



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

MITHILA TEACHERS' TRAINING COLLEGE

AT.- BASUARA P.O.- BASUARA DIST.- MADHUBANI PIN CODE - 847212
(BIHAR)
847212

www.mithilattcollege.org

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Milli Foundation, a registered trust, has established Mithila Teachers Training College (MTTC) AT+P.O. Basuara, Dist. Madhubani, which figures as an Important "Trust" pertaining to the aims & objects of developing in all level & work to the remove the illiteracy in the society of the all community and classes of people, more in minority community of the region has chosen to produce skilled and trained personal to meet the crying need of every educational institution running up to secondary level (10+2).

Mithila Teachers' Training College, the institution functioning for education since 2009. It is functioning to meet the demand of training needs for secondary school education for the people of Mithila Region situated at India & Nepal Border and of the state of Bihar in general. It was permanent affiliated to Lalit Narayan Mithila University, Kameshwar Nagar Darbhanga and Bihar School Examination Board, Patna. L.N.M.U. Darbhanga vide Letter No.- 13177/11 Date : 18.08.2011 from the academic session 2009-2010 and Permanent recognized by ERC , of National Council for Teacher Education (NCTE) vide its letter no. ERC/7-99.6(I).9/2009/921(I) Date - 30.07.2009 and revised recognition order no. F.ERC/NCTE/APE01000/B.Ed.(Revised Order)/2015/32444 Date : 30.05.2015 & D.El.Ed. Course permanent affiliated to Bihar School Examination Board, Patna for one unit Vide letter No T. T. Pe.1101 Dated 02/04/2014 and for another one unit was granted after that the another one unit letter no. T. T. Pe. 943/2018 Date 24/11/2018 from the academic session 2014-2016 & 2017 -19 Permanent recognized by ERC , of National Council for Teacher Education (NCTE) vide its letter no. ERC/7-168.6.32/NCTE/D.El.Ed./2014/23972 Date: 19.02.2014 and F.No. ER-246.6.13/ERCAPP3473/ D.El.Ed./2017/55329 Date : 11.12.2017.

The institute offered Two year B. Ed. Course from Academic sessions 2015 - 17 through regular course mode for freshers and deputed teachers under LNMU State University, Bihar.

Vision

The vision of the Board of Management of Mithila Teachers' Training College envisages imparting education of world class standards in teacher education, which constitutes the backbone for social and national development. It intends to provide for research for advancement, and dissemination of knowledge. As also, to undertake extra mural studies, extension programs and outreach activities to contribute to the development of the society and ultimately of the nation through enrichment of the human capital.

To make Mithila Teachers' Training College , Basuara, Madhubani Centre of Excellence after being re- accredited institution by the National Assessment and Accreditation Council (NAAC) and to open Post-graduate Level Teacher Education Programs (M.Ed.) for producing competent and prospective teachers for those seeking to be teachers by choice and inclination for secondary, higher secondary and higher level education.

Mission

The mission of the Board of Management, as relevant to Mithila Teachers' Training College, Madhubani, aims

at establishing a Teacher Training Institution of world class standard, so as to ensure quality education being imparted to pupil teachers. With the technology boom, the BOM intends to provide fully qualified and competent pupil teachers to meet the global demands. Its mission is to impart quality education to all and to make them employable and respectable citizens. It seeks to serve students by teaching them problem solving, leadership and teamwork skills, and the value of commitment, quality, ethical behaviour and respect for others. The college/society intends to provide

education facility at the doorstep of the downtrodden and masses.

- To facilitate the trainees for their active participation in the teaching- learning transaction by accepting learning as a meaning making process.
- To teach and train the trainees to give equal priority on both scholastic and co-scholastic areas of learning along with learning and practice of teaching skills focusing on Micro Teaching Skills .
- To encourage and stimulate both trainees and faculty for organization of an active participation in seminars, workshops, and conferences with the purpose of coming out with healthy practices both in instructional and research perspectives.
- To undertake Action Research Projects basing on the classroom, organisational climate and community related problems having bearing on teaching-learning process directly and indirectly.
- To inspire the faculty for pursuing higher research degree programs, faculty and career improvement programs and publications for creating and maintaining research culture in the institution consistently.
- To do proper Planning and Management of the institution for opening M.Ed. program.
- To act as a centre for Extension Activities and Consultancy Services.
- To remain in touch with the state, national and international level Educational Agencies in the field of Teacher Education for ensuring quality and transparency in Teacher Education programs.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The Institution is maintaining its linkages with the school sector in relation to the Institute-school-community networking in the following ways.

- Conduction of school internship programs in the nearby schools
- Discussion with the parent guardians as the community members with the school heads if necessary where their wards do their school internship program.
- Instruction to the student teachers for participation in the various co-curricular and cultural programs in the schools where they are assigned for their internship purpose and maintain the records in their Reflective Journal
- Rapport with the Guardians of the student teachers between the school authority and the institution authority through information about the performance of their wards in the internship program and the assistance given by the school.
- Through instruction to the student teachers about the school as a small society or 'Society in Miniature', where the art of community living can be better understood and realized before proceeding to the schools for internship program.
- Invitation to the parent guardians and teachers of the school with their heads, community members having interest in education to the various programs of the institution strengthens the Institute-school-community networking along with maintaining healthy relationship among them .

Institutional Weakness

The Principal in consultation with the Chairman distributes work load to each member of the staff keeping in view their strength-weaknesses, predilection and potentiality. She ensures that all the staff members work as a team and maintain harmonious relationship between them and with the PTs providing an environment that is conducive for effective functioning of the college. Each faculty is actively involved in curricular and co-curricular activities according to their potential, taste and need. Each of them are assigned some „in charge ships? to look into specific area of the college like discipline, assembly, examination, work experience, co-curricular activities etc.

Communication with the staff which is so crucial remains very clear and direct. It is established by issuing circulars/notices/orders, and by conducting formal and informal meetings from time to time, and as and when needed. Minutes of the meeting are recorded. There is informal interaction between principal and staff members in order to sort out daily problems. The management looks after the working in totality and supplements the financial needs. The day to day functioning of the college is looked after by the Principal.

Various sources for getting feedback on curriculum/practice teaching are teacher- educators/mentor teacher/school teacher/peers. MTTC has in place a mechanism of getting feedback to the students along with

the process of using it for performance improvement.

Institutional Opportunity

Use of new technologies is quite good in teaching learning. The MTTC has promoted and undertaken Research and extension. It provides maximum possible opportunities for professional development and engages its teachers in research encourages them to Present/ publish it in academic to run. The teachers are actively engaged in training and developing Instructional and other teaching learning materials, strong college – school – Community networking and linkages with national research and academic organizations are in place. The College reaches community and conducts many extension Programms and encourages its faculty to provide consultancy services.

Infrastructure and resources are in ideal state infrastructural environment remains pollution free. Continuous argumentation enable it to keep pace with academic growth. Mechanisms for maintenance and optimal use of infrastructure are in place. Qualification faculty and staff shares workload equitably and collectively. Whole of staff is engaged in institutional activities. The college resource management practices support and encourage performance improvement, planning and implementation strategies . the financial resources are judiciously allocated and effectively utilized budgeting and auditing procedure are regular and standardized. The MTTC maintain functional internal quality management system. Inclusive practices and excellent relation ship with stakeholders and thus nourishes real academic institutional culture. To foster and nurture good character and high moral persons of the pupil teacher with their values of community service, national integrity, national pride, religious, tolerance, aesthetic sense for earth's environments and provide education as and instrument for human growth & societal mobility and upward movement and its develop competencies such as communication power, technological awareness, spirit of accountability leadership qualities, ability of judgement/ decision making and required professional skills.

Institutional Challenge

The complete academic planning is done at the start of the academic year. Different committees of staff (as listed above) are formed well in advance for the proper execution of planned activities. Some of the responsibilities are assigned on personal basis to individual staff members. Every staff member of MTTC takes his/her responsibilities sincerely and performs the allotted work efficiently. Likewise, administration headed by the Principal presents its analysis and observations along with the proposals for their incorporation into the plan. In this the Principal is assisted by the in-charge of the office.

It may be emphasized that almost every employee is involved in the process of planning because of which they get identified with the task and the working itself. Besides, the employees are continuously monitored and reminded as and when required. At the same time, concerned functionary remains under the obligation of submitting a written progress report. Further, involvement and contribution of the individual employee is assured through motivation, inspiration and by following a policy of presenting challenges and providing incentives. Objectives are communicated at all the levels through circulars, meetings and sometimes by displaying them on the notice board, and through announcement.

- To prepare the trainees to be competent teachers with better acquaintance with the skills of teaching,

various innovative methods and approaches, mastery over the subject matter with proper zeal and interest

- To adopt inclusive and equity based approach in the organization of both the scholastic and co-scholastic activities in order to give justice to one and all.
- To facilitate each trainee for development at his / her own pace.
- To teach and train the trainees about the constitutional values for practicing these in the form of exercising their fundamental duties by enjoying the fundamental rights envisaged in the constitutions of India.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution has set the following objectives with major considerations to be addressed by them through the B.Ed. & D.El.Ed. program.

Objectives:

- To prepare the trainees to be competent teachers with better acquaintance with the skills of teaching, various innovative methods and approaches, mastery over the subject matter with proper zeal and interest
- To adopt inclusive and equity based approach in the organization of both the scholastic and co-scholastic activities in order to give justice to one and all.
- To facilitate each trainee for development at his / her own pace.
- To teach and train the trainees about the constitutional values for practicing these in the form of exercising their fundamental duties by enjoying the fundamental rights envisaged in the constitutions of India.
- To enable the trainees for facing the challenges of globalization, liberalization and privatization by teaching them to be inquisitive, creative, innovative, scientific and adoptive in their nature and approach.
- To prepare the trainees for becoming good social human beings with keeping a healthy co-operation and

mutual understanding with their fellow beings .

- To train the trainees about how to be a man of balanced personality with having their own value system in relation to social, cultural, economic and environmental aspects at local, state and national levels.
- Provision for skills of teaching for better pedagogical competence with appropriate methods of teaching for different subjects and practice of innovative methods, approaches and activities.
- To provide special facilities to the disadvantaged category of trainees with the actualization of equity in the implementation of the B.Ed. & D.El.Ed. Program.
- To teach the trainees about the emerging core values essential for national development across the organization of both scholastic and co-scholastic activities.

Teaching-learning and Evaluation

Along with the instructional treatment of the topics like class room management, equity and equality in education in different papers under theory component, the activities under the purview of practicum, school internship and sessional activities – teaching peers, group activity, school initiation program, Psychological practical, Community outreach activity, fieldtrip / community living camp, action research projects etc are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process.

The Institution gets ample scope to engage & facilitate the students in active leaning more in the newly implemented Curriculum. As per the Curriculum transaction the students facilitate to do library study and group discussion on the learning difficulties faced by them. They are exposed to computer laboratory for fulfillment of their learning requirements through website searching process. They use to do peer teaching for micro teaching skills, computer assisted presentation, simulated teaching, preparation of low cost teaching learning materials, school initiation program, construction of Achievement Test, Psychological Practical under the purview of Practicum of the new B.Ed. Curriculum. In addition to this, the engagement of the trainees in active learning also would have been facilitated through school internship including the teaching practical, preparation of Reflective Journal, Action Research and various group activities and community outreach programs as the sessional activities.

Infrastructure and Learning Resources

The institution has necessary physical infrastructure facilities as per NCTE norms to run the B.Ed. & D.El.Ed. Program . It has been land coverage area of 6070 sq.mts it has 2365.42 sq. meters built up area for B.Ed. Course and 3401.2 sq meters built up area for D.El.Ed. Course. The following facilities are available in the infrastructure allocation of the institution are facilities for classroom teaching, laboratory work, library with reading facilities, ICT facilities, common room both for boys and girls in separate, toilet facilities both for the staff and students in both floors of the building, store room facilities, Health and Physical Education room, Seminar room, management room, Principal office with attached toilet, office room, multipurpose hall etc as per the NCTE norms .

MTTC is enhancing the new technologies and facilities according to the requirement for academic growth. Earlier faculty of MTTC used OHP, digital Projector and high density Video Camera for the demonstration of

micro teaching Digital Projector and high density Video Camera for the demonstration of micro teaching and lesson planning. But nowadays faculty and Students both are using gadgets for simulated – teaching, micro – teaching and lesson planning to keep pace with the academic growth. Besides there, faculty frequently use Power- point, various multi-media, transparencies and other innovative methods to make the teaching and learning process more effective. Seminar & Multipurpose Hall are well equipped with fairly good sound system. MTTC is always in a continuous process to update the library with new books and journals, Psychology resource centre, Language resource centre, Science/ Math resource centre and Computer lab with equipments according to the requirement of students and the faculty. MTTC also add the furniture and other accessories from time to time.

Student Support and Progression

After completion of admission of the candidates given by the University Authority for admission to the B.Ed. Course in our institution, we administer a “Teaching Aptitude Test” in the form of a questionnaire containing the items relating to Education, Training, Teaching as a Profession & Skills of Teaching in order to get pre-entry knowledge/ behaviour about the students. On the basis of the conduction of this test the entry knowledge or behavior lies with the admitted candidates in relation to the B.Ed. curriculum, the pace of teaching is decided after the conduction of the academic committee meeting under the chairmanship of the Principal. After prolonged discussion on it the meeting of the Staff Council is conducted for discussion on the execution of the Curricular & Co-Curricular activities as per the academic calendar meant for the session.

The guidance and counseling program is followed by a three- days Orientation- cum-Introduction program for providing a wholesome initiation into the college, including the tasks ahead i.e. orientation to syllabus of B.Ed., teaching subjects, physical activities, practice teaching, outreach / extension services, internship program, professional ethics, contemporary issues etc. They get some insight into infrastructural facilities/amenities available, and have personal interaction with the faculty & alumni too.

MTTC gets to know PT's preference for inclusion in any particular house / group considering the idea of their choice of hobbies and specific games. PTs are provided information on the subjects available at the college. Counseling is offered to the PTs at the time of admission, before they opt teaching subject(s) or an elective paper.

Governance, Leadership and Management

The Policy of privatization in professional and technical education by Government of India and state Government brought “North Bihar” on the global map as one of the emerging educational hub.

The policy of privatization in professional and technical education by Government of India and State Government brought “North Bihar” on the global map as one of the emerging educational hub. Since the inception of the policy, institutions of the city have been providing quality education and training to youths

migrating from different part of Bihar and other parts of the country. The philanthropic efforts of the founders of these institutions have been made the dream of higher education of the people of Mithila region come true. The founder of MTTC invited some scholars from different places of India to plan for providing better education. Under the aegis of the Milli Foundation Trust, Madhubani in the year 2007, the vision coupled with scholarly planning brought Mithila Teachers' Training College into existence at Basuara, Dist. Madhubani.

