



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

AL-HABEEB TEACHERS' TRAINING COLLEGE

SECTOR-VI, BOKARO STEEL CITY, DIST- BOKARO, STATE-
JHARKHNAD-827006

827006

www.ahttcbokaro.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Imamul Hai Khan Educational society was founded in the memory of late Imamul Hai Khan, a freedom fighter, Ex-coal cutter and Ex-Minister in Bihar Assembly. The society was registered in the year 1983 with one of its main objectives to organize social, cultural and educational Institution followed by AL-HABEEB TEACHERS' TRAINING COLLEGE at its own campus, sector-6, Bokaro Steel City.

It is a matter of great pleasure and honor for us to present the self study report for NAAC accreditation of Al-Habeeb Teachers' Training College, Bokaro Steel City, the vision of the institution is to transform into an institution of excellence for the development of human capital as efficient teaching community and this is reflected in all the policies, programmes and practices of the institution. The management of the institution constitutes of highly qualified and competent educationists with vast teaching administrative and research experiences. The leadership, governance and management of the college since its inception works for the total quality management by promoting and nurturing innovative and socially relevant education in the global context. Imamul Hai Khan Educational Society has established Al-Habeeb Teacher's Training College (AHTTC) at sector -6, Bokaro Steel City. A Teacher Education Department for imparting quality education to meet the genuine need of the people of rural and tribal areas. The Imamul Hai Khan Educational Society is sufficiently enough to sustain infrastructure and provide modern facilities to meet its stated vision with eminent financial support to Al-Habeeb Teacher's Training College. Al-Habeeb Teacher's Training College has shown an upward trend in qualitative performance.

Vision

Vision:

- To bring out the best in man by providing value based need based and carrier Oriented education and create self reliant citizens as well as world class Teacher to transform into an institution of Excellence to be a global leader in the field of education.
- To ensure a unique and interesting learning experience to enable and realize their inner potential and capacity.
- To make available the equal opportunity and support without prejudice based on gender class caste religion and economic students
- To be a self reliant charismatic and pioneer institution to transform human population into a human resource.
- To be front runner in India's nation building process and to achieve global competency in education.

Mission

Mission:

- To empower the downtrodden of the society through education and training.
- To strengthen the weaker sections of our society through Education.
- To meet the challenges of illiteracy, superstition, unemployment.
- To implement Quality Teaching Learning Process as per the norms and standards set by the regulatory body NCTE, JAC State Govt. as well.
- To uplift the confidence level and aspirants of students Teachers to be a global partner in education.
- To impart quality education to meet the needs and challenges of global environment, to impart ethics and human values and to develop professional and life skills. It would encourage and inspire the young pupil to help transform education, nation as well as world through moral and ethical education based on value system.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strength

- Co-operative and sensitive management
- Qualified and committed teachers
- Ragging free campus
- Fair and Transparent system of admission
- Fair and Transprent system in recruitment of teachers and staff
- Adequate books, National and international other journals, magazines, e-books, e-Journal and other reading Materials
- Development of social spirit among students by organizing seminars, workshop, and school visit for internship
- Effective and active IQAC
- Remedial classes for weaker sections
- Adoption of feedback system from students and parents, alumni etc.
- Negligible rate of drops
- Own conveyance facility available for students and staff
- Pollution free, clean & green campus.

Institutional Weakness

Weakness

- Non availability of hostel facility
- Soft Skill and communication Skills of Students need to be improved.

Institutional Opportunity

Opportunities

- Preparing our students for various TETs
- Preparing our students to be renowned well cultured, sensitized teachers
- Preparing play ground with scope of further improvement,
- Preparing to development and renovate infrastructure and other facilities.
- In-service Training Program conducted successfully for in-service trainee of Private schools with the collaborating for NIOS, Ranchi

Institutional Challenge

Challenges

- Initiate the linkages with other institutions and industries as well.
- Introducing research works
- To make the college more socially relevant
- To develop hostel facilities for needy students

Future Plans

- Planning to establish High quality Schools and Sandhyakalin college
- in future for training and placement.
- Introducing of M.Ed course proposed in future
- Planning for autonomous status
- Planning to organized International webinar and Seminar
- Planning to construct new buildings
- Planning to install the facility upliftment for Physically challenged persons
- To move forward as per the New Education Policy -2019
- To develop college library as digital library.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curriculum Aspects

The college implements the curriculum as designed; by the affiliating university. There is no role of institution in design, formulization and planning of curriculum. It is the under jurisdiction of university to construct, design, formulate,& plan the curriculum. However the institution has the sole responsibility to advice in formulating, designing, planning, enriching the curriculum as needed by the university.

