



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution		SANTOSH COLLEGE OF TEACHERS TRAINING AND EDUCATION
• Name of the Head of the institution	Dr. Rashmi	
• Designation	Director	
• Does the institution function from its own campus?	Yes	
• Alternate phone No.	06512251093	
• Mobile No:	9431176069	
• Registered e-mail ID (Principal)	biiranchi@yahoo.co.in	
• Alternate Email ID	principalsctte@gmail.com	
• Address	At- Old Hulhundu, PO- R.K. MISSION, Balsiring Road, Tupudana, Ranchi	
• City/Town	Ranchi	
• State/UT	Jharkhand	
• Pin Code	835221	
2.Institutional status		
• Teacher Education/ Special Education/Physical Education:	Teacher Education	
• Type of Institution	Co-education	

• Location	Rural				
• Financial Status	Self-financing				
• Name of the Affiliating University	Ranchi University, Ranchi				
• Name of the IQAC Co-ordinator/Director	Dr. Anita Mishra				
• Phone No.	7903531890				
• Alternate phone No.(IQAC)					
• Mobile (IQAC)	7903531890				
• IQAC e-mail address	iqacsctte@gmail.com				
• Alternate e-mail address (IQAC)	principalsctte@gmail.com				
3.Website address	https://sctteranchi.in/				
• 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:	https://sctteranchi.in/wp-content/uploads/2023/07/Academic-Calendar-2022_24.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B+	2.65	2022	26/07/2022	25/07/2027
6.Date of Establishment of IQAC			20/01/2011		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT 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 NAAC guidelines	Yes	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
9. No. of IQAC meetings held during the year	12	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • (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	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11. Significant contributions made by IQAC during the current year (maximum five bullets)		
Organized an International Seminar on "USE OF MILLETS TO ERADICATE MALNUTRITION IN BADLY HIT WORLD POPULATION WITH SPECIAL REFERENCE TO JHARKHAND"		
Organized a seven-day special camp to the nearby villages to aware about education, nutrition & health, witchcraft, legal awareness and drug addiction.		
Organizing lecture series time to time on various topics for the academic development of students along with faculty members.		
Organized workshop on World Human Rights		
Vocal for Local campaign with two days workshop on SOHRAI KALA		
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
Outreach Activity Bio-Diversity Park	The visit to the Biodiversity Park developed an understanding among the trainee teachers about the different types of flora species. The feelings developed for the conservation of endangered and threatened flora. The experiences of geographical conditions for the development of special vegetation prevailed. Trainee teachers completed project work on the flora found in biodiversity.
Tribal Food Festival-Mega Health Check-up Camp	Tribal Food Festival developed student understanding towards tribal food style. Various types of tribal cuisines were displayed. There was an interest developed for eating nutritious food. Free health check-up for the villagers and students was done through mega health check-up camp.
Nukkad Natak on Mediation	A Nukkad Natak was organized at Civil Court Ranchi in collaboration with the District Legal Service Authority to create awareness about mediation. The play emphasizes the importance of mediation process. The students got an opportunity to understand the judicial functioning first-hand.
National Seminar	National Seminar on Artificial Intelligence was organized. This seminar helped in analyzing the impact of artificial intelligence in education and health sector in tribal dominated Jharkhand. Students, research scholars and teachers benefited from the basics of

	this contemporary topic.
Eye Check-up Camp	Free eye check-up camp was organized in collaboration with Sparsh Hospital, Bariatu (Ranchi). Ophthalmologist Dr. Swati Singh was present in this. Free eye check-up of villagers and students was done by the eye doctor and medicines were distributed. A total of 124 people were examined for their eyes.
International Girls Child Day	The concept of gender equality, control of gender discrimination and prevention of gender bias was developed through an awareness rally in the villages around the college like Hulhundu, Sithio, Balasiring, Tupudana etc. through an awareness rally on the occasion of International Girl Child Day.
Outreach Activity NISA, Namkum (Lah Reaearch Center)	Trainee teachers visited Indian Natural Resin and Gum Institute, Namkum (Ranchi) under outreach activity. This visit developed practical understanding towards lac farming. During this, trainee teachers observed the process of lac production and visit the lac museum. Directly observed the cultivation of lac on Palash, Ber and Kusum plants. Witnessed the production of Rangini and Kusumi lac. This visit generated interest in commercial agriculture among the students.
India Water Week	On the occasion of 7th India Water Week (1st to 5th November), an awareness rally and street play was organized at Hulhundu village. Encouraged the

	<p>villagers for water conservation and proper use of water. The villagers were made aware through slogans. Street plays based on judicious use of water have developed the consciousness of water conservation among the villagers.</p>
International Seminar	<p>IQAC Cell organized a one day international seminar on the topic Use of Millets to Eradicate Malnutrition in Badly Hit World Population. This brought awareness among the people about the use and benefits of millet. A habit developed to include millets in their diet. People got an opportunity to be aware of the beneficial effect of ancient food style of India.</p>
Seven Day Special Camp	<p>A special camp was organized in Hulhundu village for 7 days. In this, an awareness campaign was conducted among the villagers about cleanliness, legal awareness, plastic free environment, water conservation, cyber security, mental health and hygiene etc. This brought awareness among the villagers and they were able to increase their understanding on different subjects.</p>
Lecture Series	<p>A lecture series was organized on the topic TECHNO-PEDAGOGY FOR DIGITAL AGE LEARNERS. Dr. Manohar Kumar Das, Assistant Professor, Central University of Jharkhand was present as an expert speaker. Through this lecture series, the ideas of teaching technology and innovation prevailed in the</p>

students. Increased understanding of students towards various technological sources including Artificial Intelligence, Machine Learning, Cyber Security, Virtual Reality, Web technology, e-content etc.