In view of influx of the people interested in quality education, Milli Foundation Trust, Madhubani planned to establish a high quality teacher training institution to produce high quality teachers so that they meet the genuine needs of the society in transition. With these facts in view our society opened teacher education department in Mithila Teachers' Training College. The vision of MTTC provides a picture of the institution, inspiration, and the framework for strategic planning. It has a huge influence on decision making and the way resources are allocated. MTTC's vision and mission provide the student community with a unifying sense of purpose and direction.

Institutional Values and Best Practices

The academic programs of Mithila Teachers' Training College (MTTC) are in tune with the NCFW-National Curriculum Framework, 2005 and subscribe straight away to the curriculum prescribed by the Lalit Narayan Mithila University, Darbhanga, the affiliating University, in letter and spirit. With the vision of the institute and national policy of education, 1986 in view, MTTC have (within the overall framework of the rules and regulations of the university for B.Ed. course) been able to shift the focus of educational process from theory to practical and make the learning process activity based as per the normative guidelines of NCFW, 2005.

Best Practice – I

Title of the Practice: - Keeping Faculty abreast with contemporary areas of the discipline so as to impart quality education.

Goal Aims and Objectives:- The Institution organized faculty Development programs, Seminars, workshops etc. for enhancing and upgrading knowledge of faculty members. Such practices have deep impact on quality enhancement and overall development of faculty as well as students. It positively impacts the academic functioning of the Institute and facilitates the role of teacher as educators and mentors. The Institution conducts the Seminars/ Workshops with the following objectives

- To upgrade their knowledge and skills.
- To promote research work in their field of specialize.
- To improve their effectiveness as teachers and mentors.
- To inculcate values and ethics

Various programs to enhance knowledge of faculty are conducted on timely basis in MTTC. These includes / Seminars, interactive sessions and motivational lectures from eminent persons on topics related to research, management, interpersonal communication, values and ethics etc.

Best Practice – II

Title of the Practice:- Pedagogy addressing outcome based education and heterogeneity of intellectual evolution (no is left behind)

- To facilitate effective teaching learning process in all the courses.
- To accomplish holistic growth of students and enhance their learning experiences and outcomes.

Research and Outreach Activities

MTTC encourages its faculty for research, consultancy and extension programs. Even PTs are engaged in research and extension activities through projects, action research and outreach programs.

MTTC encourages all faculty members to do research. The college has encouraged the non-Ph.D. faculty to get enrolled for the Ph.D. degree. The college promotes its faculty to participate in Conferences / Seminars / Workshops related to education.

Faculty of our college and other colleges shared with each other the various innovative methods in teaching and activities included in their curricula during the Conference on

“Innovative Practices in Teacher Education.

The performance assessment of faculty with regard to teaching and research is assured through the submission of the Self-Appraisal Report with Teachers Journal to the Principal at the end of the academic session. Certificate of their participation in seminars /workshops /conferences and the publication of their articles in the ISSN assigned Journals /ISBN edited books submitted to the principal as and when completed and published with regards to the research activities are the mechanisms for performance assessment of the faculty in research perspective.

The service of the faculty is assessed on the basis of their attendance in the institution, classroom performance, participation in various co-curricular activities and student feedback etc.

With regard to the non-teaching staff, their participation in the training / orientation programs, performance in the assigned duties in relation to the smooth functioning and management of the office, their working efficiency etc. are the mechanisms of their performance assessment. For maintenance of their service record, their time of arrival and departure, participation with doing the assignments given by the head of the institution, office records maintained by him/her are the mechanisms for performance assessment of the non-teaching staff.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MITHILA TEACHERS' TRAINING COLLEGE
Address	AT.- BASUARA P.O.- BASUARA DIST.- MADHUBANI PIN CODE - 847212 (BIHAR)
City	MADHUBANI
State	Bihar
Pin	847212
Website	www.mithilattcollege.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Md. Ehsanul Haque	06276-295039	9473064246	-	mithilatt@gmail.com
Professor	Faiyaz Ahmad	-	8920849558	-	faiyazahmad1002@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Certificate.pdf
If Yes, Specify minority status	
Religious	
Linguistic	Yes
Any Other	

Establishment Details				
State	University name	Document		
Bihar	Lalit Narayan Mithila University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	30-05-2015	6	Permanent

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	National Assessment and Accreditation Council
Date of recognition	15-11-2015

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	AT.- BASUARA P.O.- BASUARA DIST.- MADHUBANI PIN CODE - 847212 (BIHAR)	Rural	1.5	5766.62

2.2 ACADEMIC INFORMATION

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

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	4				0				12			
Recruited	0	0	0	0	0	0	0	0	8	4	0	12
Yet to Recruit	4				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	16				0				16			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	16				0				16			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				13
Recruited	11	2	0	13
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				13
Recruited	11	2	0	13
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	2	0	0	0	0	0	0	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	8	4	0	12

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Diploma	Male	63	0	0	0	63
	Female	37	0	0	0	37
	Others	0	0	0	0	0
UG	Male	73	0	0	0	73
	Female	27	0	0	0	27
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	4	10	7	3
	Female	0	5	4	1
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	1	0	0
	Others	0	0	0	0
OBC	Male	47	30	19	54
	Female	31	15	7	15
	Others	0	0	0	0
General	Male	9	15	9	16
	Female	9	24	4	11
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		100	100	50	100

3. Extended Profile

3.1 Students

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

2019-20	2018-19	2017-18	2016-17	2015-16
100	50	100	100	100
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		
Other Upload Files				
1		View Document		

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

2019-20	2018-19	2017-18	2016-17	2015-16
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2019-20	2018-19	2017-18	2016-17	2015-16
73	37	61	100	100
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

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

2019-20	2018-19	2017-18	2016-17	2015-16
100	47	100	100	100
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2019-20	2018-19	2017-18	2016-17	2015-16
100	50	100	100	100
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2019-20	2018-19	2017-18	2016-17	2015-16
100	50	100	100	100
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

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

2019-20	2018-19	2017-18	2016-17	2015-16
16	16	16	16	16
File Description		Document		
Institutional data in prescribed format		View Document		
Copy of the appointment orders issued to the tea		View Document		

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

2019-20	2018-19	2017-18	2016-17	2015-16
16	16	16	16	16
File Description		Document		
University letter with respect to sanction of p		View Document		
Any other relevant information		View Document		

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

2019-20	2018-19	2017-18	2016-17	2015-16
11376940	6814124	9854113	6080308	6417440
File Description		Document		
Audited Income Expenditure statement year wise d		View Document		

Number of Computers in the institution for academic purposes..**Response: 25**

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

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

Response:

Mithila Teachers' Training College has a clearly stated and communicated purpose, vision, mission and values, which are reported under criterion 6.1 and below. The academic programs of Mithila Teachers' Training College (MTTC) are in tune with the NCFW-National Curriculum Framework, 2005 and subscribe straight away to the curriculum prescribed by the Lalit Narayan Mithila University, Darbhanga, the affiliating University, in letter and spirit. With the vision of the institute and national policy of education, 1986 in view, MTTC have (within the overall framework of the rules and regulations of the university for B.Ed. course) been able to shift the focus of educational process from theory to practical and make the learning process activity based as per the normative guidelines of NCFW, 2005. All these are put into operation within the framework mandated in the above-mentioned state documents-university. At its own level, MTTC tries to cater to the emerging needs of the society, by introducing the concept of smart classes and computer learning. Objectives of the institution and considerations as enumerated in the Memorandum of Milli Foundation Trust, Madhubani, are wholly in tune with the national level aims and objectives.

The institution has set the following objectives with major considerations to be addressed by them through the B.Ed. & D.El.Ed. program.

Objectives:

- To prepare the trainees to be competent teachers with better acquaintance with the skills of teaching, various innovative methods and approaches, mastery over the subject matter with proper zeal and interest
- To adopt inclusive and equity based approach in the organization of both the scholastic and co-scholastic activities in order to give justice to one and all.
- To facilitate each trainee for development at his / her own pace.
- To teach and train the trainees about the constitutional values for practicing these in the form of exercising their fundamental duties by enjoying the fundamental rights envisaged in the constitutions of India.
- To enable the trainees for facing the challenges of globalization, liberalization and privatization by teaching them to be inquisitive, creative, innovative, scientific and adoptive in their nature and approach.
- To prepare the trainees for becoming good social human beings with keeping a healthy co-operation and mutual understanding with their fellow beings .

- To train the trainees about how to be a man of balanced personality with having their own value system in relation to social, cultural, economic and environmental aspects at local, state and national levels.
- To teach and train the trainees how to act as nation builders and change makers of the society after being involved in the teaching profession. Accordingly, the following major considerations may be addressed :
- Provision for skills of teaching for better pedagogical competence with appropriate methods of teaching for different subjects and practice of innovative methods, approaches and activities.
- To provide special facilities to the disadvantaged category of trainees with the actualization of equity in the implementation of the B.Ed. & D.El.Ed. Program.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	View Document
Plan developed for the last completed academic year	View Document
Paste link for additional information	View Document

1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the last completed academic year 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni
E. Any 1 or none of the above

D. Any 2 of the above

C. Any 3 of the above

B. Any 4 of the above

Response: E. Any 1 or none of the above

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

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: D. Any 1 of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Paste link for additional information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

1.2 Academic Flexibility

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

Response: 100

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

2019-20	2018-19	2017-18	2016-17	2015-16
16	16	16	16	16

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

2019-20	2018-19	2017-18	2016-17	2015-16
16	16	16	16	16

File Description	Document
Data as per Data Template	View Document
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View Document
Any other relevant information	View Document
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document
Paste link for additional information	View Document

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document
Paste link for additional information	View Document

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

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

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: D. Any 1 of the above

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

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

Response: 100

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

2019-20	2018-19	2017-18	2016-17	2015-16
100	50	100	100	100

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

1.3 Curriculum Enrichment

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

Response:

The institution emphasizes Gender, Climate and Sustainability, Human Values and Professional Ethics in the curriculum for cross-cutting topics, which helps students, instill morally strong corporate citizens. In today's dynamic work environment, gender equality and environmental sustainability are relevant to the mainstreaming of such cross-cutting issues in our curriculum. Adequate emphasis is placed on human values, gender equality and sustainability in the design of the curriculum.

Various value addition courses are offered to students as per current requirements to make the students competent in the market. Value added courses.

The Institution believes application oriented programs and research based education, by creating research culture among students that result in inventions and research publications by research-based courses. The application oriented courses are imparted through internship, projects, field work etc

The institute ensures ample importance in curriculum for cross cutting issues Gender, Environment and Sustainability, Human Values and Professional Ethics. Gender equality and environmental sustainability are relevant in today's dynamic work environment mainstreaming such cross cutting issues takes considerable position in our curriculum. While designing the curriculum sufficient emphasis is laid on Human Values, Gender equality and sustainability.

Professional Ethics helps to instill morally strong corporate citizens.

Human values & Gender Equality: are essential for successful professional career. Human values infuse harmony and help to create students with strong character. The professional environment shares a work space with equal gender participation so the institute makes sure the students of MTTC give equal respect to their colleague without any gender biasness and help in creating a healthy society. The following courses help us to create strong individuals with human values and promote gender equality Principles of Management.

File Description	Document
Photographs indicating the participation of students, if any	View Document
Paste link for additional information	View Document

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

Response:

MTTC follows the curriculum prescribed by Lalit Narayan Mithila University for B.Ed. course. It is a balanced curriculum for the training and grooming of the pupil teachers even in the role of diversity and equity in teaching-learning process.

The curriculum provides theoretical insight to the PTs to envisage the various educational, social and

psychological issues. MTTC provides an opportunity to apply and practice the theoretical aspects in real life situation through field experiences. MTTC provides equal weightage to theory and school-based practical activities.

There is a sociology part in the first core paper (Teacher in the Emerging Indian Society) of the B.Ed. curriculum. The prescribed part familiarizes the PTs with the concept, meanings and importance of equity and diversity. Besides, it focuses on the problems of caste and class based disparities and the aspects concerning democratic functioning of society, national integration, international understanding and their interrelations. In this context, the content outlines the ways and means for observing equity and respecting diversity. Similarly, the paper on Educational Psychology enables the learners to understand and appreciate the principles of equity and diversity so far, as they emanate from individual differences. The duly contextualized differences (diversities) are practiced with equity under focus during the course of teaching.

Different activities have been envisioned in the curriculum for PTs to understand the role of diversity and equity in teaching learning process. During the teaching-learning process, all the teacher educators observe the values of democracy, abstain from criticizing each other and instead become pro-active and well attentive to understand different viewpoints in a democratic way. The individuality of the PTs is well appreciated/respected and different viewpoints are taken as merely reflection of diversity.

A required understanding of the concept of multiculturalism and value of respecting different cultures promotes the idea of respecting diversity.

Reciting national song and anthem that speak of national integrity are routine practice of the college. These are instruments for creating emotionally-toned humane atmosphere.

MTTC commences with a daily prayer session including news headlines, thought of the day, physical exercise and National Anthem. The prayer session is planned in a way that embodies sentiments of all castes and religions.

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

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

Response:

MTTC is situated in a neat and clean surrounding and housed in a lush green-pollution free environment in an excellent building with all infrastructural facilities conducive for conduction of teacher education programme. MTTC has a well developed play ground. It also has a multipurpose hall of the required (225+) seating capacity and is equipped with required electronic gadget for effective conduction of curricular and co-curricular programs. MTTC also has a seminar room which is equipped with public

address system and DLP projector. Besides, it has computer resource centre, language resource centre and ET/ICT resource centre.

There is a suggestion/complaint box in the main building of MTTC. Any stake holder can put his/her suggestions/complaints in the box. The suggestions are analyzed and worked upon. The feedback from the PTs is taken at end of the academic year also. Feedback from alumni, community people and parents are also entertained. On the basis of feedback analysis conclusions are drawn and decisions are taken for implementation.

There is a democratic way of communicating to the PTs which provides a conducive atmosphere giving enough space/opportunity for the expression/understanding of barriers in PTs learning. The faculty and PTs representatives talk freely in student council about barriers to learning. All the possible efforts are made by the faculty to remove these identified barriers.

MTTC is open to reforms which entail an understanding of barriers.

The Quality Enhancement Cell (Academic Council) reviews aspects concerning academic

growth and takes steps to facilitate growth and erode barriers. QEC / AC ensures that whether the classroom instructions and presentations are PTs oriented or it involves effective participation of the PTs. QEC does instructional monitoring and ensures feedback through evaluation of PTs by their practical and academic performances.

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

1.4 Feedback System

1.4.1 Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from

- 1. Students**
- 2. Teachers**
- 3. Employers**
- 4. Alumni**
- 5. Practice teaching schools/TEI**

E. Any 1 or none of the above

D. Any 2 of the above

C. Any 3 of the above

B. Any 4 of the above**Response:** B. Any 4 of the above

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

1.4.2 Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following**E. Feedback not collected****D. Feedback collected****C. Feedback collected and analysed****B. Feedback collected, analysed and action has been taken****Response:** D. Feedback collected

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Any other relevant information	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 90

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

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

Response: 20

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

2019-20	2018-19	2017-18	2016-17	2015-16
73	37	61	100	100

File Description	Document
Final admission list published by the HEI	View Document
Data as per Data Template	View Document
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View Document

2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

2.2 Honoring Student Diversity

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

Response:

Academic Council: Academic council consists of senior faculty members and academic experts. The council ensures academic readiness of the institute to meet corporate requirements. The body reviews the syllabus from time to time and evaluate the academic performance and progress of the Institute.