The college has provided academic flexibility to choose optional elective paper in semester IV. As well as the college has signified, clear by vision, mission and values of our institution and well communicated about these to the students and general masses as well. The institute ensures the effective implementation of the Curriculum through our designed action plan with the help of academic calendar. The college introduces and gets feedback from students, Teachers, guardians, alumni members and other stakeholders in curriculum development, enrichment and planning.

The key aspects of this criterion are curriculum planning, academic flexibility, curriculum enrichment and feedback system;

1. The Choice Based Credit System adopted in 2015 provides for more flexibility.
2. Strict adherence to the Academic Calendar.
3. Implementation of the Reservation Policy and Provision of Scholarship for Socio-Economically weaker students

Teaching-learning and Evaluation

Teaching Learning and Evaluation:

This criterion discusses institution's efforts in circulating Teaching Learning Process effectively to the different backgrounds of students. It discusses how instructional techniques activate students in higher order thinking through different activities and school internship programme. It also evolves in the institutional support how to facilitate and use of ICT to develop the technical and new innovative approaches.

The college is competent to enroll students as per the govt . Orders in admission for different sections of society as prescribed time to time by the central and state govt. The college honors the diversity of students by mentoring, Tutoring, Learning enhancement as per the learning engagement. The college built a mechanism to a transparent admission process and emphasis on defined admission criteria is equally applicable to all applicants. The institution guides all students about admission, requirements, fee structure, financial and other requirements. The college develops the competency in organizing learning, teaching behaviours, Assessment and organizing field visits. The College ensures all students to be capable to take independent classes to be aware of identified varied learning and to know all competencies of maxims and techniques of teaching

The College also ensures students to be aware about the schools environment and act rigorous Practices as per the guidance gives by NCTE before sending them for school internship Programme. The

college organises workshop/Seminar webinars time to time to develop the student's entire competences. The college ensures and initiate all effective measures to develop learner's skills. The college also signified to enhance the capability of teachers through seminars. Webinar workshop and other designed activates. The assessment and evaluation plan is very comprehensive, reliable, objective and transparent and very well prior unformed. The college encourages students and teachers to use and adopt modern technologies in adopting learning. The college is very sensitive on satisfaction of students which are seen by students satisfaction survey.

The key components are identified by this criterion are Teaching Learning and Evaluation; .Remedial classes are organized for student who have problems coping with the class work. The Evaluation process are transparent .Students are evaluated in a continuous assessment system, comprising written examination ,class seminars and assignments, honoring student diversion Teaching Learning process competency and skill development, Teacher profile and quality, Evaluation process, students performance and Learning out comes, students satisfaction survey.

Infrastructure and Learning Resources

Infrastructure and Learning Resources

This criterion seeks information regarding adequate physical facilities and other infrastructure available in the college to maintain the quality of education and day to day activities of students. It also discusses about library as a learning resource, need to be given information regarding available ICT infrastructure as Technical support to the Student Teacher as well as faculties. It is also requires to collect information regarding maintenance of campus and infrastructure.

The college has adequate physical facilities and infrastructure for Teaching Learning i.e. classrooms, labs, standard language lab, Art & Craft room, Seminar Hall, Multipurpose Hall and a well furnished modern Auditorium. The College has well equipped, well furnished and well enrich Library as a resource for Knowledge and Skill. It has a large no. of reference books, National and International Journals, Magazines, Newspapers, e-books and e-Journals with internet facilities for students as well as faculty members. The following are main focus of this Criterion.

The College has adequate physical infrastructure facilities to meet the need to run educational program very conveniently.

The College has vast campus with Wi-Fi facility.

The College has created and enhanced the physical facilities for Teaching Learning process and day to day activities.

The College has initiated a mechanism to maintain the physical infrastructure and optimum use of all available physical facilities.

The College has well equipped, well furnished and enrich library for learning resource with rare reference books, national and international journals, Magazines, encyclopedias, dictionaries and newspapers with e-books & e-Journals.

The College is very sensitive and more careful to green fields and pollution free campus, so a large no. of

medicinal plants and show plants are grown all the sides of college boundaries.