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

2021-2022

05/01/2023

15. Multidisciplinary / interdisciplinary

1. To promote a multidisciplinary and interdisciplinary approach among the students, meaningful initiatives are being taken by the institute.
2. Legal literacy classes are being given to the students through the Legal Literacy Club. Due to this, legal awareness & consciousness has increased in them.
3. Community engagement and community life skills are being developed by organizing special camps in the nearby villages by the Legal Literacy Club and NSS Unit.
4. Multidisciplinary approach in communication skills, health, nutrition, basic computer knowledge, etc. Is being encouraged in the students by the value-added courses run by the institute.
5. A multidimensional personality is being created by the institute through cultural and sports activities on various occasions throughout the year.
6. Interdisciplinary and multidisciplinary learning is encouraged by regular visits to the Language Lab, Social Science Lab, Biological Lab, and Computer Lab of the college.
7. Trainee teachers are acquiring knowledge of school management,

planning, operations, and other multidisciplinary information by connecting with various school activities during their internship practices.

8. By going to the mega health camp in Khunti and Seraikela districts organized by the Ministry of Tribal Affairs, Government of India, students are acquiring inter-disciplinary behavior by connecting with cooperation and service through volunteerism.

16.Academic bank of credits (ABC):

Academic Bank of Credits. Waiting for the directives from Ranchi University. The records of internal evaluation are being maintained in the institution. The syllabus and curriculum of this HEI is governed by NCTE. The NCTE has not yet upgraded its syllabus & curriculum as yet. The HEI is ready to implement NEP 2020 as soon as direction from NCTE and the affiliating university Ranchi University, Ranchi provides necessary directions.

17.Skill development:

A variety of skill sets have been provided to student teachers for creating lesson plans, instructing students working with administrators, and interacting with parents. We promote and identify their inherent skills like patience and leadership etc. at the same time, and develop most of the sets of skills through practice and training.

We train them to develop problem-solving skills and collaboration, independent thinking, and self-esteem and encourage them to plan for their future.

Value added courses viz. Beautician, Communication Skills and Digital Content Creation & MARKETING have been introduced for the skill development of the students of this HEI.

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

We have integrated IKS into teachers' education as the NEP 2020 envisions a holistic and inclusive education system. Teachers also should have holistic education in different aspects of education to meet the demand of indigenous students. The newly acquired indigenous knowledge is very helpful in teachers day to day teaching since it promotes cultural and communicative competence in our institution. IKS is promoted by study tours to various Indian heritages and by writing the report on the same. Use of local language during teaching has facilitated the understanding of the

subject matter. The faculty members find the local language convenient for teaching and is appreciated by the students.

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

The PLOs and CLOs is handed over to the students at the time of their admission. Further the PLOs and CLOs are distinctly displayed on the website.

Our basic principles of OBE is being adopted in our institution

(i) Clarity of focus i.e. Everything teachers do must be clearly focused on what they want students to know, understand, and be able to do.

(ii) Designing down - It means that the curriculum design must start with a clear definition of the intended outcomes that students are to achieve by the end of the program.

(iii) High expectation - It means that teachers should establish high challenging, standards of performance in order to promote. Successful learning promotes more successful learning.

(iv) Expanded opportunities - it is based on the idea that there is individual difference in the learning outcomes, however, most students can achieve high standards if they are given appropriate opportunities.

We focus on these three types of learning outcomes i.e. Disciplinary knowledge and skill, generic skills, attitude, and values.

20.Distance education/online education:

There is no provision provided by the affiliating university Ranchi University, Ranchi for providing the HEI to proceed for distance education. if such permissions are given to us the HEI is ready to proceed for distance education. There is study centre of NIOS(National Institute of Open Schooling) in the campus which caters to school education where our learner teachers participate in teaching.

Extended Profile

1.Student

2.1

200

Number of students on roll during the year		
File Description	Documents	
Data Template	View File	
2.2		100
Number of seats sanctioned during the year		
File Description	Documents	
Data Template	View File	
2.3		100
Number of seats earmarked for reserved categories as per GOI/State Government during the year:		
File Description	Documents	
Data Template	View File	
2.4		100
Number of outgoing / final year students during the year:		
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		100
Number of students enrolled during the year		
File Description	Documents	
Data Template	View File	
2.Institution		
4.1		95.78
Total expenditure, excluding salary, during the year (INR in		

Lakhs):	
4.2	120
Total number of computers on campus for academic purposes	
3. Teacher	
5.1	16
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	View File
5.2	16
Number of sanctioned posts for the year:	
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	
<p>Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. The teachers training program is done as per the curriculum prepared by Ranchi University and approved by NCTE.</p> <p>Each course of the curriculum is reviewed by the concerned faculty members through an induction program at the beginning of the new session. We also prepared an academic calendar. It comprised the whole year's work plan including assignments, project work, internship, outreach activities, seminars, workshop, unit tests, internal exams, and other things.</p> <p>Community activities as well as cultural and sports activities organized in the local context to make the curriculum effective. Also our prime priorities is to encourage tribal language, culture and food style. Unit test or learning assessment work is done during the course conduct. Examination is conducted by the Ranchi university on the basis of the syllabus mentioned at the end of the</p>	

session.