Along with the instructional treatment of the topics like class room management, equity and equality in education in different papers under theory component, the activities under the purview of practicum, school internship and sessional activities – teaching peers, group activity, school initiation program, Psychological practical, Community outreach activity, fieldtrip / community living camp, action research projects etc are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process.MTTC adapts to the needs of PTs, rather than PTs adapting to the needs of the institution. Individual differences between PTs are treated as a source of richness and diversity and not a problem.The diversity of needs and pace of development of PTs are addressed through a wide and flexible range of activities.

MTTC relies upon following factors to promote and determine the success of inclusive classrooms:To begin with, the faculty recognizes their PTs as their most important multicultural resources.PTs are engaged in the teaching and learning process, which transcend the banking method and facilitate experiences in which PTs learn from each other?s experiences and perspectives.Content is presented from a variety of perspectives and angles in order to be accurate and comprehensive.Faculty brings the perspectives and experiences of the PTs themselves to the

forefront in the learning experience.Faculty makes content and its delivery relevant for the PTs- facilitate experiences in which they connect it with their everyday lives.Faculty uses well-constructed plans and identifies specific accommodation, modifications and goals for each PT.Faculty encourages PTs to ask critical questions about all information they receive from them and curricular materials and models.

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs
E. Any 1 or none of the above

D. Any 2 of the above

C. Any 3 of the above

B. Any 4 of the above

Response: C. Any 3 of the above

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

2.2.3 There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students
No Special effort put forth in accordance with learner needs

Left to the judgment of the individual teacher/s

Whenever need arises due to student diversity

Only when students seek support

Response: Whenever need arises due to student diversity

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

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 6.67

2.2.4.1 Number of mentors in the Institution

Response: 15

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

2.3 Teaching- Learning Process

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

Response:

Approach to Teaching- Learning

The institution has mentoring arrangements in its limited applications which are organized for the following purposes.

- Method subject teacher as the mentor for the students of the concerned method subject in preparing lesson plan, teaching materials and teaching aids, selection of appropriate method of teaching, type of questions to be asked as per the nature of the topic in relation to the subject and level of education, type of evaluation questions to be asked at the end of the teaching. Mentoring

arrangement in this regard is essential in order to actualize the participatory approach in the teaching - learning process.

- Organization of community outreach activities through the formation of different groups among the students under the guidance and supervision of a teacher as the mentor of a group of students for the said purpose. In the same way every teacher is assigned the task of a mentor for a group of students.
- Lesson plan practice in different schools in relation to the school internship program under the guidance and supervision of a teacher educator as the supervisor plays the role of a mentor for this purpose.
- Participation of faculty members in the orientation programs and refresher courses facilitate them to do their project work may be in the form of seminar presentation / examination under the guidance of a professor as expert acts as the mentor for the faculty member for the said purpose has also bearing on the mentoring arrangements in our institution.

The following scholastic & co-scholastic activities are undertaken by the institution for making learning student centered through adoption of Participatory approach as per the curriculum.

- Organization of Seminar cum Conferences on Micro teaching, Pedagogical Analysis and Preparation low cost TLM, Lesson Planning with facilitating the students for active participation and presentation of papers.
- Organization of feedback session to get response from the students on the learning faced by them and to take measures accordingly by the institution.
- To facilitate the students to have their Computer Assisted Presentation(CAP) through Power point use on the topic they like in relation to their method subjects.
- Organization of cultural competitions relating to the various interest, aptitudes and attitude of the students with coverage of variety needs of students – Rabindra Sangeet(Solo), Recitation, Debate, Flower Decoration etc.
- Visit to a place of learning and organization of Games & Sports as per the needs of the students.

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

2.3.2 Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with

Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years**Response:** 100**2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..**

2019-20	2018-19	2017-18	2016-17	2015-16
16	16	16	16	16

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

2.3.3 Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..**Response:** 100**2.3.3.1 Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year****Response:** 100

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

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

- 1. Understanding theory courses**
- 2. Practice teaching**
- 3. Internship**

4. Out of class room activities
 5. Biomechanical and Kinesiological activities
 6. Field sports

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: A. Any 4 or more of the above

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

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

Response:

The Program outcomes, Program Specific Outcomes are helpful in developing the framework of teaching and learning. The Course outcomes facilitate in clear understanding about the course expectations and also support the process of learning. The Course outcomes also present a clear picture of employability, skill development and entrepreneurship prospects of the course. Further the outcomes help to understand the various cross cutting issues pertaining to gender, environment, values and professional ethics. Academic council frames the curriculum which appropriately incorporates Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) for all programs offered by the institution. While framing the syllabus the scope, methodology and outcomes are taken into consideration. Definite measurable program and course outcomes are set up. At the same time, suitable teaching methods and materials and other curricular activities such as live projects and industrial visits, etc. are planned.

The chief objective is to provide varied experiences to the PTs. In order to achieve this aim PTs are given professional training in teaching by the following measures: -MTTC practices student-centered learning approach. It focuses on the need/interests of the students. In this, the teachers are obliged to think from the PT's perspective. -MTTC follows and promotes the teaching methods such as active learning, cooperative learning, inductive teaching, inquiry-based learning, case-based instruction, problem-

based learning, project-based learning, discovery learning, etc.

These methods entail reflection on every step of learning. MTTC promotes: Collaborative group learning, both inside and outside the classrooms; Individual pupil teacher's research.(Action Research) Research and discovery by PTs and faculty together.(Social Survey) To exemplify the methods, an instance may be referred where one faculty member teaches about issues of power in society (for example-gender and minority status) by asking PTs to analyze their own cultural perspectives (such as their cultural history, language, and literacy). In another program, prospective teachers are asked to look at their own cultural experiences and history, think about the match between their family, community culture and their school culture, and then discuss ways in which some children's home and school cultures differ.

In addition to above:-

This wide exposure to various situations helps the PTs not only adjust with socio- cultural changes/ requirements but also make them think and reflect. This is facilitated further by „Self-Reflection? technique to be reported a little latter.

The institute has a well-defined welfare and promotion policy for the employees. Faculties are provided financial and other support to improve their professional efficiency. Institute funds various national and international conferences and workshops attended by the faculty. We organize Faculty & Staff Development programs and thus ensure continuous professional growth. Institute has a well-defined performance appraisal system.

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

2.3.6 Institution provides exposure to students about recent developments in the field of education through 1. Special lectures by experts 2. 'Book reading' & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

E. Any 1 or none of the above

D. Any 2 of the above

C. Any 3 of the above

B. Any 4 of the above

Response: E. Any 1 or none of the above

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

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

Response:

In our institute our main focus and practice is on student's centric learning. In the institute we support the management learning theory by applied experiential learning through following methods:

1. **Case Study method:** The case study method is a main focus in our institute to enrich the management learning by analyzing the business problem and thereby gain the experiential learning to the students.

2. **Presentations:** Each students is assigned a topic and student present the topic prepare under the guidance of faculty. By giving presentations by the students he gains the experiential learning.

3.**On the Job (SIP):** It is mandatory that every student has to to acquire experiential learning.undergo on the job learning under corporate mentor he comes back to the institute and prepares research projects under the guidance of academic mentor.

4.. **Corporate social responsibility:** Corporate social responsibility is a statutory responsibility of every corporate. The institution practices experiential learning by taking students to the Old age home and orphan age homes, and Swachh Bharat Abhiyan. By this experiential learning the student are sensitized for social responsibility and commitment to the national interest by experiential learning.

5. **Vestibule Learning:** Vestibule learning is a bench mark of experiential learning. The institute practices this experiential method by organizing industrial visit of students. Industrial visit exposes to the students to the experiential learning through the interaction with industrial persons.

6. **Sports and Cultural competition:** The institution organizes different sports and cultural competition of students. This competition among students help them to understand the fundamental concept of management namely Decision making, Tolerance, Group Dynamics, Commitments, Leadership Qualities and Team spirit .

7. **Experiential learning from corporate:-** In order to strengthen the theoretical learning of management, institute organizes guest lecturer of highly experienced corporate professionals. These highly experienced

professionals shared their experience learning with students. This provides a laboratory of experience learning to the students.

8. Collaborative learning: To thrive peer learning, students are made to work in groups to solve specific case problems within a tight time frame. This not only encourages group learning but also helps in knowledge building of students.

9. Live Projects: Live projects are provided to develop employment abilities in students to provide industrial experience and insights. This is the most pragmatic way to apply management knowledge in real time environment.

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

2.4 Competency and Skill Development

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

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

E. Any 1 or none of the above

D. Any 2 or 3 of the above

C. Any 4 or 5 of the above

B. Any 6 or 7 of the above

Response: E. Any 1 or none of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

E. Any 1 or none of the above

D. Any 2 or 3 of the above

C. Any 4 or 5 of the above

B. Any 6 or 7 of the above

Response: C. Any 4 or 5 of the above

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

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

as

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

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: D. Any 1 of the above

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

2.4.4 Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses

1. Teacher made written tests essentially based on subject content
2. Observation modes for individual and group activities
3. Performance tests
4. Oral assessment
5. Rating Scales

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 or 4 of the above

Response: B. Any 3 or 4 of the above

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

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations

E. Any 1 or none of the above

D. Any 2 of the above

C. Any 3 of the above

B. Any 4 of the above

Response: E. Any 1 or none of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document
Link for additional information	View Document

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

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**
- 4.Involvement in preparatory arrangements**
- 5.Executing/conducting the event**

E. None of the above

D. Any 1 or 2 of the above

C. Any 3 of the above

B. Any 4 of the above

Response: D. Any 1 or 2 of the above

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

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

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

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: D. Any 1 of the above

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

Other Upload Files	
1	View Document

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

The institution in collaboration with the school, in its locality, Village Panchayats conducts the community outreach activities for partial fulfillment of the requirements of the B. Ed. Program in particular and community based awareness programs as extension activities beyond the B. Ed. Curriculum. The institution collaborates with the schools for internship program conducted by the students in the schools by keeping and maintaining healthy rapport with the school authorities. Information obtained from the school heads where the student teachers are engaged for their internship work.

While preparing the academic plan, top most priority is given on the suitable period for the school and of the institution during which the school internship will be conducted.

Conducting the school internship program in different schools with proper stress and intention to fulfill its purposes.

Practice Teaching : As the newly developed curriculum has focused on school internship where practice teaching plays a vital role in making them effective teachers along with providing ample scope to be a good sociable human beings by accepting them as regular teachers during their stay in the schools for delivering 60 practice teaching lessons as per the NCTE norms. 16 weeks practice teaching program in the school they would have been exposed to the practice of micro teaching skills, pedagogical analysis with simulation and mini teaching works as the pre practice teaching days.

School Experience / Internship : The trainees would have been allotted to different practice teaching schools for delivering their 60 lesson plans where same weight age has been given on the participation of the trainees in the organization of different co-curricular activities in the concerned schools like other regular teachers . Besides , they have to conduct the construction of achievement test on two school subjects , preparation on reflective journal and conduction of action research projects relating to the problems faced by the trainees in the schools come under the purview of school experience which is popularly known as school internship now.

The process of internship in schools or school internship in which practice teaching is a major thrust occurs in the following ways as the procedural steps of the entire practice teaching protocol –

- The principal of the institute meets the heads of the schools for taking their consent for the said

purpose,

- Discussion with the teachers in-charge of school allotment with the student teachers for their preference in opting the schools out of the selected schools ,
- Preparation of the allotment list of student- teachers for different schools with the selection of group leader and allotment of one teacher educator as the supervisor,
- d) Sending the letter with the allotment list of the student teachers to the school heads through the group leader for prior discussion regarding the allotment of classes with proper adjustment in the time table ,
- Interactive session with the student teachers by the principal and faculty members before sparing the student teachers for their school internship,

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

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

Response: 33.33

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

Response: 3

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

2.4.10 Nature of internee engagement during internship consists of

1. Classroom teaching
2. Mentoring

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

E. Any 1 or none of the above

D. Any 2 or 3 of the above

C. Any 4 or 5 of the above

B. Any 6 or 7 of the above

Response: D. Any 2 or 3 of the above

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

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

The process of practice teaching has to be, as it actually is, in tune with the guidelines of the N.C.T.E. and Lalit Narayan Mithila University, Darbhanga.

Practice Teaching:

Under the existing provision, each pupil teacher has to give a total of 60 lessons during the entire course of practice teaching. Of these, 60 lessons are given at the college, with the peer group (pupil teachers) in the presence of subject expert simulated teaching

Per day Lessons:

In any case, the PTs do not transact more than two lessons in a day. During practice teaching the PTs deliver 60 lessons (30 in each subject) with more emphasis being placed on effectiveness.

Monitoring Mechanism:

Teacher educators (preferably subject experts) check and approve all the lessons plans before hand. The teacher educators observe all the lessons which are delivered during simulation as well as at the field teaching.

Feedback Mechanism:

Teacher educators, PTs and school teachers observe the lessons delivered by the PTs. While observing lessons, the teacher educators record their comments on a set evaluation Performa, which come as immediate feedback to the concerned PTs. In between, the PTs are trained in the technique of observing lessons (peer observation). It acts as a live source of feedback to and from the PTs.

Teachers of concerned schools are also encouraged to observe the lessons delivered by the PTs to their students. This helps PTs to know their weakness by independent and unbiased observation. They are also encouraged to give their suggestions to improve the lessons plans of the PTs as per the need of students and the content.

Regarding the details of practice teaching in schools, a student teacher generally delivers two/four lessons covering one composite method subject she / he opted per day. These are observed by the teacher educators or concerned subject teachers and maintain the record of their observations in the supervisor observation book known as Supervision Book. So far the feedback and monitoring mechanisms are concerned, principal of the institution use to go to the various practice teaching schools to discuss with the head master, teacher educators, school teachers and the student teacher regarding the progress of this task. Besides , through interaction with the head master and the school teachers in respect to their concerned subjects he gets the feedback about student-teachers class room performance and also interacts with the teacher educators as his colleagues regarding the progress and the problems the student –teachers are facing in taking and managing the classes . After completion this practice teaching in schools , a feedback session is conducted in the institution in the presence of the principal and the teacher educators as faculty members to share with the student-teachers regarding their experiences in the schools and to give some suggestions for further improvement in their teaching performance .