The College has high class of classrooms, laboratories, language lab and Seminar Halls for Academic activities and regular classes.

It has a world class, fully AC vast Auditorium for conducting Programs, Seminars and day to day Academic Activities.

The College has a vast play ground for organising outdoor games and sports and other activities.

The College has an Art & Craft rooms for organising Art & Craft activities and other colourful activities and events.

The College has a modern ICT lab for technical support to the students.

The College has a big spacious campus spread over about 04 Acre of land with 4663.07 Sqr mts. of build-up area.

The College has made available convenience facility for students.

The College has an Administrative office along with Principal office and secretary office.

The College has multiples different Toilets for boys and girls in every levels of building in Block A & B as well.

The College has modern arrangement of uninterrupted 24x7 electricity facility available for day to day work with enabling capacity building by generator and solar panels.

The College also has ramp for physically changed person.

The College has also a stage for Conducting daily Morning Assembly with green fields.

The major identified aspects for this criterion are as Physical Facilities, Library as a learning resource, ICT infrastructure, Maintenance of Campus and infrastructure.

Student Support and Progression

Student Support and progression

This important criterion has major Objectives of that efforts of an institution that provides student with necessary Support to facilitate good campus experiences for their overall and all-round development. It seeks information regarding career and personal counseling for student teacher. It also seeks information regarding available student support facilities such as vehicle parking, common room, separately for boys & girls, First aid & medical aid, Transport facility, safe drinking water, canteen, separate toilets for boys & girls.

The College has taken initiatives on a range of capability building and skill enhancement by career and personal counselling. The College made an effort of skill enhancement in academic as well as organizational aspect. The

College has provided adequate facility for vehicle parking, separates common rooms for boys & girls sick rooms are also available. The College arranges First aid box and medical aid by ESIC facility to all faculty members. The College made arrangements of safe drinking water with RO-purifier for students as well as faculty and staff. A modern canteen has been working since long before commencement of Academic session. Separate Toilets for boys and girls are available in every level of building in Block A and B separately. The College has approved mechanism for redressal grievances for students as well.

The College has developed a mechanism for ragging free campus Grievance redressal committee is working actively for maintaining anti ragging mechanism, Thus the campus is ragging free.

The College has established an Alumni Association and it works actively throughout the years. It has conducted Alumni Meet for better understanding of our Alumni and bonding to the institution. The College has organised Annual Sports every year and different cultural programmes for sensitizing and better understanding of our culture and society.

Main key points of this criteria are:

1. Student support
2. Student progression
3. Student participation in Activities
4. Alumni engagement

Governance, Leadership and Management

Governance, Leadership and Management:- This criterion requires to collect information and data regarding policies and Practices of the college in terms of vision, Mission, Policy statement, governance, strategic Planning, management, and Leadership. It also helps, to gather data and relevancy on effective deployment and practices on empowerment of faculty members. It needs to describe the functioning of IQAC and its relevancy on Teaching Learning Process. This criterion is also expected to give information on Financial Management, Participative management and other supports

The college has competent able and sensitize management who leads the college by upfront which are reflected in its policy decisions. Vision and Mission statement. The management system is decentralise and participative in all policy matters and decisions. Its strategic plan is very effective in terms of future planning. The management has maintained wider vision, transparency on decision as aspect of future perspective. The college has an active and functional IQAC which initiate and maintained the decision and policy matters. It has taken a numbers of quality initiatives in respect of functioning and governance of the institution. Academic and administrative planning have discussed in IQAC meetings and taken decision unanimously for the development of college.

The key points of this criterion are Institutional visions and leadership, strategy development and deployment, faculty empowerment strategies, Financial Management and resource mobilization Internal Quality Assurance system

Institutional Values and Best Practices

Institutional Values and best practices:- This criterion greatly focus on the exceptional efforts of an institution regarding Institutional value and best practices which able to create academic excellence. It also seeks information on institution's energy policy. It also evolves on waste management, rain water harvesting and especially green practices. It seeks information and data on expenditure on green Initiatives. It also focuses on institutional distinctiveness.

The college has its own energy policy which describes widely in SSR. Institution made waste management system and also taken initiative and maintains rain water harvesting system in the college. The institution is well committed to encourage green practices inside the college campus. It has developed a range of trees and plants as well as garden spread inside the campus just sides of walls in different sides of campus. The Key aspects of this criterion are institutional values and social responsibility, best practices and Institutional Distinctiveness. .