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

B. Any 5 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

A. All of the Above

are stated and communicated to teachers and 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	https://sctteranchi.in/plos-and-clos/
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

17

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	https://sctteranchi.in/b-ed-2/

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	View File

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

100

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

100

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

100

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

100

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	View File

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.

Training teachers are inspired for intellectual activity through

seminar, workshops and lecture series organized by IQAC Cell. Apart from this, practice teaching develops teaching skills, methodology, aptitude, attitude and comprehensive understanding of school functioning in the students. Facilities like Art and Craft, Gardening, Performing Arts, Tailoring etc. are provided for value and attitude formation among the students. Progressive atmosphere are created for the trainee teachers to develop critical thinking, reflective thinking, problem solving attitude and explore new knowledge

through project, survey work, lab work and others.

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	View File
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

The syllabus in itself provides study of the knowledge of development of school system, functioning of various boards of school education and assessment systems. The Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective through its effective internship program. Students acquire knowledge of school functioning, working hours, assessment, measurement and evaluation techniques and child centric learning attitudes. Students get information about diverse language, culture and learning styles during internship.

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

Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences, For this, they are provided with the best training system and environment. Professional ethics and understanding are developed through micro teaching, criticism, class demonstration, practice teaching etc. Techniques for developing teaching tools and strategies are emphasized. Opportunity is given for dialogue and interaction through seminar, workshop, lecture series etc. Students get help in placement on the basis of professional experience. Their personality is framed like that of the teacher. Participation in community activities increases their social understanding and first-hand knowledge which also strengthen the professional growth.

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 and action taken

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

100

2.1.1.1 - Number of students enrolled during the year

100

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

47

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

47

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	View File

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

0

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

0

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
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.

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. The academic support provided to students through the general counselling process. An effort is made in the beginning to understand the student's interest, attitude, motivation level, readiness and previous knowledge towards the course. The members of the admission committee provide detailed information related to the course. Students get information about the activities being conducted during academic session, so that they develop a complete understanding of the curriculum. A course brochure is provided to the students in which the course is displayed systematically.

System of mentorship is in the institution and every student is assigned to a mentor who looks after the needs of the students.

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	View File

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	No File Uploaded

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

One 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

1:10

2.2.4.1 - Number of mentors in the Institution

1:10

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.

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. Teachers promote programs related to survey work, project work, outreach activity, educational tours and community activities. This promotes experiential learning among students. They get chances to learn collaboratively. They develop the ability to solve problems and ability to investigate and discover. They acquire proficiency and also get the opportunity to do group discussion etc. Teachers motivate the Students to learn through online mode. For this, they are given information about learning portals like IGNOU, NCTE, NCERT, Diksha, Swayam etc. Students connect with right knowledge sources and imbibe different skills of teaching aptitude under the supervision of teachers.

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

6

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://www.youtube.com/watch?v=pA6x2Vo7jZI&list=PLxO4WpX-RH1wgDVJDXdCAfpHX2dH3fSYK&pp=iAQB
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

99

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	https://swayam.gov.in/
Any other relevant information	No File Uploaded

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.

In our institution, continual mentoring plays a pivotal role in nurturing students' professional attributes. Mentor-mentee relation is implemented in a constructive environment. One mentor is appointed for ten students. Mentoring sessions emphasize teamwork, encouraging students to collaborate effectively. Mentors guide students in understanding and respecting diverse backgrounds, helping create an inclusive environment. Through mentorship, students develop professionalism in their interactions with colleagues and authorities. Mentors offer strategies for maintaining a healthy work-life balance. They provide guidance on time management, stress reduction, and self-care to ensure students can manage their responsibilities effectively.

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

Five/Six of the above

aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

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 teaching learning process progresses through the interaction between teacher and student. In it, emphasis is laid on creativity, innovation, logical thinking and development of life skills in the students through various curricular activities. The teaching and learning process incorporates psychological and philosophical ideas. With the help of appropriate teaching method and techniques is taken to develop the possibilities of a particular student. Students are made aware of contemporary learning points. The teaching learning process is linked to socially useful and productive activities. For this, along with teaching at the college level, various activities are conducted such as laboratory investigation, field trips, intellectual work towards social problems, etc. To keep the teaching learning process objective, balance both theoretical and practical aspects. Along with this, attention is paid to preparing the reflective teacher through science exhibition, art and craft, cultural activities, field study survey work etc.

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

All of the above

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)

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 of community 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

Internship programme is systematically planned with necessary preparedness. Before sending students for internship, the institute sends a request letter and a detailed list of enrolled students to the concerned department to allot schools for the teaching practice. After the teaching practice school is allotted by the DEO office, a letter is forwarded to the principal of the school by the college to do internship in the allotted school. The Principal of the concerned school provides the students the opportunity of teaching practice for four weeks in the first year and for 16 weeks in the second year.