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

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

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

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

E. None of the above

D. Any 1 of the above

C. Any 2 or 3 of the above

B. Any 4 of the above

Response: E. None of the above

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

2.4.13 Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

- 1. Effectiveness in class room teaching**
- 2. Competency acquired in evaluation process in schools**
- 3. Involvement in various activities of schools**
- 4. Regularity, initiative and commitment**
- 5. Extent of job readiness**

E. None of the above

D. Any 1 or 2 of the above

C. Any 3 of the above

B. Any 4 of the above

Response: D. Any 1 or 2 of the above

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

2.5 Teacher Profile and Quality

2.5.1 Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 100

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

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

Response: 25

2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years

Response: 4

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

2.5.3 Average teaching experience of full time teachers for the last completed academic year.

Response: 1**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 16

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document
Any other relevant information	View Document

2.5.4 Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Community and academic peers are invited for formal/informal talks to the PTs, teaching and non teaching staff of the college. Input from parents of the PTs and interaction with neighborhood provide general feedback about the course and the related curricular/co-curricular activities. Their suggestions are always welcome. Thus, most of the feedback is focused on curriculum related academic and training aspects and as a result, it is observed that it helps all concerned in achieving institutional goals and in the creation of professional teachers.

Informal discussions between faculty and PTs provide the feedback about the relevance of the course content, coverage, institutional climate etc.

Research is an integral part of B.Ed. program. MTTC emphasizes on research and action research amongst the faculty and PTs.

Management and the Principal of MTTC always look forward for systematic and objective analysis and recording of controlled observations that may happen or have happened in the college.

College authorities keep a close look at the emerging trends and needs of teacher education. In group discussions, the debates amongst the faculty are arranged to locate research themes, find answers to emerging questions and solutions for resolving issues in the field of general education and teacher education.

Organization of Group Activity for personality development through group discussions and mock interviews, conduction of school internship, organization of community outreach activity, participation in the seminar – cum – workshop on micro –teaching skills, pedagogical analysis, lesson planning etc. envisioned in the B. Ed. curriculum create learning environments that foster positive social interaction, active engagement in learning and self - motivation.

The institution ensures that the student teachers develop proficiency for working with children from diverse background and exceptionalities through the teaching of individual differences, inclusive education, equality of educational opportunities, removal of gender disparities from theoretical stand point of the curriculum transaction. And through the organization of Group Activity for personality development through group discussions and mock interviews, conduction of school internship, organization of community outreach activity, participation in the seminar – cum – workshop on micro –teaching skills, pedagogical analysis, lesson planning etc. envisioned in the B. Ed. curriculum from practicum standpoint.

The institution ensures the access to the information on organizational performance (Academic and Administrative) to the stakeholders in the following ways.

- Through the Information Board and Notice Board of the institution.
- From the members of the managing committee, Teaching and Non-teaching staff of the institution,
- Personal meet with the Principal of the institution,
- Through the participation in the academic and cultural programs of the institution,
- From the website of the institution which is functioning in up-to-date form.
- The teacher educators collect more information from websites to find useful teaching ideas, or more academic articles. They consult magazines & journals in the college library. This is the way the teachers get enriched.
- Exploring our own classroom practice is yet another innovation that is under experimentation.

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

2.6 Evaluation Process

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

Response:

Internal Assessment through unit test, oral test, external evaluation of B. Ed. theory papers of the university conducted examination, examination of practicum and teaching practical by both external and internal examiners and some few are internal exclusively are used for student learning.

Stress on internal assessment of the performance of the students through Unit Tests & Oral Tests in order to get immediate feedback on the learning progress of the students. Viii) Facility to each student for his/her active participation in the Seminar cum Workshop conducted on Micro Teaching skills, Pedagogical Analysis, Preparation of low cost TLM, Lesson Planning etc.

The institute has fully automated examination system from generation of admit cards to declaration of results. The results are declared as per the academic calendar and all grievances of student are addressed timely.

MTTC has an efficient examination and evaluation process. The examination department of the institute is fully dedicated to conduct the exams in the most efficient manner and ensures effective exam conduct. The Institute followed evaluation pattern of 130 marks for internal evaluation and 80 marks for final examination. This was reframed in the year 2018-2020 for evaluation pattern resulted in better overall performance of students.

All internal question papers are set by the college faculty and end Year examination question papers are selected from the given set of 2 papers by the concern faculty after consultation with the concerned Principal of the respective departments. The question paper carries short answer type questions and the long answer type questions with internal choice to test the skills of the student; it also motivates the students to prepare for the entire syllabus and discourages selective study. Practical examinations are conducted every Internal assessment marks (130 marks) are divided into various assessment parameters by the concern faculty as per the subject requirement and internal assessment marks are submitted to the concerned Principal who, after reviewing the same submit to the controller of exams for consideration in the final mark sheet.

Final Assessment System:

For the final exams, concern faculty members submit 1 sets of exam papers of their course to the Principal. The Principal along with the controller of examination, paper out of the given set to be used for the final exams. Assessment Program round is organized within 30days of the conduct of the exam.

At the completion of each unit, a unit test is conducted in three compulsory and two methodology papers with the purpose of identifying problems faced by the PTs in the particular unit. Peer evaluation is practiced in unit test.

During Simulated Teaching evaluation is done by the PTs and the faculty both. There are also practice lessons to be taken in different schools by the PTs. These lessons are

assessed by the teacher educator, school mentor and the peers.

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

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

1. Display of internal assessment marks before the term end examination

2. Timely feedback on individual/group performance
3. Provision of improvement opportunities
4. Access to tutorial/remedial support
5. Provision of answering bilingually

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: C. Any 2 of the above

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

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

The institution adopts grievance redressal mechanism for the redressal of the grievances of the students . For proper actualization of this mechanism, there is a “Grievance Redressal Box ” shortly known as “G. R Box”. The students have to put their grievances in writing in plain paper in that box and these grievances are discussed in the meeting of the Grievance Redressal Cell of the institution .After through discussion of the grievances put forth by the students with proper justification , the grievances are sent to the management authority by the principal for its redressal. The major grievances redressed in the last two years are;

1. To issue the books to the student for retention up to the completion of the University B . Ed. Examination,
2. Providing teaching in both Hindi and English medium,
3. Purchase of more sports equipments particularly for male students,

4. purchase of more reference books to the library of the institution,
5. Supply of purified of drinking water for the students.
6. Maintaining hygienic condition of the male and female wash rooms.

The mechanism adopted by the institution to evaluate the achievement of its goals and objectives are;

- Holding the meeting of different committees along with staff council and academic committee as and when required.
- Curricular transaction of the B. Ed. Curriculum monitored by the Principal through interactive and feedback sessions.
- Organization of the co-curricular activities as per the Academic Calendar of the institution.
- Conducting the school internship program in different schools with proper stress and intention to fulfill its purposes.
- Facilitating all the staff (both teaching and non-teaching) for attending in the seminars / workshops / conferences / orientation programs / refresher courses in case of teaching and training / orientation programs in case of non- teaching staff.
- Stimulating the faculty members for doing research works leading to Ph. D degree in Education.
- To strengthen the active role of the Alumni Association through their involvement in the organization of extension activities and faculty improvement programs.
- Establishing a good link with the national agencies of education dealing with the teacher education program.
- Healthy relationship with the school heads and teachers as well as with the community members.

If the complaint needs any broader or large scale discussions/solution, then that is done by including Principal, other staff members, PTs or even aggrieved members. The suggestion or conclusion of the committee is passed on to the Principal /management for further action or implementation.

To imbibe management skills students are given Vocational training through value added courses. Institute has

a transparent mechanism for grievance redressal and anti-sexual harassment and Anti ragging through dedicated

committees.

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

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

Response:

Preparation and Adherence of Academic Calendar: The institution prepares the academic calendar every year in advance. The coverage of academic calendar covers the list of examination dates, seminars, conferences, guest lectures, workshops and industrial visits holidays, vacation dates, festivals, etc.

Academic calendar provides the total effective working days available in a given semester. Then the director and senior colleagues prepare the time table by correlating the working days available and coverage of curriculum of the subjects. Thus the academic calendar monitors the effective delivery of the program with academic and business inputs.

Institute is taking continuous and wide awake efforts to improve quality in academics

Since its inception the institute plans the teaching, learning and evaluation schedules by preparing academic calendar at institute and department level. The teaching, learning and evaluation activities in the institute are implemented according to the academic calendar, which is observed by head of institute and head of department. Through interactive learning, experiential learning and industry interface etc. efforts are being taken to build the student centric system.

With proper planning, the institution prepares its academic calendar, time table with allocating infrastructure facilities for the smooth functioning of our regular B.Ed. & D.El.Ed. students. As our institution has sufficient infrastructure facilities in meeting the curricular and co-curricular needs in relation to the smooth transaction of the B.Ed. & D.El.Ed. curriculum in our institution. From this, it is ensured that the available infrastructure of the institution is optimally utilized with proper planning.

After completion of admission of the candidates given by the University Authority for admission to the B.Ed. Course in our institution, we administer a "Teaching Aptitude Test" in the form of a questionnaire containing the items relating to Education, Training, Teaching as a Profession & Skills of Teaching in order to get pre-entry knowledge/ behaviour about the students. On the basis of the conduction of this test the entry knowledge or behavior lies with the admitted candidates in relation to the B.Ed. curriculum, the pace of teaching is decided after the conduction of the academic committee meeting under the chairmanship of the Principal. After prolonged discussion on it the meeting of the Staff Council is conducted for discussion on the execution of the Curricular & Co-Curricular activities as per the academic calendar meant for the session.

The academic calendar is every year in advance and strictly followed. The institute has fully automated examination system from generation of admit cards to declaration of results.

The results are declared as per the academic calendar and all grievances of student are addressed timely.

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

2.7 Student Performance and Learning Outcomes

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

Response:

The Governing Council of MTTC consists of experienced academicians and professionals ensuring quality education by effective teaching learning process, adding to innovation and best practices opted by the institute. The institute prepares strategic plans annually which are bifurcated into long term and short term plans and achieved. The institute has a well-defined with detailed job description to maintain transparency and smooth working of the system. E governance is opted in various departments for speedy decision making. Institute has various committees. The Institute continuously strives to improve the Teaching learning processes, and engage the students to improve students' results and students' satisfaction.

Response:

In our institute our main focus and practice is on student's centric learning. In the institute we support the management learning theory by applied experiential learning through following methods:

- 1. Case Study method:** The case study method is a main focus in our institute to enrich the management learning by analyzing the business problem and thereby gain the experiential learning to the students.
2. In order to provide gains of experiential learning the institute organizes . with the students and thereby students benefit through their experiential learning.
- 3. Presentations:** Each students is assigned a topic and student present the topic prepare under the guidance of faculty. By giving presentations by the students he gains the experiential learning. International Institute of Management Studies is a student centric business school where strategic planning is done for growth of students. The Governing Council of MTTC consists of experienced academicians and professionals ensuring quality education by effective teaching learning process, adding to innovation and best practices opted by the institute. Students are given practical exposure of through live projects.

Along with the instructional treatment of the topics like class room management, equity and equality in education in different papers under theory component, the activities under the purview of practicum, school internship and sessional activities – teaching peers, group activity, school initiation program, Psychological practical, Community outreach activity, fieldtrip / community living camp, action research projects etc are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process.

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

2.7.2 Average pass percentage of students during the last five years

Response: 100

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

2019-20	2018-19	2017-18	2016-17	2015-16
100	47	100	100	100

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

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

Response:

Regarding the details of practice teaching in schools, a student teacher generally delivers two/four lessons covering one composite method subject she / he opted per day. These are observed by the teacher educators or concerned subject teachers and maintain the record of their observations in the supervisor observation book known as Supervision Book. So far the feedback and monitoring mechanisms are concerned, principal of the institution use to go to the various practice teaching schools to discuss with the head master, teacher educators, school teachers and the student teacher regarding the progress of this task.

Besides , through interaction with the head master and the school teachers in respect to their concerned subjects he gets the feedback about student-teachers class room performance and also interacts with the teacher educators as his colleagues regarding the progress and the problems the student –teachers are facing in taking and managing the classes . After completion this practice teaching in schools , a feedback session is conducted in the institution in the presence of the principal and the teacher educators as faculty members to share with the student-teachers regarding their experiences in the schools and to give some suggestions for further improvement in their teaching performance .

The institute has a mechanism in place to cater to the students coming from across the country. Due importance is given to design, revision and effective delivery of curriculum in most efficient manner. Evaluation system is flawlessly designed to evaluate student performance at each stage of the program.

Class Tests: These tests are conducted on a regular basis and the performance of students of different levels is evaluated by test scores.

The Institute followed evaluation pattern of marks for internal evaluation and marks for final examination. This was reframed in the year 2018-2020 for evaluation pattern of marks for internal evaluation and marks for final examination.

The institute follows case based evaluation system for yearly. In the year 2018-20 the final exam paper pattern introduced multiple choice questions and short notes to give maximum coverage to the syllabus. Program outcome are displayed at various prime locations in the Institute premises and is also available on the website to make faculties and students aware about the Program Outcome and Program Specific Outcome. To make students aware about different course outcomes, each classroom has a separate board assigned where the course outcomes are displayed for the ready reference of the students.

The Program outcomes, Program Specific Outcomes are helpful in developing the framework of teaching and learning. The Course outcomes facilitate in clear understanding about the course expectations and also support the process of learning. The Course outcomes also present a clear picture of employability, skill development and entrepreneurship prospects of the course. Further the outcomes help to understand the various cross cutting issues pertaining to gender, environment, values and professional ethics.

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

2.7.4 Performance of outgoing students in internal assessment

Response: 90

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

Response: 90

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

Response:

Regarding the details of practice teaching in schools, a student teacher generally delivers two/four lessons covering one composite method subject she / he opted per day. These are observed by the teacher educators or concerned subject teachers and maintain the record of their observations in the supervisor observation book known as Supervision Book. So far the feedback and monitoring mechanisms are concerned, principal of the institution use to go to the various practice teaching schools to discuss with the head master, teacher educators, school teachers and the student teacher regarding the progress of this task. Besides , through interaction with the head master and the school teachers in respect to their concerned subjects he gets the feedback about student-teachers class room performance and also interacts with the teacher educators as his colleagues regarding the progress and the problems the student –teachers are facing in taking and managing the classes . After completion this practice teaching in schools , a feedback session is conducted in the institution in the presence of the principal and the teacher educators as faculty members to share with the student-teachers regarding their experiences in the schools and to give some suggestions for further improvement in their teaching performance .

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evaluation and marks for final examination.

The institute follows case based evaluation system for yearly. In the year 2018-20 the

final exam paper pattern introduced multiple choice questions and short notes to give maximum coverage to the syllabus. Program outcome are displayed at various prime locations in the Institute premises and is also available on the website to make faculties and students aware about the Program Outcome and Program Specific Outcome. To make students aware about different course outcomes, each classroom has a separate board assigned where the course outcomes are displayed for the ready reference of the students.

Academic

council frames the curriculum which appropriately incorporates Program Outcomes for all programs offered by the institution. While framing the syllabus the scope, methodology and outcomes are taken into consideration. Definite measurable program and course outcomes are set up. At the same time, suitable teaching methods and materials and other curricular activities such as live projects and industrial visits, etc. are planned.