Research and Outreach Activities

Research and outreach Activities :- This criteria engages institution to give information regarding research, publication and outreach activities, made by the institution throughout the different academic sessions. It also concentrate on resource mobilisation by the institution. it also focused on outreach activities organised by college during previous five years.

The college is well aware and sensitise about the importance of research in education. The college promotes research activities. Publication and paper presentation by the faculty members. The college organises picnic, one day Tour Excursion Tour, village survey, awareness movement, swachhhta Progermmes /March etc. As out reach activities throughout the session. The college is made linkages to other same minded institutions. The college is willing to develop linkages between our college to other skilful and productive industries. We also hopeful to join hand and make MOU's with national, international Universities and Corporate houses in near future.

The key aspects of this criterions are Resource mobilisation for Research, Research Publication, Outreach Activities and collaboration & Linkages.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	AL-HABEEB TEACHERS' TRAINING COLLEGE
Address	SECTOR-VI, BOKARO STEEL CITY, DIST-BOKARO, STATE- JHARKHNAD-827006
City	Bokaro Steel City
State	Jharkhand
Pin	827006
Website	www.ahttcbokaro.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Quyam Zehra	06542-266103	8877164867	-	ahttcbokaro@gmail.com
IQAC / CIQA coordinator	Wasi Ahmad	11111-1111111	8540884593	-	wasiahmad73@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

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

Establishment Details				
State	University name	Document		
Jharkhand	Binod Bihari Mahto Koyalanchal University Dhanbad	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	15-03-2016	View Document		
12B of UGC	15-03-2016	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	20-08-2008	148	Permanent Affiliation

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	SECTOR-VI, BOKARO STEEL CITY, DIST-BOKARO, STATE-JHARKHNAD-827006	Urban	4	4663.07

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	English,Hindi,Urdu	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	0				0				16			
Recruited	0	0	0	0	0	0	0	0	10	6	0	16
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				5
Recruited	2	3	0	5
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	3	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	9	3	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/LLD	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/LLD	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
UG	Male	28	0	0	0	28
	Female	68	4	0	0	72
	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	3	4	1	2
	Female	2	0	7	2
	Others	0	0	0	0
ST	Male	0	2	1	1
	Female	4	0	2	4
	Others	0	0	0	0
OBC	Male	12	13	36	12
	Female	16	23	13	34
	Others	0	0	0	0
General	Male	49	8	5	10
	Female	14	50	35	35
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		100	100	100	100

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Al-Habeeb Teachers Training College is a multidisciplinary college. It has maintained dual course i.e, B.Ed with 100 intake capacity and D.El.Ed with 50 intake capacity. In these two courses covers multidiscipline such as pedagogy of Math, Physical Science, Biological Science, History, Geography, Civics, Economics, English, Hindi, Urdu, etc. we are committed to follow the direction of NEP regarding this.
2. Academic bank of credits (ABC):	NOT Applicable
3. Skill development:	Al-Habeeb Teachers Training College is a Teacher Training College. We initiate and promote Teaching

	and learning Skills of each and every learner throughout the year.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Our college have integrated of Indian Knowledge system and implemented Teaching in Indian Language and culture which as guided in curriculum by the Regulatory Authority NCTE. We also promote to learn the regional Language (Khorta) Which are included in JTET Syllabus, there is no any online course has introduced regarding this option
5. Focus on Outcome based education (OBE):	Al-Habeeb Teachers' Training College is a premier college for teachers Training Course. It has maintained their legacy of strong commitment to produce about 100 Skillful teachers at the end of every session. we have dedicated at least 100 visionary, futuristic and competent teacher as well as best citizen of our nation. It is our example of focused outcome based education.
6. Distance education/online education:	These is no any distance education/online education run by the college though we have initiated online classes during pandemic era. Our college also organised webinar successfully.

Extended Profile

1 Students

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
100	27	100	100	100
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
50	50	50	50	50
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
	27	98	100	101
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
		97	98	101
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
100	27	100	100	100
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers

2.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
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

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
16	16	16	16	16

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

3 Institution

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
27.50759	38.0033744	96.7503612	63.96899	53.3387950

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

3.2

Number of Computers in the institution for academic purposes..