Orientation to students going for internship (a) During the course of time orientation classes are conducted for an internship through

micro-teaching classes. (b) In micro-teaching different skills were taught to the students after that they prepare a lesson plan. (c) Trainee teachers then form groups and after completing the lesson they give feedback. (d) When the practice of each skill is completed then teachers demonstrate the final lesson plan. (e) After correction of lesson plans by teachers they are ready to go to school for practice teaching. (f) The students are further directed to have the documentary evidence on return from their internship.

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

99

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	No File Uploaded
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.

Our institution implements robust monitoring mechanisms to maximize the impact of internship programs in schools, involving key stakeholders:

- 1. Teacher Educators / Supervisors:** They act as mentors and supervisors, conducting regular site visits to assess interns' progress. They provide constructive feedback, share pedagogical insights, and offer guidance to ensure that interns are aligning their classroom practices with the institution's teaching philosophy.
- 2. School Principal:** The school principal plays a pivotal role in monitoring by assessing interns' overall performance and professional conduct. They observe interns in action, review lesson plans, and engage in periodic discussions with them to evaluate their suitability for teaching roles.
- 3. School Teachers:** Colleague teachers collaborate with interns by co-teaching or providing guidance. They provide feedback on classroom management, content delivery, and adaptation to the school's specific environment. This peer support helps interns integrate smoothly into the school culture.
- 4. Peers:** Fellow interns often form support networks, sharing experiences, challenges, and best practices. Regular peer evaluations and discussions enable interns to learn from one another and refine their teaching skills.

These monitoring mechanisms create a comprehensive support system that ensures interns' growth, provides constructive feedback, and facilitates a smooth transition into their teaching careers.

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	No File Uploaded

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	No File Uploaded
Any other relevant information	View File

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year**3**

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	No File Uploaded

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****129**

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

Modern society demands high quality teaching and learning from teachers. Teachers have to possess a great deal and skills with regard to both teaching a assessment practices order to meet there demands and standards of quality education. To achieve this goal teachers are regularly involved in various academic activities such as : 1.Article writing & publishing 2.Paper writing & publishing 3.Attending seminars 4.Community activities 5.Interaction with eminent persons

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

Continuous Internal Evaluation (CIE) is a process where we assess the learning of students. In our institution it takes place from the beginning of the course. They are systematically carried out and transparent way. Continuous Internal Evaluation is a form of educational examination that evaluates a student's progress throughout a prescribed course. It is offer used as an alternative to the final examination system. It reduces the burden and tension related to the final examination. In addition, it acts as link which provides data related to students performance. This gives teachers an opportunity to evaluate the students. Moreover, it also helps students in continuous learning. Faculty conducts unit test/surprise test, Collaborative learning practices, project based assignments, tutorial classes, remedial/extended classes and duty hours to evaluate students' performance to get better results. Faculty evaluates students' growth by identifying assignment, topics and creating question paper, quizzes and presentations team work activities and solving past papers. Students' performance is also evaluated based on communication skills use of modern tools, critical thinking skills problem solving skills, abilities to work in teams leadership qualities, Internal assessment is considered as one of the most important as peats.

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

The institution has grievance redressal cell and is working transparently. Grievance redressal cell play an active role in the College for effective operation of examination. Special initiatives are taken for successful examination in the 2 yrs. B.Ed. course. At the college level, B.Ed. first year students appear in three unit tests. Before the unit test is conducted, a meeting with the faculty members is held for successful implementation of the examination. After the successful completion of the Unit Tests and in case of any grievances from the students appropriate measure are taken. Similarly, students of B.Ed. second year also have three unit tests and the problems related to it are solved. B.Ed. final year

examination is conducted by the university. Even at this stage, if the student has any examination related complaint, it is resolved and forwarded to the Ranchi University for appropriate redressal.

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.

Academic calendar is prepared by principal in consultation with HOD(s).

In the beginning of the academic session the students are apprised of academic calendar and same is uploaded on college website and displayed on notice boards and at strategic locations. Only head of the institution can incorporate minor changes in academic calendar which he may deem fit considering the unforeseen circumstances. The schedule of All examinations is given in academic calendar. The course teachers announce the syllabus and display question bank for CAT-I, CAT-II, Assignment-I and Assignment-II as per the academic calendar. Assignments are submitted by students as per the dates given in academic calendar. The slots of the CAT-I, CAT-II, Assignment-I, Assignment-II, and sessional exam are mentioned in the academic calendar, Examination schedule of these exams is announced and displayed in advance. Display of marks is also as per the schedule given in academic calendar.

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 institution places a strong emphasis on ensuring the alignment

of (PLOs) and (CLOs) with teaching-learning process to achieve educational excellence.

1. **Browser / Curriculum Design:** Our curriculum is meticulously designed with PLOs and CLOs as the foundation. Each course's objectives (CLOs) are crafted to directly contribute to the achievement of the broader program goals.

2. **Regular Review:** We conduct regular reviews of both PLOs and CLOs to ensure they remain relevant and up-to-date with educational standards.

3. **Instructional Strategies:** Teaching methodologies, materials, and assessments are carefully selected to align with specific CLOs. This ensures that students receive instruction that directly relates to the intended learning outcomes.