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

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Sanction letter from the funding agency	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Sanction letter from the funding agency	View Document
Income expenditure statements highlighting the research grants received, duly certified by the auditor	View Document
Any additional information	View Document
Link for additional information	View Document

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1. Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: D. Any 1 of the above

File Description	Document
Sanction letters of award of incentives	View Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

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

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

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: D. Any 1 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
Copyrights or patents filed	View Document
Any additional information	View Document
Link for additional information	View Document

3.2 Research Publications

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

Response: 0.19

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	1	2	0

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
E-copies of outer jacket/content page of the journals in which articles are published	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 0.19

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	1	2	0

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.3 Outreach Activities

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

Response: 1.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	2	0	0

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years**Response:** 38.89**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	85	90	0	0

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document
Any additional information	View Document
Link for additional information	View Document

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years**Response:** 38.89

3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	85	90	0	0

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document
Any additional information	View Document
Any other relevant link	View Document

3.3.4 Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development**Response:**

Benefits of local community:-

Every year, MTTC celebrates VAN MAHOTSAVA. A campaign for Tree plantation is carried out in nearby area and awareness for care of the new planted trees is generated among community people.

The Blood bank has been enriched through the BLOOD DONATION CAMP that led to donating 24 units of blood.

Pots, flower vase, jute bags, paintings made by PTs out of waste and natural material sent message to community people in favor of making best use of available natural material and against the use of polythene.

By visiting the nearby villages to study the children with special needs and meeting with their parents /teacher/care taker, the PTs learn a lot and understand them. A visit to MPI had also been organized, during which our PTs confronted the problems of these children, took notice of their special needs, helped them in convening their activities and boosted their morale by appreciating their achievements and purchasing the materials prepared by them. PTs also performed cultural programs there. This fulfilled our objective to reach community and share its responsibility as well.

Awareness through Street Plays- the PTs performed street plays on various social aspects like HIV & AIDS awareness, gender discrimination, equal opportunities for education, RTE etc. Community services on one hand generated awareness among community people, while on the other hand helped in bringing community close to MTTC.

MTTC organized outreach programs (on World Earth Day & World AIDS Day) in collaboration with i-Next national newspapers in order to reach the community. Also MTTC has linkage with the MPI, Madhubani through which the PTs are exposed to the experiences of the research activities performed in the laboratories in order to conserve environment. MTTC has linkages with the various schools, Inter-colleges, universities and teacher education institutes through networking.

Organization of Group Activity for personality development through group discussions and mock interviews, conduction of school internship, organization of community outreach activity, participation in the seminar – cum – workshop on micro –teaching skills, pedagogical analysis, lesson planning etc. envisioned in the B. Ed. curriculum create learning environments that foster positive social interaction, active engagement in learning and self - motivation. The institute practices various methodologies to give excellent management education

through experiential learning , effective mentorship program, Value based management education which reflects transparency, global inputs provided, outreach programs, emersion programs.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document
Any other relevant information	View Document

3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 0

3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Any additional information	View Document
Link for additional information	View Document

3.4 Collaboration and Linkages

<p>3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years</p> <p>Response: 0</p>														
<p>3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>					2019-20	2018-19	2017-18	2016-17	2015-16	0	0	0	0	0
2019-20	2018-19	2017-18	2016-17	2015-16										
0	0	0	0	0										
File Description	Document													
Report of each linkage along with videos/ photographs	View Document													
List of teachers/students benefited by linkage exchange and research	View Document													
Data as per Data Template	View Document													
Any additional information	View Document													
Link for additional information	View Document													
<p>3.4.2 Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years</p> <p>Response: 0</p>														
<p>3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years</p>														

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document
Link for additional information	View Document

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

1. Local community base activities
2. Practice teaching /internship in schools
3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education
4. Discern ways to strengthen school based practice through joint discussions and planning
5. Join hands with schools in identifying areas for innovative practice
6. Rehabilitation Clinics
7. Linkages with general colleges

E. None of the above

D. Any 1 or 2 of the above

C. Any 3 or 4 of the above

B. Any 5 or 6 of the above

Response: C. Any 3 or 4 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories,sports field, fitness center, equipment, computing facilities,sports complex, etc. for the various programme offered

Response:

The institution has necessary physical infrastructure facilities as per NCTE norms to run the B.Ed. & D.El.Ed. Program . It has been land coverage area of 6070 sq.mts it has 2365.42 sq. meters built up area for B.Ed. Course and 3401.2 sq meters built up area for D.El.Ed. Course. The following facilities are available in the infrastructure allocation of the institution are facilities for classroom teaching, laboratory work, library with reading facilities, ICT facilities, common room both for boys and girls in separate, toilet facilities both for the staff and students in both floors of the building, store room facilities, Health and Physical Education room, Seminar room, management room, Principal office with attached toilet, office room, multipurpose hall etc as per the NCTE norms .

The master plan of the building of the institution is attached here with for necessary information.

Mithila Teachers' Training College fulfills the required necessities faced by the Students and the faculty every year by considering the proposals and suggestions put forward by the various committees and cells. MTTC is enhancing the new technologies and facilities according to the requirement for academic growth. Earlier faculty of MTTC used OHP, digital Projector and high density Video Camera for the demonstration of micro teaching Digital Projector and high density Video Camera for the demonstration of micro teaching and lesson planning. But nowadays faculty and Students both are using gadgets for simulated – teaching, micro – teaching and lesson planning to keep pace with the academic growth. Besides there, faculty frequently use Power- point, various multi-media, transparencies and other innovative methods to make the teaching and learning process more effective. Seminar & Multipurpose Hass are well equipped with fairly good sound system. MTTC is always in a continuous process to update the library with new books and journals, Psychology resource centre, Language resource centre, Science/ Math resource centre and Computer lab with equipments according to the requirement of students and the faculty. MTTC also add the furniture and other accessories from time to time.

The institution has the following infrastructure facilities for co-curricular and extracurricular activities smoothly in the institution.

1. Multipurpose Hall for grand purposes- seminar, workshop and cultural programs

1. Games and sports room for indoor game facilities

1. Store room for storing purposes.

In addition to this, our institution has a spacious play ground for outdoor games and open space for organization of various cultural programs, annual sports meet, any community related functions or programs in the campus.

Various extracurricular activities like celebration of Independence Day, Republic Day, Teachers day, National Education Day, R.N Tagore's Birth Day, Saraswati Puja, etc are organised in our Multipurpose Hall and our open air ground for the purpose of cultural activities.

The institute shared the same infrastructure to continue the planning to start up conventional M.Ed. course for two years duration.

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

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

Response: 88.89

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

Response: 16

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

Response: 18

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

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

Response: 100

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

2019-20	2018-19	2017-18	2016-17	2015-16
11376940	6814124	9854113	6080308	6417440

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

4.2 Library as a Learning Resource

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

Response:

At International Institute of Management Studies, the library is automated by using the Integrated Library Management System (ILMS). We have installed Auto Lib Library Management Software (New Version) on June 2016. AutoLib is totally integrated software package which covers all aspects of library management. The library of the Institute is automated by using the Integrated Library Management System (ILMS). AutoLib Library Management Software used for Library Automation.

The institute has a collection of Rare Books, autobiographies, self help books, Motivational Books other than Text and Reference books etc.

Although our institution is not recognized as a place of research centre, the library of the institution has a good number of reference books, research journals, periodicals and important educational documents. With this our institution focus on the areas-Teacher Education, Secondary Education, Curriculum Development, Science Education, Social Science education etc are Prioritized by the institution.

The inexhaustible resource of text and reference books, journals, encyclopedias, newspapers and magazines, e-links of library highlights the importance of knowledge preservation and dissemination.

The materials available in the college library are provided to the PTs and the teachers. They find out relevant contents for their own use.

PTs frequently use audio-visual aids, reference books, encyclopedia, dictionaries and published material throughout the year.

Flexibility is inbuilt in the selection of the subject prescribed by the University.

All PTs have to study five papers/subjects (three of these are compulsory, two are methodology papers or subjects studied by the PTs at the qualifying examination level and seventh paper is elective related to the contemporary issues of education and the PTs are free to opt out of the nine options). The library is equipped with 01 computers, printer, scanner, photocopier and internet facilities which help PTs in accessing information.

The teacher educators collect more information from websites to find useful teaching ideas, or more academic articles. They consult magazines & journals in the college library. This is the way the teachers get enriched.

MTTC is equipped with well organized and rich Library having Book Bank facility. It provides book to the needy students whenever they require. During working days of the college, the library remains open from 10.00 am to 4.30 pm. During the examination period, PTs are extended reading room facility from early in the morning and to late evening.

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

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

Response:

The Library of MTTC located at the first floor of the building. MTTC is provided with a library and a reading room (seating capacity for 50 PTs). It contains 6524 books and 2451 titles. There are text and reference books, national journals/periodicals, encyclopedias, All India Education Surveys, Magazines specially- Edutrack, India Today, 20 e-books(CDs). The books are available for PTs and faculty for reading and referring. There is one reading room, reference section, text book section and periodical section in the library. Library has 01 computer with internet facility, printer/scanner and photocopier for staff and PTs. The books are kept with security and the library staff takes care of them. Besides, these facilities the library offers several add on services such as email alerts about subject specific articles and paper to the faculty.

Required details are given below:

	S.No.	Name of Item	Number		
	1.	Books	6524		
	2.	Titles	2451		
	3.	Reference Books	123		
	4.	Encyclopedia	37 set		
	5.	Journals	82		
	6.	Magazines	50		
	7.	News Papers	05		
	8.	CD ROMS	75		
	9.	Computers	01		
	10.	Photocopier /Printer /Scanner	01		
	11.	Library links with website and INFLIBNET			

(Journals/books available on internet may be browsed and downloaded by PT)

MTTC has adequate learning resources and a well-established mechanism to systematically review the various library resources for adequate access and relevance.

Yes, MTTC have a library Committee (LC) to systematically review the various library resources for adequate access, relevance etc. and to make acquisition decisions. LC is comprised of 5 members of the college including the librarian as a convener. The committee plans developmental activities of the library including library expansion, purchase of new books and periodicals and library reforms. LC also solves the problems of the PTs related to library.

MTTC has a Library Committee to superintend the overall functioning of the Library. The committee meets quarterly and as and when there is additional need to discuss the suggestions and complaints that may come through the Library Suggestion Box. LC decides the days of issue and return of the books, time of reading hours and also plans the management of reading hall. The committee also examines the need, proposals and requests for making new requisitions in the library. LC welcomes the suggestions for

betterment and requisition for making additions and passes on the adopted resolution to the PAC through the Principal. Likewise the committee sees that no obsolete (discard- worthy) material occupies precious space in the library.

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

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

- 1.e-journals
- 2.e-Shodh Sindhu
- 3.Shodhganga
- 4.e-books
- 5.Databases

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: D. Any 1 of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 98299**4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
80500	96080	0	79280	235635

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.5 Percentage per day usage of library by teachers and students during the last completed academic year**Response:** 0.52**4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**

Response: 4

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 8

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 12

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 16

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 20	
File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	View Document
Any other relevant information	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

4.2.6 Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways

1. Relevant educational documents are obtained on a regular basis
2. Documents are made available from other libraries on loan
3. Documents are obtained as and when teachers recommend
4. Documents are obtained as gifts to College

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: D. Any 1 of the above

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

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

Our institution has a computer laboratory in order to materialize ICT as learning resources. The availability of hardware, software, internet connectivity, audio visual- CDs, Transparencies, LCD Projector etc., other media and materials with ample access for our faculty for fulfillment of their teaching needs, needs for their seminar / workshop purposes with researches ensures the optimum use of the ICT facilities by the faculty of our institution.

MTTC has Computer/ET resource center having 25 computers. It has internet facility for the faculty and PTs which is used under the supervision of Faculty in charge. The internet access is given free of cost to all the PTs during the working hours/days. The PTs opting for the Information Technology in Education as Paper VII have to perform computer practical in the lab. MTTC has ET resource center which is equipped with audio-visual facilities like cassette player, TV, OHP, DLP Projector, Computers, CD-ROMS, CDs etc. as teaching-learning aids. The PTs frequently use the equipments of the ET resource center and are allowed to take them to the respective schools for practice teaching.

MTTC provides ample opportunities for PTs to acquire skills for using ICT in curriculum transactional process. Major skills to be/being acquired are as under:

PTs acquire skills for:

Using computer peripherals like printers, scanners, projectors etc.

Preparing computer assisted instruction or project based learning on power point. Using software skills to design instructional processes and spreadsheets to solve, analyze and represent data's on charts.

Access Internet, retrieving information, using INFLIBNET, consulting e-libraries, sharing ideas through e-mails, face book, blogs etc.

MTTC is always eager and keen to implement new technologies/ ICT in the process of curricular transaction. Thus, facilities are available for preparing ICT enabled lectures, many CD-ROMs related to teaching-learning and internet access for use by the faculty and the PTs.

For the purpose of using software skills to design instructional processes and spreadsheets to solve, analyze and present data's on charts, both teacher educators and

PTs identify the problem/project of the curriculum after rigorous discussion with each other. Once the PTs identify the problem, they tend to know how new/recently developed technology can be used to solve out their problem. After assessing the new technologies, a rough work is carried out and checked by every pupil teacher and the teacher educator.

PTs make use of technologies for their lesson plans on power point. Almost every B.Ed. PT prepares lesson plans/project based lessons during teaching practice in the schools as well as in the simulated teaching. Likewise, the faculty members transact curriculum by using different IT based equipments and accessories.

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

4.3.2 Student – Computer ratio for last completed academic year	
Response: 4	
File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3.3 Internet bandwidth available in the institution	
Response: 100	
4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS	
Response: 100	
File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any other relevant Information	View Document
Link for additional information	View Document

4.3.4 Facilities for e-content development are available in the institution such as
<ol style="list-style-type: none"> 1. Studio / Live studio 2. Content distribution system 3. Lecture Capturing System (LCS) 4. Teleprompter

5.Editing and graphic unit**E. None of the above****D. Any 1 of the above****C. Any 2 or 3 of the above****B. Any 4 of the above****Response:** D. Any 1 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to videos of the e-content development facilities	View Document
Link to the e-content developed by the faculty of the institution	View Document
Link for additional information	View Document

4.4 Maintenance of Campus and Infrastructure**4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)****Response:** 100**4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
11376940	6814124	9854113	6080308	6417440

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

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

Response:

Admin. Department of the Institute looks after the infrastructure of classroom, maintenance and repairs of Institute Infrastructure.

Admin. Department, oversees the supervisor's job at the next level. The admin head is accountable and acts as the supervisor who organizes the workforce effectively, maintaining duty files that contain details of their individual floor-wise duties, scheduling, leave etc. The maintenance officer conducts daily checks to ensure the infrastructure's efficiency / working condition.

