising concrete measures for quality enhancement. The IQAC meets quarterly to plan, direct, implement and evaluate the teaching, and other activities in the College. The sub-committees dealing with various activities and departments implement the IQAC guidelines and give feedback.

IQAC initiatives include: Improvement of Academic results; Students teaching practice; Placements; Research and development; Monitoring and mentoring of academic and administrative activities. The college students and staff attended many orientation programs, refresher programmes, seminars, conferences at the State, national and international level. Student Assessment and Mentoring System. The IQAC implemented an effective student mentoring system in the institution. The students are mentored by faculty members on aspects related to academics, profession, career and all-round development from first year onwards which resulted in that more than 70 percent qualified CTET and STET and mostly got placed as teacher or moved to higher education.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

The IQAC plays an influential role in enhancing the quality of the academic, extra-curricular endeavours of the College, through the following practices:

1. Conducting Academic audit annually by an external expert.
2. Methodology is improved by self-introspection.
3. SWOT Analysis is done.
4. Feedback from stakeholders facilitates teaching learning reforms.
5. Infrastructure facilities are revamped for better teaching learning.
6. The college regularly conducts student's induction program and faculty orientation programmes, regular seminars and workshops.
7. Organization of Celebration of Azadi ka Amrit Mahotsav and celebration of L. N. Mithila University Swarn Jayanti Samahroh.
8. Bringing variations in assignments and project work to make it more challenging.
9. Conduct of Seminars, Quiz, Sports and extension lectures, Organization of Poster Making Quiz Competition and other activities.
10. Specific Student seminars on current issues and developments like NEP 2020 are organized.
11. Student teachers are trained to critically analyze curriculum, syllabi, textbooks and question paper scientifically in the methodology paper.
12. Language proficiency is enhanced through the panel discussion on Local and regional language.
13. Teachers are trained to re-conceptualize topics in terms of societal needs and approaches of critical pedagogy.
14. Projects are complemented with assignments, seminars and group discussions.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

18

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	No File Uploaded

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF	Four of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://mmhttc.com/IQAC.html
Link to Annual Quality Assurance Reports (AQAR) of IQAC	NA
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	View File
Feedback analysis report	View File
Any other relevant information	No File Uploaded

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

INITIATIVES

- **Up gradation of computer lab with new purchased computer systems.**
- **College library is upgraded with new books of different teacher training programs**
- **Preparation of time-table as per the guidelines of academic calendar**
- **Faculty uses techniques like team teaching, role playing, project method, ICT-based teaching and flipped classroom through well-equipped classrooms and laboratories**
- **Organised various extension lectures/ workshops/ seminars for creating general awareness and enriching knowledge of the staff & pupil teachers.**
- **Faculty members are encouraged to conduct research in field of education.**
- **Faculty members are encouraged to participate in Refresher/ Orientation/ Induction training program for their professional and personal growth.**

Incremental improvements achieved within the institution:

1. **A result-oriented, performance-based model is adopted at the College that emphasizes accountability based on student learning. The institution has got exceptional result in CTET/STET and placement. More than 80 percent cleared CTET and STET and 50 percent of the students got placed as teacher and teacher educator during the year 2022-23.**
2. **A new approach of evaluation was implemented monthly test has been implemented from the session 2022-23. Honouring Student Diversity - Peer tutoring is being introduced.**

File Description	Documents
Relevant documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

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 Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

"Energy Conservation Cell" at the college resolves its energy conservation policy with objectives and action plan.

Policy Statement

Energy can be conserved by the practice of reducing the consumption of power by using energy saving measures and strategies. This can be achieved by its more efficacious use by involving the actual users i.e., the staff and the pupil teachers in this practice.

Policy Objectives

- **To promote awareness to increase and encourage minimization of energy waste.**
- **To ensure realistic and comprehensive reduce of energy to save energy usage cost.**
- **To ensure safe handling and minimize wastage by facilitating repair and reuse.**
- **To provide clearly defined roles and responsibilities to identify and co-ordinate each activity of the energy**

- conservation.
- To assure acceptable indoor air quality and natural light facility.

Action Plan

- Periodical meetings of Energy Conservation Cell and College Discipline Committee regarding orientation of rules, regulations, facilities and observations.
- Well-designed building to maximize the use of natural light and ventilation.
- Sensitization of staff and students to turn off lights /fans when not in use.
- Use of modern more cost-effective LED lights.
- Floor-wise master switches for each room to shut down power of entire room when not in use.

Use of low-energy LED lighting, etc.

File Description	Documents
Institution's energy policy document	[View File](#)
Any other relevant information	No File Uploaded

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

The college understand the sustainable and holistic waste management essential in reducing its environmental footprint and providing a safe and healthy work environment for employees, pupil teachers and visitors. The institution's "Waste management Cell" resolves its 'Waste Management Policy' with objectives and action plan in the beginning of the session and orientates the staff and students about it. The action plan is implemented with the help of college "Beautification Committee". The responsibilities and organizational arrangements for this Waste Management Policy lie with a variety of personnel within the college i.e. Principal, staff and non- teaching staff, students.

Policy Statement

In the institution all types of wastes are disposed of responsibly by using proper waste segregation mechanism at the source. It applies the motto, to reduce, reuse, recycle and recover waste

products. It requires all the teaching and non-teaching staff, students, guests and anyone else making use of the premises to comply with this Policy.