4. **Assessment Tools:** Assessment methods, including exams, projects, and assignments, are designed to evaluate students' achievement of CLOs. This allows us to measure their progress accurately.

5. **Feedback Loops:** We maintain open feedback loops with students, faculty, and stakeholders to continuously improve the alignment. This feedback informs adjustments in the teaching-learning process.

By closely aligning PLOs and CLOs with the teaching-learning process, we ensure that our students receive an education that not only meets the desired standards but also equips them with the skills and knowledge needed for success in their chosen field.

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

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

CLOs are the big ideas, skills or competencies students should be able to articulate, put in to action or utilize after their course experience. When faculty constructs or adjusts their curriculum part of the process includes affirming both the objectives and the course learning outcomes. Sometimes the difference can be difficult to discern as they both play an important role in the learning process. Students learning outcomes are the specific observable or measurable results that are expected. SLOs describe a student's ability to synthesize many discrete skills using higher level thinking skills and to produce something that asks them to apply what they have learned. One of the primary goals PLO assessment is to provide insight about how learning might improve in a given programme-whether it be online in a classroom or happening in another context. As with CLOs dialogue is central to the process rather than understanding success as programme competition, PLO assessment provides insight into what students are actually learning in relation to the big ideas of the courses and the programme they have to complete.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment 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

97

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.

The performance of the student is monitored by continuous Internal Assessment (C.I.A). The students are provided with the details through the college hand-book at the beginning of the year. Besides teaches-in-college of the class explains the various methods at the beginning of each course. The revision marks are put up on the notice boards. Answer scripts are returned to the students after evaluation. Students are assigned projects; they are encouraged to take part in group discussion. Students are encouraged to take part in various competitions, Self-evaluation, class evaluations and teacher's evaluation are undertaken regularly. Test of developed skill or knowledge. The most common type of achievement test is a standardized test developed to measure skill and knowledge learning in a given grade level, usually through planning instruction, such as training or classroom instruction.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

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**

0

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	No File Uploaded
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)

0

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
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 Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

Two of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
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	View File

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

Three 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	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	View File

3.2 - Research Publications

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

Nil

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

18

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

99

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

99

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

99

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	View File

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.

Santosh College of Teachers' Training & Education organizes and participates in various outreach activities with the dual objective of not only sanitizing students about various social issue and also contribute to community and strengthen community participation. Our institution takes part in various initiatives like Swachch Bharat initiative under which the institute has constructed public toilets. Awareness literacy programme, International Women's Day, Jharkhand Sthapna Diwas and International Yoga day, Gender sensitivity is celebrated every year to ensure healthy body and mind. Santosh College of Teachers' Training & Education organizes and participates in various outreach activities with a dual objective of not only sanitizing students about various social issue and also contribute to community and strengthen community participation. Our institution takes part in various initiatives like Swachch Bharat initiative under which the institute has constructed public toilets. Awareness literacy programme, International Women's Day, Jharkhand Sthapna Diwas and International Yoga day is celebrated every year to ensure healthy body and mind.

Students are encouraged to participate in Nukkad Natak for aware Villagers, Beti Bachao Beti Padhao Rally connecting the students with the larger social issue in the community and making them socially responsible, sensitive and thus facilitates in their holistic development.

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	View File

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

2

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

8

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

8

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
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

6

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	View File

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

All round growth of students is driving force of the Institute. Apart from regular classroom studies, the student are encouraged to actively participate in other activities also. Regular computer classes, yoga classes, handicraft courses are some example of the allied activities offered by this Institutes. The Institute is having well equipped computer lab facilitate the same. The Institute has established a fitness center which is regularly used by various students. We encourage students to avail the facility. Regular yoga classes are part of the curriculum. Adequate Information and Communications Technology (ICT) enabled classroom and practical labs are available. The Institute follows curricular and syllabi designed by Ranchi University. It conducts a range of value adding courses for overall development. Feedbacks from stakeholders are taken to improve all aspect. Regular sports activities including annual sports is organized in the campus which has its own playground. Latest ICT equipments substantially contribute to teaching and learning process. The classes are conducted by Qualified Full Time Teachers. Requisite number of faculty as per NCTE norm is available in the Institution. Remedial classes are also organized whenever required. Fee concession facility provided by the Institute to deserving candidate as per need. In modern time Power point

Presentation (PPP) is very effective. Students are also encouraged to participate in teaching and learning by this way.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

8

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://sctteranchi.in/geo-php/
Any other relevant information	No File Uploaded

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

95.78

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	No File Uploaded

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.

Library management system has been intended to automate, oversee and care for the general handling of even enormous scale libraries. This product is fit for overseeing Book issues, Returns, calculating fine and balances of installment due from members, creating different reports for record keeping and review purposes as per end client prerequisites.

Increasingly over this product is completely good with bar code based utilization of bar codes for library management facilities the ordinary assignments of huge libraries, where the number of exchanges surpass a few thousands in number. Also, the product can work even without bar codes consistently. The bar code age and printing procedure is a built-in highlight of this software.

A modern integrated library management system. Print your own barcodes. Simple, clear search interface all users. Easy way to enter new books Easy way to check-in and check-out. Easy to maintain database.

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	Nil
Any other relevant information	No File Uploaded

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

Remote access to DELNET has been processed in the library of HEI. The students access the DELNET in the library which has 10 systems available in the library.