Adequate in-house staff is employed to maintain meticulous on-campus hygiene, cleanliness and infrastructure to provide a comfortable learning environment. Classrooms, staff rooms, seminar rooms, IT labs, etc. are regularly cleaned and maintained by service and housekeeping staff assigned to each floor. In each room, dustbins are kept. A full-time gardener keeps the campus

Green Cover intact. IT Lab assistant maintains Institutes computers and devices under the supervision of the system administrator.

From time to time Proper inspection is done and verification of stock takes place at the end of every year.

From time to time repairs and maintenance requisites are submitted by the Principal to the

Administrative office. The requirements are collectively processed in every semester break so as to keep things ready for the new Year.

The maintenance team looks after the regular maintenance of civil works such as furniture repairs, masonry and plaster works, painting, carpentry, plumbing and house-keeping. The maintenance team looks after the maintenance of rest rooms and neatness of the entire institute premises.

The institute has well established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. Adequate in-house staff is employed to maintain meticulous on-campus hygiene, cleanliness and infrastructure to provide a comfortable learning environment.

Stakeholders ' feedback on infrastructure and learning resources is sought on a regular basis to ensure their satisfaction. Accordingly, the respective committees carry out ongoing review of infrastructure and learning resources and the recommendations are integrated into the Annual Planning to upgrade, maintain and use physical, academic and support facilities.

The maintenance team looks after the regular maintenance of civil works such as furniture repairs, masonry and plaster works, painting, carpentry, plumbing and house-keeping. The maintenance team looks after the maintenance of rest rooms and neatness of the entire institute premises.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

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

E. None of the above

D. Any 1 of the above

C. Any 2 or 3 of the above

B. Any 4 or 5 of the above

Response: D. Any 1 of the above

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

5.1.2 Available student support facilities in the institution are:

- 1. Vehicle Parking**
- 2. Common rooms separately for boys and girls**
- 3. Recreational facility**

4. First aid and medical aid
5. Transport
6. Book bank
7. Safe drinking water
8. Hostel
9. Canteen
10. Toilets for girls

E. Any 4 or less of the above

D. Any 5 of the above

C. Any 6 of the above

B. Any 7 of the above

Response: D. Any 5 of the above

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

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

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

E. Any 1 or none of the above

D. Any 2 of the above

C. Any 3 or 4 of the above

B. Any 5 of the above

Response: D. Any 2 of the above

File Description	Document
Upload any additional information	View Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document
Paste link for additional information	View Document

5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 or 4 of the above

Response: C. Any 2 of the above

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

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 0**5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document
Paste link for additional information	View Document

5.2.2 Percentage of student progression to higher education during the last completed academic year**Response: 0****5.2.2.1 Number of outgoing students progressing from Bachelor to PG.****5.2.2.2 Number of outgoing students progressing from PG to M.Phil.****5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.**

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)**Response: 0**

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document
Paste link for additional information	View Document

5.3 Student Participation and Activities**5.3.1 Student council is active and plays a proactive role in the institutional functioning****Response:**

Yes, MTTC has a body concerned with welfare of PTs named as “Students Council.

The SC is formed at the start of the academic year. The council has specified posts, which may be changed /modified with unanimity.

The election/selection for different post continues to be unanimous.

During the current academic year there are 10 posts, namely (1) Vice President (2) Secretary (3) Joint secretary (4) Class Representative (Boys) (5) Class Representative (Girls) (6) Literary Act. In charge (7) Medical In charge (8) Sports In charge (9) Cultural In charge (10) Treasurer. The different activities of SC are funded by the Principal with due consent of management committee. To covert this idea into action the institute decided to host two days sports event - CFL annually. The student council and sports committee along with faculties were given the responsibility to advertise and bring entries from corporates. The students met professionals of different companies and invited teams.

The institution forms temporarily a student council comprising of student representatives both from male and female side with representation of teaching and non-teaching staff under the chairmanship of the principal of the institution and a senior faculty as its convener. It performs the activities like Saraswati Pooja, and Observance of the birthdays of great persons, days of national & international importance, etc.

Our internship programs social and entrepreneurship projects are all designed by keeping in mind the expectations of industry from the future corporate managers. All events are organized by student council,

various students' cells like placement cell, Entrepreneurship -Cell which is a key contributor to acquire desired business knowledge and trigger leadership qualities in the student.

File Description	Document
Upload any additional information	View Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Copy of constitution of student council signed by the Principal	View Document
Paste link for additional information	View Document

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

Response: 2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	2	3	3	2

File Description	Document
Upload any additional information	View Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document
Paste link for additional information	View Document

5.4 Alumni Engagement

5.4.1 Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

At the end of the academic year, the written feedback from each PT is taken. Every PT has to fill in the feedback form after the final university examination is over and before they leave the college. The Alumni Association consisting of a number of employers and employees provides feedback every year during its meetings. Based on the feedback, the Management of the college, from time to time, conveys its suggestions to the college. Also the college takes feedback from the staff members of the college.

The management of the MTTC remains in touch with the schools having our product on their payroll. Such schools furnish information, straight away to the management.

The feedback is also collected by the teacher-in-charge of practice teaching schools. Many of the PTs of MTTC are absorbed in such schools. Heads and management of such schools interact with the teacher-in-charge and furnishes relevant information.

The information so collected is duly analyzed by MTTC and all relevant suggestions are taken into consideration while making preparation of the programme and planning the development of the college. The fact however remains that MTTC has to function within the parameter set by the NCTE and the affiliating university.

MTTC provides feedback and organizes the alumni association meets from time to time to motivate and inspire the faculty. In this regard, the management organizes several functions in multifarious activities like celebration of national days/certain national events, the birth anniversaries of great national leaders and utilizes the same for promoting the noble cause of the Milli Foundation Trust. The vision/mission/purpose are so in built into the overall functioning of MTTC that the PTs remain actively involved in their realization through what and how they do and learn

From the *Students* the institution gets feedback through the administration of questionnaires on the feedback on the Curriculum and on the performance of the faculty. It accelerates communication through interactive discussion with the students by the Principal along with the faculty members. With regard to the *Alumni*, the Institution interacts with them about the different aspects of the Curriculum. As the Curriculum has been modified recently as per the guidelines of NCFTE-2009 for Secondary level Teacher Education Curriculum, the institution has been taken the mind set to prepare a questionnaire relating to the different components of the newly implemented Curriculum for B.Ed. program to yield feedback from them. After that, communication will be done how to solve the problem of difficult concepts covering different papers of the syllabus faced by the trainees. Regarding the feedback from the *employers* the members of the Teaching staff headed by the Principal use to discuss in the staff council meeting in the presence of the Secretary of the Institute, Besides, the Principal, convey the information regarding the outcomes of the discussion done in the academic committee meeting on transaction of the curriculum.

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document
Paste link for additional information	View Document

5.4.2 Alumni has an active role in the regular institutional functioning such as 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support

E. None of the above

D. Any 1 of the above

C. Any 2 or 3 of the above

B. Any 4 or 5 of the above

Response: C. Any 2 or 3 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document
Documentary evidence for the selected claim	View Document
Any other relevant information	View Document
Any additional link	View Document

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

Response: 7

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	2	1	2

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document
Paste link for additional information	View Document

5.4.4 Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.

Response:

the student mentoring system to lift and monitor student's progress at every juncture. In the system, each student is given close personal and professional mentorship by the assigned mentor. The performance of each student is checked and monitored and recorded by the mentors.

The remedial measure includes conducting remedial courses for slow learners. From the first semester, students are identified and categorized as slow learner, moderate learner and fast learners based on their academic performance and on communication skills. Career counseling, soft skill development, language lab support is given by expert faculties to make them industry ready. Yoga and meditation sessions, personal counseling, remedial coaching are few capacity

enhancement and development schemes under which specialized grooming and mentoring is done by efficient faculty members of the institute. Which reflects in the excellent placement record, entrepreneurship and start up records of our students. To imbibe management skills students.

The institution prepares the academic calendar every year in advance. The coverage of academic calendar covers the list of examination dates, seminars, conferences, guest lectures, workshops and industrial visits holidays, vacation dates, festivals, etc.

Academic calendar provides the total effective working days available in a given semester. Then the director and senior colleagues prepare the time table by correlating the working days available and coverage of curriculum of the subjects. Thus the academic calendar monitors the effective delivery of the program with academic and business inputs. In the academic committee meeting, feedback obtained from the faculty and the principal regarding the transaction of the curriculum would have been discussed. In order to strengthen the feedback analysis system, feedback sessions with the students by the principal and

staff would have been conducted to know their problems and learning difficulties which are discussed in the academic committee meeting to take the step of improvement for the trainees. In the newly implemented curriculum for 2014-15, 2015-17 with the adoption of the semester system of examination, time duration that is two years B. Ed course is rampant as the major obstacle for smooth transaction of the curriculum with proper coverage.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The governance of institute is aligned with its vision of carving physically fit, mentally robust and professionally competent individuals and its mission to impart holistic and industry oriented management Training. The institute follows the hierarchy of leadership to ensure effective organizational working and incremental improvement. Keeping in view the vision and mission of the Institute, top layer of hierarchy identify needs to be addressed in the areas of: Enhancing quality of management education Introducing contemporary courses Promoting inter institutional and international collaborations Promoting physical fitness among students

For the purpose of bridging the gap identified, leaders

1. Sets objectives relevant to deliver quality education and other infrastructure for making competent managers.
2. Hiring quality professionals to achieve the objective of skilling students with contemporary education.
3. Provide strong Infrastructural support for the achievement of the objectives.

All objectives are achieved through effective Stake holders' involvement which is gained through

1. Collecting, analyzing, and acting upon the feedback and consultation from the stakeholders
2. Connecting with Parents on phone or otherwise to communicate progress of their ward as well as to get their opinions about the program delivery
3. Making student friendly policies, so as to make them comfortable in giving suggestions and involving them in various institute level committees.
4. Conducting regular Alumni Meets and invite suggestions and contribution of any sort from alumni for betterment of the Institute.
5. Connecting with Industry through placement processes and recording their requirements
6. Following Governing body's norms compliance and regulations
7. Interacting with the local community to identify and serve their requirements

The governance of institute is aligned with its vision of carving physically fit, mentally robust and professionally competent individuals and its mission to impart holistic and industry oriented management Training. MTTC has a well-defined where the institute follows the hierarchy of leadership to ensure

effective organizational working and incremental improvement. Presence of Alumni/ present students/faculty/director/ industry professionals in various committees reflects participative management approach of the institute.

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

6.1.2 Institution practices decentralization and participative management

Response:

The management of our institution is functioning as the Board of Governors (BOG) is constituted of as per the norms of the constitution of the Governing Body of The Bihar & Lalit Narayan Mithila University is vigilant for smooth functioning of the institution in administrative, academic and financial standpoints. Propagation of teacher education focusing on education and training with expansion adhering to the quality of secondary level teacher education being the mission of the BOG, it holds meeting minimum four times in an academic session. Discussion on the grievances of the students and staff, financial status and its proper management, staff position and recruitment as per the norms of the NCTE and UGC if requires, academic growth of the institution, smooth functioning of the office, proper organisation of the co-curricular activities, discussion on the developmental measures to be undertaken for development of the institution are regarded as the major items of the agenda for the meeting of the BOG. In addition to this, Staff Council and Academic Committee have the vital role in accelerating different decisions of the BOG through several meetings in which academic and non-academic matters are discussed in the staff council and the academic matters are discussed in the academic committee meeting in regular intervals for development of the institution. The various committees formed for smooth functioning of different programs through the process of the policy of decentralization with distribution of assignments are stated below.

Decentralization: The organogram of the institute shows effective decentralization of management. Governing Council has members from industry and academics. Director is the representative of Governing Council. Under the guidance of the Director, Principal, Faculty members & non-teaching staff performs their duties.

Participative Management: Presence of Alumni/ present students/faculty/director/ industry professionals in various committees reflects participative management approach of the institute. Committees like, syllabus review committee, anti-ragging committee, cultural committee, placement committee, hostel

committee etc. have students, Alumni, Industry professionals as active committee members.

The institute practices decentralization and participative management at all levels. We present a case study reflecting the same:

Case Study:

The institute organizes Human Resource. The **Governing council** members after extensive discussions on inviting 100 industry guests coined the idea of organizing specialized conclaves on the three major specializations offered by the institution. The Director of the institute was delegated the responsibility to work on it.

The **Director and Heads** of various departments unanimously decided the flow of organizing the conclave and shared the responsibilities as below:

Principal and senior faculties of respective specialization were involved in deciding the theme & sub theme of the conclave, keeping in mind the current corporate and student requirements.

Suggestion of alumni and students were considered.

Selecting and inviting Guests from industry in which suggestions and connections of alumni and faculty were invited by **placement cell** wherein they connected with the industry professionals with high experience and exposure after taking the consents the guest list was finalized.

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

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

Response:

MTTC maintains complete transparency and accountability with regard to academic, financial, administrative and other functions. There is a full -fledged, robust well integrated system of internal process like Admission, Examination process, Internal Quality Assurance, Library Management etc. The Institute has a highly secured IT infrastructure for streamlining the information flow.

Financial Transparency: MTTC maintains complete transparency in its financial functions; the finance department is headed by the Principal who regularly checks the financial working and statements of the

Institute. Governing council also visits the financial statements in the annual general meetings. Most importantly the audited financial statement of the institute is uploaded on the institute's website to maintain transparency in financial functions.

Academic Transparency: With regard to academic matters, the Governing council is the highest decision making authority. It decides matters such as the functioning of the institute's academic programs. The body also advice syllabus revision, improvement in academic processes and other important decision pertaining to academics on the recommendations of the Academic Council. Further it approves new value added and certificate programmes.

Administration Transparency: The Institute maintains transparency in its administration by uploading the Minutes of Governing council meeting on the website, and circulate the minutes of the meeting with Heads of departments, students Council, Staff meetings of both teaching and Non-teaching. The institute's website provides access to disclosure documents like the Minutes of various meetings. There are committees both administrative and academic which ensures accountability and has adequate autonomy in decision making.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

The strategy followed by MTTC is quite specific and action oriented. In order to achieve the institutional goals the College has designed specific short term and long term plans.

The time-bound strategic plan so developed is effectively implemented and supported with appropriate financial allocations. The staff of the college is governed on the principles of participation and transparencies.

The Governing Council of MTTC consists of experienced academicians and quality education by effective teaching learning process, adding to innovation and best practices opted by the

institute. The institute prepares strategic plans annually which are bifurcated into long term and short term plans and achieved. The institute has a well-defined with detailed job description to maintain transparency and smooth working of the system. E governance is opted in various departments for speedy decision

making.

Institute has various committees which are working with transparency and efficiency to step towards vision and mission.

The Governing Council of MTTC consists of experienced academicians and ensuring quality education by effective teaching learning process, adding to innovation and best practices opted by the institute. Students are given practical, School internship, visits etc.