Policy Objectives

- **To ensure that waste management is performed in accordance with all waste.**
- **To minimize waste generation at source and facilitate repair, reuse and recycling.**

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant	**Four of the above**

File Description	Documents
Documentary evidence in support of each selected response	[View File](#)
Geo-tagged photographs	[View File](#)
Income Expenditure statement highlighting the specific components	[View File](#)
Any other relevant information	**No File Uploaded**

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	**All of the above**

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

The institution following the motto Reduce, Reuse and Recycle, took subsequent steps in the above-mentioned context.

The institution believes in the fundamentals of prosperity with cleanliness and hygiene for overall purity of 'Body, Mind and Soul'.

Cleanliness and Sanitation

Initiatives:

- Organization of assemblies, seminars and extension lectures on creating sensitivity and responsiveness about our surroundings and emphasis on '3R's- reduce, reuse and recycle' policy to avoid clutter in campus.
- 'Cleanliness Drives' such as picking up litter in and around the college, cleaning labs and classrooms, performing plays on cleanliness during assemblies.
- Drawing and poster competitions, slogan competitions, etc. Cleanliness activities as part of community service.
- Pledge by students and staff members for maintaining cleanliness in and outside campus.
- Posters and instruction boards displaying habits of cleanliness.
- Display theme of save water.

Green Covers and Pollution free environment

Our college also makes efforts to spread awareness among the students regarding pollution free environment with following activities:

- **Entire campus has three well maintained lush green gardens having approximately 70 trees and plants.**
- **Every year 'Tree plantation' is carried out to increase green cover. Instructions to turn off the lights when not in use.**
- **Recycle and reuse of waste papers.**
- **Plantation drive during teaching practice.**
- **Maintaining carbon neutrality through 'Plantation Move' by students inside and outside college campus.**
- **Celebration of 'World Environment Day'**

File Description	Documents
Documents and/or photographs in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

Four of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View File](#)
Circulars and relevant policy papers for the claims made	[View File](#)
Snap shots and documents related to exclusive software packages used for paperless office	[View File](#)
Income- Expenditure statement highlighting the specific components	[View File](#)

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

1.14

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	No File Uploaded

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

The Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges by making experiential learning as an integral aspect of teaching learning process.

Initiatives:

- The curriculum of teacher education training program includes topics to address Environmental Sustainability and Social issues, which strengthen the students' affinity to the environment and provide them content knowledge.
- The institution conducts outdoor programs related to curriculum, exposing students to first-hand experience, for example; Programs on World Heritage, Blood Donation Camp, Health Camp, Value Inculcation Program, workshops on Life Skills, best out of Waste.
- Provides opportunities to work together with neighbouring schools and community members by helping in providing them resources and facilities for use which directly fosters social connectivity, trust, bond, and network between students and communities.
- Promoting biodiversity through energy conservation, waste management, greenbelt in campus, conserving water through rain water harvesting, etc.
- Organization of Cleanliness Drive to encourage students to clean their local surroundings.
- Students are also assigned projects on 'Tree Plantation' drive.
- Field trips are arranged to make students aware about the places and environment around them and provide opportunity to work with local people to understand their problems.
- Organise workshop poster competition on World Heritage Day to

    aware about local heritage.
- **Panel discussion on Local languages and its importance.**

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized	**A. All of the above**

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	No File Uploaded

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website) Describe any two best practices successfully implemented by the institution as per NAAC format

BEST PRACTICE -1

TITLE: Cleanliness, Sanitation, Green Cover and Providing a Pollution Free Healthy Environment

Objective:

- To encourage students to keep environment clean.
- To make students understand the importance of environment and its problem areas.

The Context

The motto of our institution is "Green Environment Healthy Environment". We fully adhere the motto and have fully green campus.

The Practice

Campus-wide initiatives at reducing, reusing and recycling are helping it achieve a green code of living which includes:

Energy Conservation: The policy on energy conservation highlights on developing a proactive and progressive approach to providing energy efficient, responsible, and cost-effective operations on campus.

Water harvesting: Rain water harvesting system with pipes going to 300 feet below ground level.

Plantations: Lush green gardens all around the campus.

BEST PRACTICE -2

TITLE: ICT for effective Teaching-Learning

Objectives:

- To promote child centric technological methodologies
- To share contents, assignments, questions, readings and grades online

Context:

Most significant development- online teaching-learning attributed to the impact of Information Technology is a way to ensure effective institutional functioning and blended learning. Practice: Recorded lectures and live lectures by Faculty Use of apps like WHATSAPP, Google Classroom, Meet, Zoom, Telegram, Messenger, YouTube, etc. Digital Course Orientation

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

The Institute has established its unique strategy for achieving the overarching aim, which is primarily based on global standards, quality, and values. The application process for research grant initiatives is encouraged, and the faculty members are kept informed. The top concepts are recognised and awarded in competitions held at the state and national levels for pupils. The organisation makes a strong case for a value-based education that draws from the affiliated institute's curriculum and integrates it with its guiding principles. The Institute has developed a variety of best practises, such as morning assembly, in an effort to implement its curriculum that combines its goal and vision with current concerns. Co-curricular activities, associations, and knowledge centres are some examples.

The Institute instils in its students' concepts of social justice and self-sufficiency that are grounded in a sense of morality and freedom. This is accomplished by doing a number of routine actions in an effort to combine tradition and modernity while highlighting the strength and rights of women. The curriculum and extracurricular activities are designed so that the needs linked to mental health, physical impairment, and skill development are not neglected. Students are encouraged to take part in regular events run by the Institute, such as community service, blood donation, gender awareness, and environmental awareness, in order to help them become more conscious of the larger social context in which they live.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View File](#)
Any other relevant information	No File Uploaded