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	No File Uploaded

4.2.3 - Institution has subscription for e-resources and has membership / registration

Three of the above

**for the following e-journals e-Shodh Sindhu
Shodhganga e-books Databases**

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	No File Uploaded

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

0.13

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

217

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	https://sctteranchi.in/wp-content/uploads/2023/11/Library-Log-Book.pdf
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Any other relevant information	No File Uploaded

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

The institution is totally technology enabled. There is an internet connection available for faculty and students. There are four ICT-enabled classroom with Internet facilities and audio visual equipment used in teaching teaching-learning process. The institution has one language lab for the same. All these resources are well utilized to make teaching-learning meaningful and worth. The institution has a library with an internet facility.

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**1:1**

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:**E. < 50 MBPS**

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic 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**Five or more of the above**

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	Nil
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	https://youtu.be/c2J06TlRs-M?si=PlOcPMkPRA4v714M
Any other relevant information	No File Uploaded

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)

12

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	No File Uploaded

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 ensures optimal allocation and utilization of the available financial resources for maintenance and upkeep of different facilities by holding regular meetings of various committees constituted for this purpose and using the grants received by the college as per the requirements in the interest of students. The microscopes used for biological and geological experiments are annually cleaned and maintained by the concerned departments and record of maintenance is maintained. The requirement and list of books is taken from the concerned departments and HoDs are involved in the process. Regarding the maintenance of indoor

Badminton/ Volleyball court . Centralized computer laboratory established by college and more funds are used to maintain computers in the college. The college has a building committee for maintenance and upkeep of infrastructure. At the departmental level, HoDs submit their requirements to the Principal regarding classroom furniture and other. The college development fund is utilized for maintenance and minor repair of furniture and other electrical equipments.

File Description	Documents
Appropriate link(s) on the institutional website	https://sctteranchi.in/wp-content/uploads/2023/11/Maintenance-policies-of-the-Inside-campus.pdf
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

All of 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	Nine or more of the above												
<table> <tr> <th data-bbox="84 481 550 548">File Description</th><th data-bbox="550 481 1479 548">Documents</th></tr> <tr> <td data-bbox="84 548 550 616">Geo-tagged photographs</td><td data-bbox="550 548 1479 616">View File</td></tr> <tr> <td data-bbox="84 616 550 683">Any other relevant information</td><td data-bbox="550 616 1479 683">View File</td></tr> </table>	File Description	Documents	Geo-tagged photographs	View File	Any other relevant information	View File							
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 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	B. Any 3 of the above												
<table> <tr> <th data-bbox="84 1149 550 1216">File Description</th><th data-bbox="550 1149 1479 1216">Documents</th></tr> <tr> <td data-bbox="84 1216 550 1317">Data as per Data Template for the applicable options</td><td data-bbox="550 1216 1479 1317">View File</td></tr> <tr> <td data-bbox="84 1317 550 1417">Institutional guidelines for students' grievance redressal</td><td data-bbox="550 1317 1479 1417">View File</td></tr> <tr> <td data-bbox="84 1417 550 1597">Composition of the student grievance redressal committee including sexual harassment and ragging</td><td data-bbox="550 1417 1479 1597">View File</td></tr> <tr> <td data-bbox="84 1597 550 1697">Samples of grievance submitted offline</td><td data-bbox="550 1597 1479 1697">View File</td></tr> <tr> <td data-bbox="84 1697 550 1769">Any other relevant information</td><td data-bbox="550 1697 1479 1769">No File Uploaded</td></tr> </table>	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	
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	Five or more of the above												

student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)

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	View File

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
22	99

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	View File

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).

1

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)

10

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 student council helps share student's ideas, interests, and concerns with teachers and school principals. Many members learn skills that were an extension of their formal education. They share with their teachers the burden of work in the school by forming committees of discipline, literacy activities, culture functions, sports, etc.. A students council can be do many thing for the school with assistant of such committees. The aim of producing ideal citizens for such democratic set up can be realized through students councils. Students councils usually do not have funding authority and generally must generate there operating funds through fundraisers such as can washes and bake sales. Some students councils have a budget from the student councils have a budget from the student councils have a budget from the school, along with responsibility for funding variety of students activities within a school. The student council gives various opportunities for students to take part

in different co-curricular activities. To share the burden of teachers to manlier discipline.

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	View File

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

7

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	View File
Any other relevant information	View File

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

The Alumni Association has its constitution properly franked on the basis of which account has been opened in a recognized bank. Alumni Association organizes social events, publish newsletters or magazines & raise funds for the organization. They provide a variety of benefits & services that help alumni in maintaining connections to their educational institution & fellow graduates. To keep a roster of all alumni and their relevant data. Maintain the updated & current information of all alumni. To encourage & promote close relations among the alumni themselves. To promote a sense of

belonging to the person who attended particular institution among the alumni by being in regular contact with them. To provide information regarding their graduates, faculties and students to the alumni. To guide and assist alumni who have recently completed their course of study and engage them in productive thing which is useful for the society. To let them acknowledge their gratitude to their institution which they have attended.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	No File Uploaded
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

3

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

The Alumni Association organizes constructive and value oriented work at the institutional level. Trainee teachers of B.Ed. are made aware of the importance and effectiveness of the curriculum by the Alumni Association. Curious behavior towards curriculum and course-related activities is encouraged. The alumni association share their experience as well as expose trainees to challenges and problems related to the academic profession. The Alumni Association periodically introduces trainee teachers to new employment opportunities and desired qualifications for it. The alumnae carry out activities like Enforcement Motivation and Stimulation. It is the effort of the Alumni Association to make students aware of their knowledge and skills.