One activity successfully implemented based on strategic plans:

The Governing Council of MTTC had been looking forward for more industry academic interactive initiatives providing exposure to students in tune with vision and mission of the institute. In 2016, Governing Council Meeting, Director of the institute suggested to host

‘Corporate Football League’ (a series of two day football matches between corporate professionals and students), an informal corporate –student interaction , taking advantage of location of the institute being closer to, manufacturing, banking and service organisations exists and it could be also used as a platform for branding and networking of institute which would

interface. After extensive discussions in the Governing Council meeting the proposal was approved unanimously as a strategic plan. The responsibility to bring it into action was taken by the Director of the institute.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document
Link for additional information	View Document

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

Response:

MTTC follows a flat organisational structure, which ensure quick and effective decision making and timely execution. The organisational structure of the institute is as follows:

The top most layer of the organisational structure consists of **governing council**. The council is

responsible for apex level decision making. The governing council members of the institute meet once in a year to discuss and deliberate upon the institutional requirements and unanimously take crucial decisions

for the betterment of the organisation. **Director** is the highest authority in the institute who plays a crucial role of implementation of decisions and suggestions given by the governing council from time to time. The **director** is responsible for running day to day administration and ensures smooth academic performance. The director gets assisted by the department heads, who shares the responsibility of director.

Governing Council: The council's purview of working is academic as well as administrative. Some of the areas of decision are:

- Important financial decisions
- Infrastructure related decisions
- Approval of curriculum
- Change in policy matters
- Issues relating to NCTE and Government Strategic planning

Academic Council: Academic council consists of senior faculty members and Principal. The

council ensures academic readiness of the institute to meet corporate requirements. The body reviews the syllabus from time to time and evaluate the academic performance and progress of the Institute.

Grievance Redressal Committee: The institute has a grievance redressal committee which consists of senior faculties students etc to help and address the issues faced by the members of the institution in a systematic manner as per the policy guidelines. Broadly it addresses

- Student Grievance
- Women Grievance
- Employee Grievance

Service rules: The institute follows service rules its own service rules, recruitment and promotion policies which are closely monitored by the governing council.

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

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

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination System

6. Biometric / digital attendance for staff**7. Biometric / digital attendance for students****E. Any 1 or none of the above****D. Any 2 of the above****C. Any 3 or 4 of the above****B. Any 5 of the above****Response:** C. Any 3 or 4 of the above

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

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

Provision of staff council meeting, academic committee meeting, discussion of staff members on various topics, interactive session with the students, sharing the experiences of the teachers who have attended the seminars / conferences and the faculty improvement programs on behalf of / sponsored by the institution, arranging substitutes for the classes of teachers who are on the leave, discussion among the teachers on the problems of the students in relation to mentoring of students The management of the institution encourages and ensures support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes in the following ways:

- Giving study leave with pay protection facilities to the faculty for Ph.D. Course work in Education.
- Stress on the purchase of valuable and research based books for ready reference by the faculty and advanced learners of the institution.
- Monitors through the Principal regarding the remedial measures undertaken by the faculty members for meeting the learning difficulties of the slow learners.

In year 2017, the members of **Academic Council** discussed in meeting about more **Student**

to be provided by the institute befitting extensive exposure to the students which was appreciated and accepted by all members it was proposed to after detailed discussions it was decided to take approval of Governing Council for the same.

The Director of the institution raised the suggestion of Academic Council in front of **Governing**

Council members during the meeting which was approved after an extensive discussion on profile of guests, benefits, exposure to students, time management etc. and the responsibility for the same was given to the director to make.

The institute had been able to successfully implement the plan by arranging every

year, who gave their inputs in various areas of specialization. Institution organized workshops, seminars, Start Up conclave and most of the Saturdays are reserved for industry interaction.

MTTC successfully for students in the year:

2017,

2018

2019

The knowledge and experience sharing had given exposure to students.

This helped the institute to produce professionals as per current industry needs.

The students interacted with professionals and took guidance from their experiences which helped them to grow as individuals and prepare themselves as per current industry trends.

This helped the students and institute to build network.

Achievement:

The achievements of this initiative can be seen in students by the institution is one of the major accomplishment which was possible because of strong, skilled, competent.

This even reflects in the increasing number of students opting for School internship under the incubation center of institution every year.

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

6.3 Faculty Empowerment Strategies

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

Response:

The institution has a well-defined welfare and promotion policy for the employees. Faculties are provided financial and other support to improve their professional efficiency. Institute funds various national and international conferences and workshops attended by the faculty. We organize Faculty & Staff Development programs and thus ensure continuous professional growth. Institute has a well-defined performance appraisal system.

Provident Fund: The teaching staff of the institution is covered under EPF Scheme. It is dependent on the year of the appointment.

Faculty Improvement Schemes and Faculty Development Programs:

The institution organizes Faculty Development Programs on frequent basis.

Every Saturday Second half of the day is allotted for research and development works in the institution. Institute gives paid leave and Sponsors faculty for attending .

Non-teaching:

Provident Fund: The teaching staff of the institution is covered under EPF Scheme. It is dependent on the year of the appointment.

Salary advance provision of minimum one month in case of emergency , and

Personal loan from the Bank where there lies salary account through the guarantership of the institution.

Staff Development Program:

Staff Development Programs are organized in the institute and permission for attending certain programs is granted.

Organization of community outreach activities as per in the syllabus, community based awareness programs, Blood Donation Camp, Health Orientation Program, Organization and Participation in the seminars, workshops, conferences, participation in the research based workshops, orientation and refresher courses, acting as judges in various cultural and literary activities in the institution and in the community, participation in the cultural programs of the internship conducted schools, annual sports meet etc. are considered as the institution's initiatives in promoting co-operation, sharing knowledge, innovations and empowerment of the faculty.

MTTC undertook following actions for quality enhancement: -

MTTC undertakes performance appraisal through internal assessment & assignments, formally and informally and effects/initiates changes for providing reinforcements. Faculty empowerment through participation in seminars/conferences.

Organizing workshops with the help of educationists for faculty empowerment:- workshops are conducted by academic experts to provide guidance and quality input for teaching particular topics like teaching skills, ICT in classrooms, use of audio visual aids, constructivist approach etc

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.2 Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

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

Response: 10

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	2	3	2	2

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

Yes, the institution use the evaluation to improve teaching, research and service of the faculty and other staff through regular monitoring of the works of both the teaching and non-teaching staff, quality of the papers presented in the seminars/conferences /workshops and the articles published in the journals and edited books, checking the periodical progress of the non-teaching staff in their work, student feedback through the administration of performance appraisal of faculty by the students and interactive session with the students at the techniques for evaluation to improve teaching, research and service of the faculty and other staff.

Performance appraisal of the faculty members on their teaching performance and academic growth.

Accountability and Performance Appraisal are the core considerations in compensation plan for

promotions and award of extra increment. The institute follows a self appraisal system. The teaching staff members are given a performance appraisal form, which is presented to the committee. The performance appraisal task force assesses the potential of the faculty and analyse his/her performance as per the given parameters. The task force also suggests the concern areas of improvement of the faculty.

The Faculty Appraisal Committee consists:

Director

Performance Appraisal Factors:

Educational qualification

Experience

Job Scope: past academic achievements, research orientation, Publications, with academic fraternity. In Campus relationships: Behaviour while dealing with students, administrative staff, colleagues, subordinates etc.

Out Campus relationships: No of times a person represented the institute outside and the outcome of such representations Discharge of allocated managerial Responsibility Maintenance of Integrity

The evaluation is done under following heads:

Self Appraisal Form(Annual)

Student Feedback Form (administered twice a year)

Director Assessment Form (annual)

The staff appraisal and promotion: System of the institute contains formal as well as informal mechanism.

.The Staff Appraisal Committee consists:

Director

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

Yes, the accounts of our institution are audited regularly. The details of internal and external audit

procedures and information on the outcome of last two audits of the last two financial years are attached here with in the annexure.

The following procedures are adopted in order to ensure quality with transparency in the financial management process.

1.Maintenance of voucher system while giving a short amount of money by the accountant.

1.Maintenance of note sheet for withdrawal of money through the procedure in the following sequence.

Accountant

Principal Secretary of the Institution

1.Maintenance of expenditure and balance through the tally system immediately after the disbursement of the money to the claimant.

1.All types of income and expenditure of the institution are routed through internal and external audits.

MTTC has an extensive account audit process. The College conducts internal and external financial audits annually. The institution has a Finance section in its administrative setup which maintains and audits the financial statements regularly. All the expenses made by the institute are audited by internal and external

audit. The institute has specialized accounts and audit

team who conducts the internal audit regularly. The internal audit is supervised by the Accounting and Auditing Committee and submitted to the certified Chartered Accountant.

Furthermore the Institute's accounts are routinely audited by a chartered accountant in compliance with government rules. The external Certified Chartered Accountant audits the financial statements and submits to the institution the audited financial statements with audit reports in every financial year regularly. The institute utilizes its resources in its optimal format. The college embark fund for various head. The best alternative is opted. If additional expenses surpass the budget proposals, If any observations / objections are reported in the audit report submitted by the external auditors. Such complaints are investigated by the institutions separate committees consisting of the department of accounting, the internal auditor, the department head concerned and any other member nominated by the director. If required to finalize the The audit team also checks stock reports and conducts Library audit, Institute Works Department audit and analysis of the entire Institute's Project Expenditures. The Last External Audit was conducted in May - 2019

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 780840

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

2019-20	2018-19	2017-18	2016-17	2015-16
310000	329000	336400	2545000	383800

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

Budgeting and auditing procedures are regular and standardized. The sources of income of the institution are legitimate and transparent. Financial planning is done to ensure judiciousness. MTTC follows financial regulations based on the approved procedures of financial management. It budgets all items of expenditure which remain transparent. In the financial sphere it honors all legal limits and maintains transparency in transactions

Money is a Limited resource; the optimum utilization of resource allows an organization to move forward. It is not important how much Fund is available but how the fund is used effectively and efficiently so that optimum utilization of the available resources can be done in sound way and better services to the student fraternity and society as a whole can be delivered. The mobility of the fund is therefore essential for organizational growth. The institution strategies in allocation of fund to meet the capital investment needs as well as day to day operating of the business. The main source of revenues for the organization is admission fees collected from the students. The allocated funds are used for student development and organizational infrastructural and technical development.

The institute mobilizes the fund by focusing the MTTC vision i.e. "To mould students into physically fit, mentally robust and professionally competent individuals, who are capable of assuming their rightful place

The Fund received are Utilized for Holistic development is ensured by year round academic events and calendar. The institute plans a budget well in advance, which is approved by the governing council.

The Budgeted fund are spent in the following Areas

Salaries to:

Teaching Staff

Non Teaching Staff

Purchase of Books, Software's etc	
Conferences and Seminars	
Faculty Development Programs	
National and International Conferences	
Sports and Cultural Activities	
Corporate Football League,	
Student council,	
e-cell,	
File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

MTTC is a student centric Institution, and always ensure the benefit of students in all spheres of life. Establishment of IQAC is a concrete step towards development of students. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions, specifically students. To promote measures for institutional functioning towards student development through effective personal mentoring experiential learning of best practices.

Experiential Learning: In order to strengthen the theoretical learning of management, the institute organizes lecturer of highly experienced corporate professionals.

The students every year. These highly experienced professionals shared their experience learning with students. This provides a laboratory of experience learning to the students. To provide experiential learning to students, IQAC make sure that students are given hands on experience

through two **School internships**, which are designed to give students first experience of

corporate world. the linkage between classroom teachings and the real world. Students also contribute to the consultancy assignments of faculty members and get clear idea about the real world workings.

Students are encouraged to participate in corporate theatre and learned through their own experience of the economic happenings in the country and in the world. IQAC takes care that the transfer of knowledge is happening in all activities.

Mentoring System: IQAC initiated the student mentoring system to lift and monitor student's progress at every juncture. In the system, each student is given close personal and professional mentorship by the assigned mentor. The performance of each student is checked and monitored and recorded by the mentors.

Procedure to check effective working: IQAC takes due care in implementation of this initiative. Time to time IQAC randomly checks the performance report of students and advice mentors wherever required.

Each mentor maintains detailed record of his/her mentees performance and is free to discuss any issue faced by them to IQAC for guidance.

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

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

Response:

Teaching learning is a continuous process that promotes skills knowledge and develops new proficiencies required to excel which in-turn requires students learning. Thus IQAC of MTTC takes continuous review of teaching learning process structures & methodologies of operations and learning outcomes at periodic intervals. The tools used for review are feedback, mentorship, interactions etc.

Below are two examples of IQAC's review process.

Example 1: Learning Outcomes - feedback on PO, CO & PSO

In the beginning of the program academic calendar is prepared for the entire year, containing various conclave dates, festival dates, cultural event dates etc. Faculty members prepare their session plans keeping in mind the relevance of blooms taxonomy for their course. The course delivery mechanism is designed to achieve the CO & PSOs and ultimately the POs. IQAC of the institute, at the beginning of the course ensures the quality of course curriculum and justification of methodology used for delivering various objectives.

Regularly, feedback about the effective delivery of course is taken and required improvement measures are being introduced by the IQAC. The committee also checks the suggestions given by students in suggestion box which is placed near the classrooms to get first hand review directly from the most important stakeholder of the program.

The next check point of IQAC is end term exams, student's feedback regarding the achievement PO and CO are collected. The analysis of the feedback is closely checked by IQAC, Principal along with Director corrective actions are suggested for the next cycle of course.

Example 2: Remedial Measures through Mentorship

The remedial measure includes conducting remedial courses for slow learners. From the first Year, students are identified and categorized as slow learner, moderate learner and fast learners based on their academic performance and on communication skills. Customized inputs are designed for different learning ability levels. IQAC ensures at the beginning itself the effectiveness of mentoring system to have a close look of student performance.

To compete in the corporate world, students need to be effective communicator, thus IQAC pays special attention towards developing communication skills of students. At regular intervals IQAC calls meeting with mentors and guides them to take students to next level. This is ensured through regular mentor mentee meetings and analysis of mentorship reports thereof with mentors and IQAC in presence of Director of the institution.

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

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

Response: 1.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	2	2	2	1

File Description	Document
Data as per Data Template	View Document

6.5.4 Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: C. Any 2 of the above

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

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

Response:

The Institute thrives for perfections in giving the best services to the stakeholders in this process IQAC plays a crucial role for continuous quality check. Institute works in close coordination

and tries to cater to the changing needs. IQAC ensures continuous up gradation of quality of inputs supplied to students.

Many incremental improvement initiatives are taken by the institute, these are listed below:

Institute is taking continuous and wide awake efforts to improve quality in academics

Since its inception the institution plans the teaching, learning and evaluation schedules by preparing academic calendar at institution and department level The teaching, learning and evaluation activities in the institution are implemented according to the academic calendar, which is observed by head of institution.

Through interactive learning, experiential learning etc. efforts are being taken to build the student centric system. IQAC sets the standard for various activities and processes. It observes the process and measures the performance against the set standard.