Response: 18

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:

Curricular Aspects

1.1.1- AHTTC is affiliated to BBMKU Dhanbad but before that it was affiliated to VBU Hazaribag . The curriculum of the college is framed by BBMKU. There is no role of the college in curriculum design. College Prepares Annual Academic calendar and activity calendar to insure proper Teaching- Learning Process and Continuous Evaluation. Every Teacher makes Teaching Plan with the Commencement of new academic Session. IQAC makes it Mandatory to design work plan, Future Plan, Project, Assignment Practical and co- curricular Activities. Classroom Teaching is blended with reasonable use of ICT to make the Teaching -Learning process more learner centric. Classroom teaching is supplemented with seminars ,special lectures , Group discussions ,Quiz , Paper Presentation ,assignments, Education Tour ,Field Trips and Visit of villages(Survey) for effective delivery of curriculum which are implimented in planned manner . All Examinations are conducted according to academic calendar .

vision:

- To bring out the best in person by providing value based, need based and carrier Oriented education and create self reliant citizens as well as world class Teacher to transform into an institution of Excellence to be a global leader in the field of education.
- To ensure a unique and interesting learning experience to enable and realize their inner potential and capacity.
- To make available the equal opportunity and support without prejudice (based on gender, class, caste, religion, region and economic status) to the students.
- To be a self reliant charismatic and pioneer institution to transform human population into a human resource.
- To be front runner in India's nation building process and to achieve global competency in education.

Mission:-

- To empower the downtrodden of the society through education and training.
- To strengthen the weaker sections of our society through Education.
- To meet the challenges of illiteracy, superstition, unemployment.
- To implement Quality Teaching Learning Process as per the norms and standards set by the regulatory body NCTE, UGC, JAC(Jharkhand Academic Council) and State Govt.

Objectives :- To deliver knowledge and skills envisages in various programmers' through innovative teaching, participatory learning and reliable evaluation.

- To make education interesting, joyfull, relevant, meaningful and learner centered activity.
- To create social, cultural, moral and environmental awareness among students.
- To develop human values of concern, compassion, tolerance and togetherness among students.
- To instill among students a sense of discipline, honesty, confidence and self-respect.
- To facilitate holistic and integrated personality development of students.

Motto

The inspiring force is our Motto “Strive, Succeed, Serve” the society.

AHTTC Follows rules ,regulations and syllabus as prescribed by BBMKU to which it is affiliated . Records of the regular attendance and the progress of students are maintained and preserved. The college organizes various academic and professional skill development program. We believe in healthy environment for all the students . Activities of the EPC, Which are part of the curriculum, are also implemented .Out-reach programs are also designed and completed with zeal and vigour.

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

1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the last completed academic year 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni

Response: A. Any 5 or more of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
List of persons who participated in the process of in-house curriculum planning	View Document
Data as per Data Template	View Document
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

Response: A. All 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
URL to the page on website where the PLOs and CLOs are listed	View Document
Paste link for additional information	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.

2020-21	2019-20	2018-19	2017-18	2016-17
12	11	11	11	11

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	11	11	11	11

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

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	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: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	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:

CURRICULUM ENRICHMENT

In Al- Habeeb Teachers' Training College we provide better opportunities for the students to acquire and demonstrate knowledge in as following ways.

As per syllabus of 4th semester were delivered in a very effective and flexible way by the Professors.

- * Syllabus of four semesters were covered in a very effective way.
- * Lesson plans format presentation and content were provided to students.
- * Micro teaching and all skill development instructions were given by the pedagogy teachers in a very advanced way.
- * Academic calendar formed an implemented in the college.
- * All the activities and co-curricular activities were organised according to activities based on academic calendar.
- * Regular classroom teaching along with the curriculum enrichment activities as per academic calendar.
- * Continuous monitoring of teaching & learning process by academic head and co-ordinators for effective implementation.
- * Also student performances evaluated by teachers.
- * Internal exams and university exams passing and qualifying guidelines were provided to the students by the institution.
- * Inside the classroom slow learners and fast learners both students are evaluated and special guidelines are given to them by teachers.
- * Teachers guide their level best to know individual specialty, concerned and attitude to their students.
- * Important days are celebrated and also their ethical and moral values are enriched and enhanced inside the students.
- * Institution provide freedom also flexibility and choices are adopted in case of students.
- * Feedback by students formally and informally collected.
- * Analysis of feedback were done by the committee and members of the institution, also assessment of co-relative measures and action taken reports were provided.

Effectiveness of various bodies/ cells/ committees is evident through minutes of meetings and implementation of their resolutions were as follows for the curriculum enrichment of the students.