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.

OUR VISION: Our journey began with formation of a trust named the Society for Nature, Education and Health with an objective to develop special human resource cadre for the fulfilment of the

aspiration and expectations keeping in view the scheme of National Literacy Mission of Government of India. Society for Nature, Educating and Health abbreviated as SNEH was registered in the year 2002 under Society Registration Act. The vision is to make the institute a centre of excellence in Jharkhand by producing the best quality teacher for the society. OUR MISSION 'Empowering rural youth with quality education and producing exceptional teachers for the upcoming youngsters in schools.- Non-teaching Staff: Non-teaching staff members are integral to our institution's functioning. Their participation in administrative decisions and feedback is vital for efficient operations.

Our governance framework reflects our commitment to inclusivity, where all stakeholders contribute to the institution's growth and mission achievement.

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	View File

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

The institution's practice of decentralization and participative management is designed to foster collaboration, distribute decision-making authority, and involve stakeholders in key processes. The institution encourages faculty, staff, and students to actively participate in decision-making processes. Various committees and cells are established to facilitate participation. The institution ensures transparency in its decision-making processes, sharing information about key decisions, rationales, and outcomes with the broader community. Through decentralization and participative management, the institution aims to tap into the collective expertise and creativity of its stakeholders, leading to more informed, effective, and inclusive decision-making processes that align with its overall goals and mission.

Regular meetings are held for all the committees and the resolution, the action taken report is displayed on the notice board. In each meeting of the particular committee there is an active participation of the member and new views is suggested are incorporated.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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.

The Finance audited by certified C.A. All academic activities are displayed on the website and put on the notice board. The annual activity, academic calendar, time table and all cultural activities are uploaded on the website.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

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

The institution has successfully implemented the student internship Strategic plan in which the students who are enrolled for two year B.Ed. course have compulsorily undergo one month internship in first year and four months internship in the second year. The students are mentally made ready for the internship programs because the actual training as a teacher begins from this program. The list of the schools is procured from D.E.O., HRD, Govt. of Jharkhand for the internship of the students. The faculties of the HEI are deputed to visit these schools and monitor the internees allotted to these schools. This leads to a proper relationship between the internees and the students. It also plays an important motivational role for the internees.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://sctteranchi.in/wp-content/uploads/2023/11/List-of-Students-schools-alloted-for-Internship.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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 effective and efficient functioning of institutional bodies is vital for the smooth operation of educational institutions. Well-defined policies and guidelines are in place to govern various aspects of the institution, including academic, administrative, and financial matters. These policies provide a structured framework for decision-making. The institution leverages technology to automate administrative tasks, manage records, and facilitate communication, increasing efficiency. : Feedback from students, faculty, and staff is actively sought and used to refine policies and procedures.

The governing body approves and monitors the policies and plans. The main committee is managing appointment, admission and members of different committees from time to time. On the basis of which the Principal forms various committees for monitoring and facilitating several activities organised in the college. From 2017 interviews were conducted by the institution before that appointment was made one the merit basis along with by university representative, along one external and one internal expert. Service Book of all teaching and non-teaching staffs were updated every year and kept in the office. The rules and regulations are properly mentioned in the appointment letter.

File Description	Documents
Link to organogram on the institutional website	Nil
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.3 - Implementation of e-governance are in

All of the above

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

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	View File

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 committee/ cell for the effective functioning of the instituting and the list of committees/ cells and their minutes of meeting and action taken reports / decisions has been uploaded.

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	View File

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

The institution provides various welfare measures for teaching and non-teaching staffs. Monitory welfare measures 1. Loan Facility 2.Advance salary facility 3.Residences for male teachers. Campus clinic and medical check-up facility, Legal counselling services, Health awareness programme like- yoga & meditation Opportunities for

ongoing training, workshops, and conferences are offered to enhance skills and career growth. Staff members are encouraged to pursue higher education or certifications. Health and wellness programs, including gym access, mental health support, and wellness workshops, are available. Regular maintenance ensures a safe and secure workplace. Employee engagement initiatives, such as team-building activities, cultural events, and staff meetings, are organized to foster a sense of belonging.

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	View File

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

0

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	No File Uploaded
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	No File Uploaded
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.

4

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

12

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.

The institution has performance appraisal system for teaching and non-teaching staffs. Teaching staffs- The institution has a performance appraisal system for teaching staffs. The self-appraisal focuses on the following aspects. 1. Achievements 2. Areas of Improvement 3. Actions the employee took to improve from their previous review 4. professional goals

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 is self-financed. It mainly depends on the amount of the fee collected from the students. The institution conducts external financial audits. External Audit The accounts of the institution are audited aurally by the statutory auditors by college Santosh College of Teachers Training & Education. The statutory auditors audit the financial and statutory compliance aspects of the college.