It suggests remedial actions in case of variation.

It prepares the policies, plans, Formats and documentations in order to furnish the requirements.

Some of the initiatives of IQAC contributing in incremental improvements since its inception are:

Mapping of Course and Program Outcomes

Project Based Learning (PBL) scheme

Introduction of Training Sessions to students

MOU with National and International Institutes

Strong Mentoring System

Enhancement to digital and multimedia content in Library

Organising Alumni meet

Organising workshops and Conclaves for students

Organising co-curricular and extracurricular events and activities

Promoting sports and healthy lifestyle

The evidence of success can be seen in entrepreneurship records, strong alumni base of the institute and corporate connect.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The Institutional values are Integrity, Student Centric, Ethics & Dignity, Transparency Professionalism and Diversity and are displayed on website and at various places in the Institution. Keeping the value system of the institute at center the peripheral processes are designed and special attention is given to proper facility to differently abled people.

MTTC believes in equality in all respects. various events and activities in the direction of Social welfare. The activities are performed in collaboration with the local people to address

local issues faced by the community. MTTC conducts various events to increase consciousness about the national identities and symbols, fundamental rights, human values, professional ethics. The institute promotes awareness towards universal values like national values, human values, national integration, etc. We celebrate national festivals and birth and death anniversaries of great Indian personalities like, Gandhi Jayanti, Teacher's day etc.

We have anti sexual harassment and grievance handling committee which ensures absence of any kind of dissatisfaction among stakeholders and promote equality in all spheres. This very motive of the institute is supported by the required infrastructure like counseling and common rooms etc.

We have a solar panel installed and rain water harvesting pits for optimum utilization of natural resources.

Every year a part of budget is utilized for the purpose.

Students are instructed to work in harmony and code of conduct guidelines are supplied to them in the beginning of the session.

- **Best Practices:** The institute practices various methodologies to give excellent management education through experiential learning , effective mentorship program, Value based management education which reflects transparency, global inputs provided, outreach programs, emersion programs.
- **Institutional Distinctiveness:** Our priority is to believe in making a student fathom the granularities of the corporate world. With a distinctive vision of imparting "Value Based Education" and creating future corporate leaders.

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

7.1.2 Institution has a stated policy and procedure for implementation of waste management**Response:****Waste Management steps including:**

- Solid waste management
- Liquid waste management
- E-waste management

Response:**Solid waste management****Liquid waste management****E-waste management**

Solid Waste Management: Bio-degradable: The institution dumps the waste and waste is allowed to degrade or decompose an oxygen rich medium. Good quality nutrient rich and eco-friendly manure is formed. Non-bio degradable: Usage of plastic bags is discouraged within the premises of the College. Dustbins are kept on every floor and in classrooms.

Garbage is picked by Municipal Corporation.

Liquid Waste Management: Well-constructed drainage systems leading to the closed collection tanks, the tanks are regularly cleaned to avoid stagnation of water.

E-Waste Management: Electronic waste or e-waste describes discarded electrical or electronic devices. Used electronics which are destined for refurbishment, reuse, resale, salvage recycling through material recovery, or disposal are also considered e-waste.

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

7.1.3 Institution waste management practices include

1. Segregation of waste
2. E-waste management
3. Vermi-compost

4. Bio gas plants**5. Sewage Treatment Plant****E. None of the above****D. Any 1 of the above****C. Any 2 of the above****B. Any 3 of the above****Response:** C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Documentary evidence in support of each selected response	View Document
Link for additional information	View Document

7.1.4 Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage**E. None of the above****D. Any 1 of the above****C. Any 2 of the above****B. Any 3 of the above****Response:** D. Any 1 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Documentary evidence in support of the claim	View Document
Any additional link	View Document

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

Response:

Green Practices

• **Students, staff using**

a) **Bicycles**

b) **Public Transport**

c) **Pedestrian friendly roads**

• **Plastic-free campus**

• **Paperless office**

• **Green landscaping with trees and plants**

Response:

MTTC located in the outskirts of the city..

The faculty and staff members of Institution commute by Institution vehicles to practice environment friendliness & helps in preventing pollution.

Plastic-free campus: MTTC provides resources and tools to educate students of Institution & communities on the environmental and health benefits of going plastic-free campus to minimize plastic consumption and pollution in the premises and the surrounding environment. The Plastic Free campus initiative aims to reduce single-use plastics in campuses by encouraging students & faculties to make plastic-free commitments.

The syllabus and other study material to the students. Moreover most of the office communication is done paperless through email communication. Also whatsapp groups are created class wise to communicate any kind of important message to the students. The usage of papers is restricted in every possible way

Green landscaping with trees and plants: The campus is covered with lush green garden and

lawn. Several initiatives have been undertaken by the Institution to implement green practices and develop an eco-friendly campus. Like planning tress in orientation program of new batches. On national festivals and on foundation day.

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

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants
E. None of the above

D. Any 1 or 2 of the above

C. Any 3 of the above

B. Any 4 of the above

Response: D. Any 1 or 2 of the above

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

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

Response: 0.14

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

2019-20	2018-19	2017-18	2016-17	2015-16
10000	15000	12000	10000	10000

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

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

Response:

Infrastructure and Learning Resources are in ideal state. Infrastructural environment remains pollution free. Continuous augmentation enables it to keep pace with academic growth. Mechanisms for maintenance and optimal use of infrastructure are in place. Qualified faculty and staff shares workload equitably and collectively. Whole of staff is engaged in institutional activities. The computerized well equipped library is rich with adequate learning resources and mechanism to review the library related services and learning resources decision making are in order.

The campus environment, practice of mentoring and monitoring progress of the students, support and enhance the effectiveness of the faculty and students. Developing leadership qualities through real work-situation among the students is another feature.

The MTTC has a well established functional internal quality management system that collects, aligns, integrates and communicates information on academic and administrative aspects of the college. Participatory work culture and transparency are norms of governance.

Academic and administrative planning is inter-tuned. Every individual employee contributes towards institutional development and goal attainment. Certain Information remains in public domain but some facts are furnished on demand.

Resource management practices support and encourage performance improvement, planning and implementation strategies. The financial resources are Judiciously allocated and effectively utilized. Budgeting and auditing procedures are regular and standardized .The MTTC maintains functional internal quality management systems, inclusive practices and excellent relationship with stakeholders and thus nourishes real academic institutional culture.

Our institution tries to inculcate the habit of responsible interaction with environment to preserve natural resources. We teach our students to create balance resilience and inter connectedness that allows human society to satisfy its needs. Following courses helps us to infuse environment among students: Corporate Social Responsibility

These life lessons are delivered through case studies, live projects, role plays and experiential learning. The institution ignites sensitivity towards society and environment by various activities like visit to old age home, interaction with specially abled people, visit to orphanages and motivating students to spread awareness of cleanliness and Swach Bharat Mission.

To develop emerging values among the student teachers in order to meet the social, cultural, economic and environmental realities ranging from local to global levels with emphasis on co-operation and mutual understanding in a multi-diversified country like India.

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

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

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

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: D. Any 1 of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Link for additional information	View Document

7.2 Best Practices

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

Response:

The academic programs of Mithila Teachers' Training College (MTTC) are in tune with the NCFW-National Curriculum Framework, 2005 and subscribe straight away to the curriculum prescribed by the Lalit Narayan Mithila University, Darbhanga, the affiliating University, in letter and spirit. With the vision

of the institute and national policy of education, 1986 in view, MTTC have (within the overall framework of the rules and regulations of the university for B.Ed. course) been able to shift the focus of educational process from theory to practical and make the learning process activity based as per the normative guidelines of NCFW, 2005. All these are put into operation within the framework mandated in the above-mentioned state documents-university. At its own level, MTTC tries to cater to the emerging needs of the society, by introducing the concept of smart classes and computer learning. Objectives of the institution and considerations as enumerated in the Memorandum of Milli Foundation Trust, Madhubani, are wholly in tune with the national level aims and objectives.

Best Practice – I

Title of the Practice: - Keeping Faculty abreast with contemporary areas of the discipline so as to impart quality education.

Goal Aims and Objectives:- The Institution organized faculty Development programs, Seminars, workshops etc. for enhancing and upgrading knowledge of faculty members. Such practices have deep impact on quality enhancement and overall development of faculty as well as students. It positively impacts the academic functioning of the Institute and facilitates the role of teacher as educators and mentors. The Institution conducts the Seminars/ Workshops with the following objectives

- To upgrade their knowledge and skills.
- To promote research work in their field of specialize.
- To improve their effectiveness as teachers and mentors.
- To inculcate values and ethics
- To develop sensitization towards environment and other social issues.
- To bring innovation and creativity in teaching- learning process.

Various programs to enhance knowledge of faculty are conducted on timely basis in MTTC. These includes / Seminars, interactive sessions and motivational lectures from eminent persons on topics related to research, management, interpersonal communication, values and ethics etc. these talks acquaints the teachers' with best practices across the world, helps in developing right research attitude, building professional ethics and becoming an effective teacher.

Best Practice – II

Title of the Practice:- Pedagogy addressing outcome based education and heterogeneity of intellectual evolution (no is left behind)

Objectives of the practice:- the objectives/ intended outcomes of this best practice are:

- To facilitate effective teaching learning process in all the courses.
- To accomplish holistic growth of students and enhance their learning experiences and outcomes.

To ensure effective teaching learning, students are actively involved in the teaching learning process through student innovative pedagogies such as inquiry approach, constructive strategies, project learning, brainstorming sessions, ICT based learning and presentations.

Monthly attendance of the students is intimated to the students and their parents. On the basis of low

attendance, students are detained from appearing in examination at the at the year end.

File Description	Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

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

Response:

Provide the details of the performance of the Institution in one area distinctive to its vision, priority and thrust.

The MTTC plans, actions and strategy of implementation are in tune with its duly stated purpose, vision, mission and values. It obtains and uses feedback from stakeholders, in curriculum development and institutional planning. It modifies course of action to meet the emerging needs, and develops and deploys action plans to achieve the objectives and ensure effective implementation of the curriculum.

Teaching–Learning and Evaluation processes are in tune with current trends interlinked and with all possible facilities. The admission process is transparent and the adopted criteria are equitably applied. Aspirants get clear information about admission including financial aspects and student support services, beforehand.

The students are engaged in active learning, given comprehensive learning experiences; enabled to manage diverse learning needs and challenges.

The practice teaching is a joint venture of the school staff and mentor teachers. The assessment and evaluation scheme is comprehensive, reliable, objective and transparent, outcomes of which are utilized in improving the performance of pupil teachers.

Use of new technologies is quite good in teaching –learning. The MTTC has promoted and undertaken Research and Extension. It provides maximum possible opportunities for professional development and engages its teachers in research, encourages them to present/publish it in academic forums. The teachers are actively engaged in training and developing instructional and other teaching learning materials. Strong college-school-community networking and linkages with national research and academic organizations are in place. The college reaches community and conducts many extension programs and encourages its faculty to provide consultancy services.

Infrastructure and Learning Resources are in ideal state. Infrastructural environment remains pollution free. Continuous augmentation enables it to keep pace with academic growth. Mechanisms for maintenance and optimal use of infrastructure are in place. Qualified faculty and staff shares workload equitably and

collectively. Whole of staff is engaged in institutional activities. The computerized well equipped library is rich with adequate learning resources and mechanism to review the library related services and learning resources decision making are in order.

The campus environment, practice of mentoring and monitoring progress of the students, support and enhance the effectiveness of the faculty and students. Developing leadership qualities through real work-situation among the students is another feature.

The MTTC has a well established functional internal quality management system that collects, aligns, integrates and communicates information on academic and administrative aspects of the college. Participatory work culture and transparency are norms of governance.

Academic and administrative planning is inter-tuned. Every individual employee contributes towards institutional development and goal attainment. Certain Information remains in public domain but some facts are furnished on demand.

Resource management practices support and encourage performance improvement, planning and implementation strategies. The financial resources are Judiciously allocated and effectively utilized. Budgeting and auditing procedures are regular and standardized .The MTTC maintains functional internal quality management systems, inclusive practices and excellent relationship with stakeholders and thus nourishes real academic institutional culture.

File Description	Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

In our state, the B.Ed. students generally get jobs in government/ aided/ private public schools. The selections to government/ aided schools are made by the government. The Placement Cell (PC) of MTTC is actively involved in searching out the vacancies in different public & private schools. The subject wise vacancies are sorted out in various newspapers, classifieds etc. Even the schools place their demand for competent teachers in various subjects telephonically or by post. The PC thereafter informs the registered PTs to appear in the interview. The record of selected and rejected PTs is maintained by the PC and all the rejected PTs are later sent to other places unless they finally get absorbed elsewhere. Further, the PC of MTTC is looking forward to establish linkages with the private and aided schools through the local networking. MTTC motivates the PTs for higher education and competition by organizing some special programs such as lectures on communication skills, group- discussion on current educational issues, resume/ application writing, seminar presentation, extempore, quiz etc. The information, motivation and guidelines are also provided. MTTC library has up to date reference material for SLET/NET. Even teachers/research scholars from other colleges turn up to avail of this facility at MTTC.

As there is a unit entitled ' Models of Teaching' in a paper named 'Psychology of Instruction' including the meaning , components and families and the models of teaching

– a) Glasser Class room Meeting Model (CMM), b) Asubel's Advanced Organiser Model (AOM), c) Bruner's Concept Attainment Model (CAM), the institution have no provision for additional training in models of teaching . However, the trainees are instructed to teach in the class room during their practice teaching period and the teachers are requested to supervise the lesson plan of the students teacher as per the fundamental components of a model of teaching.

Concluding Remarks :

Every year MTTC takes the feedback. The obtained feedback is analyzed. The suggestions are put forward and discussed in Seminars or Workshops on curriculum development. Conclusions are drawn and with reference to jurisdiction are divided, into

(i) college level, and (ii) University level. Action on the former is taken and suggestions approved by concerned committee are put into operation. The University level matters are forwarded to concerned authorities. Principal of MTTC every year forwards the

suggestions to the Board of Studies, Lalit Narayan Mithila University.

The University has not undergone a major curriculum revision in the last five years. The changes were made by the BOS of university only in the examination pattern since 2015. Previously, the pattern was descriptive type with essay type questions. Essay type

questions (having options). But changes in the content have not taken place.

MTTC makes effort to identify and make suggestions to the university. It assesses the existing curriculum for:

Removing the deadwood. Bringing in modifications. Updating the existing curriculum.

Making it more effective and efficient from PT's point of view.

MTTC takes feedback from the PTs, alumni, faculty members, academic experts and community. The feedback so obtained is analyzed and conclusions are drawn. Any rationale suggestion that can be implemented at the college level is always followed

Faculties are required to fill in the questionnaire. The questions cover aspects like relevance of the topics, projects, activities etc. i.e. details and quality. Teacher Diary is another source of data base. The faculty interacts with faculty of other colleges to seek their opinion.