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	No File Uploaded
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	No File Uploaded
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 is self-financed. The main source of income is student's tuition fee, development fees, course fees, etc.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

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 Internal Quality Assurance Cell (IQAC) constantly reviews the strategies and processes in practice in order to sustain and improve quality among faculty members.

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	View File

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 institution reviews its teaching-learning process by various committees like academic committee, examination committee, placement cell etc. The academic committee reviews the result and plan activities for the academic growth of the institution. Various quality initiatives for improving the teaching- learning process are taken by the institute. Organizing seminars, workshops, faculty enrichment programs and training for faculty as well as students. Value- added courses for students has been initiated. Use of ICT in teaching and learning is encouraged. E-resources for various courses are regularly shared with students. Feedback from students, alumni and parents is taken up and the data is analyzed.

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	View File

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

8

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	View File

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

Three of the above

**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**

File Description	Documents
Data as per Data Template	No File Uploaded
Link to the minutes of the meeting of IQAC	https://sctteranchi.in/wp-content/uploads/2023/11/IQAC-Minutes-of-meeting.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	Nil
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	View File

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

Nil

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.

The Institute is using energy in efficient way. The campus of the institute is large and has open areas. The classroom and other areas are designed in such a manner that artificial light is not required in day time. It is a green building. Both the faculty members and students are reminded that saving energy is the need of the hour. The Institute hold seminars to inculcate the habit of conserving electricity and it also acts like a stage where students with new ideas can be heard. Solar energy is provided in the institute for lighting Purposes. A 10 kw ongrid solar power plant has been installed to cater the power need of the entire institution without polluting the environment.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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.

Disposal of waste is being made in eco-friendly manner. It is a common practice and the same is being adhered strictly. The Institute monitors regularly that no waste should be kept out of designated area. Separate waste bins are kept for biodegradable and non-degradable waste. A new waste and water management committee has been formed which is responsible for maintaining cleanliness in the institute and proper disposal of waste. The committee is also taking pro-active steps to involve students in the process of waste management so that Institute promises are clean and healthy. The committee sorts out the waste and uses it to make composts. Vermicomposting pit has been prepared in the college campus for preparation of vermi composting.

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

7.1.3 - Institution waste management practices include Segregation of waste E-waste

Two of the above

**management Vermi-compost Bio gas plants
Sewage Treatment Plant**

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	View File

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

Two 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 institute has planted various trees on its campus. It provides a green cover and a sufficient pollution-free environment. The institute's waste and water management committee ensures a clean environment which in terms means a healthy environment. The college is situated in a remote part of town which ensures reduced noise pollution and gas and smoke-free zones. The rainwater does not drain off the campus hence it is a source of water harvesting also. Water is properly disposed of and the college stays free of water clogs.

The institutional initiatives for greening the campus are as follows:

Single-use plastic items such as plastic bottles, bags, spoons, straws, and cups are banned completely and awareness is created among staff and students through orientation and display boards in the premises. The staff and students are informed to use steel or copper water bottles instead of plastic bottles. Landscaping of the college is worth seeing and reflects aesthetic sense. The lawns and the trees provide shade and beautiful ambience. Utmost care is taken to develop and maintain green landscaping by trained gardeners and supervisor. The committee constituted in the college looks after the development and maintenance of the greenery in the campus.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

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	No File Uploaded
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)

0.88

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 location of institute is in a remote area of Ranchi. The institute is running a school for the deprived children of that area. The students coming to the school also get food in addition to education. The motive of awareness program rural upliftment. We are frequently aware them regarding the need of education and health. We frequently hold meetings to spread awareness regarding social evils like intoxication, Dayan pratha(witchcraft), and not succumb to false claims and practices of ojhas(Witchcraft). Health camps are organized on regular basis. We also organize Legal help camps to illiterate residents get aware of their legal rights.

Institutional Environmental Policy are: 1. Optimal use of all natural resources and avoid wastage 2. Maintain the quality of the resources for better health 3. Inculcate environmental consciousness among the stake holders to avoid pollution and abuse of resources 4. Adoption of Green environmental practices like use of solar power, improving greenery in and around the campus, avoiding/minimizing plastic use, rainwater harvest, proper solid waste management 5. Strict promotion and adherence to 3Rs (Reduce, Reuse, and Recycle) and adopt other 'R's wherever feasible. 6. To strengthen the eco-green consciousness among the stakeholders of the institution.

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

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

A. All of the above

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

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

1). Legal Literacy club for the dissemination of legal knowledge specially against witch craft (Dayan Pratha) for the rural illiterate tribal indigenous population in the vicinity of the college is one of the best practices followed by Santosh College of Teachers' Training and Education.

2) The institute is proud to declare that it has established a high school (Snehkul Public High School) for the nearby rural deprived children from nearby villages. Imparting free education and encouraged in sports and ICT awareness. The B.Ed. final year students adopt one child from the school and cater their daily education. The school uniform is also prepared and stitched by the B.Ed. students for the school children.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

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

One of the major causes in the surrounding tribal village is the Legal Battle mostly arising out of small disputes. Considering this, the Institute regularly arranges Legal Literacy camps with the help of some prominent advocates, students and other members of Santosh College of Teachers' Training & Education. We are running a Legal Literacy Club with the help of which people sort out their differences out of court. The students actively participate in making local people vocal for their Legal Rights.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File