In the light of the pursuance of the discussion taken by the governing body different committees are constructed for doing Academic and Administrative Works in a smooth manner for development of the students.

The following are different committees for Academic Excellence.

- Examination Committee- This committee provide functions and responsibilities

regarding assessment and to conduct examinations.

- Discipline Committee- This committee prevent the interdisciplinary activities

and behavior in the campus.

- Cultural Activites and Co- Curricular committee- This committee provide initiate and organize various co-curricular and extra co-curricular activities for the students to enhance their skills.

- Sports committee- This committee promote sports activities and to organize regular sports events and programmes in the college.

- Purchase Committee – This committee purchase and required for the development of the college.

- Library, magazine, seminar, symposium committee- This committee organize and communicate academic programmes and library activity.

- Anti- ragging committee- This committee monitor the ragging and prevention of ragging in the institute.

- Women's cell, sexual harassment prevention committee- This committee prevent prohibition and redressal of sexual harassment of women in the college.

- Alumni Committee- This committee support the college goals and strengthen the ties between alumni and our institution.

- Student grievance and redressed committee- This committee look into the complaints lodged by any student and their genuine grievance.

- Finance committee – This committee approve planning and strategy for financial resources and management.

- Morning assembly and attendance committee- This committee monitors the morning assembly and to observe the students dress code and cleanliness.

- Free -ship Committee- This committee decide scrutinize free ship of the students.

- Educational tour, excursion and picnic committee- This committee decide programmes and to impart practical knowledge and self- exposures of students.

- Fine arts society- This perform recognize the talents and creativity in the students.
- Environment society and green audit committee- This committee establish fully satisfactory environmental planning and their implementation in the institution.
- Internal Compliant Committee- This committee solve the complain and issues in the college.
- Academic monitoring cell- This committee oversee the acadmic affairs of the college and other academic related activities.
- Minority Cell- This committee implement the policies and decisions for minority students.
- SC/ST cell- This committee ensure the effective implementation of policies regarding SC/ST students in the college.
- OBC – This committee solve the problems related with OBC students in the college.
- Swachhata Abhiyan Committee- This committee derive and accelerate efforts towards cleanliness and waste management.
- Guidance and counselling Committee- This committee encourages students to develop their potential abilities to formulate life goals.

File Description	Document
Photographs indicating the participation of students, if any	View Document
Documentary evidence in support of the claim	View Document

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

Response:

2 Institution familiarizes students with the diversities in school system.

Yes Al- Habeeb Teacher’s Training College familiarizes students with the diversities in schools system inside India. Because teaching is a very noble profession that shapes the character. So this institution always wants and work hard to produce good teacher’s with good teaching qualities which will provide our society and new generation very much power strength and new ideas to develop in a very effective way. So, institution provides value based education awareness programmes. Important days celebration, co-curricular activities according to syllabus provided by B.B.M.K.U University Dhanbad for semester 1st, 2nd, 3rd, 4th in two years.

“ Education is the most powerful weapon which can be used to change the world”.

Which plays a very important role in the development of students. Provide them very useful informations.

It is very much important to encourage students familiarizes in schools and workplaces. By providing cultural awareness, always a classroom starts with three most important points.

Teachers

Students

Curriculum

Teachers

Students

Co-curriculum

Each and every child is individual. So teachers get to know about students for their betterment they should maintain consistent communication with them. Provide diversity in the lesson plan but classroom environment is important place for giving cultural awareness. Also we should provide freedom and flexibility for their better future.

Action plan indicating the way students are familiarized with the diversities in Indian school system were as follows.

- Teachers always get to know your students because each and every child is individual.
- Extra co-curricular activities.
- Maintain consistent communication with them.
- Physically strength must be increased with exercise and sports.
- Respect and sensitivity must be given to the students.
- Art and cultural programmes were organized.
- Diversity in lesson plans but cultural awareness in classroom.
- Important days must be celebrated and their importance should be understand by students.
- Give students freedom and flexibility.
- Students must gain a better understanding. So they will become open minded and they will feel confident and safe. So they will become a good citizen.

File Description	Document
Documentary evidence in support of the claim	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	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:

Students understanding during Teacher's Education Programme.

• Knowledge of learners and their development in social context.

- Learning and Language
- Human Development.

Teaching as a Profession.

- Knowledge of curriculum matter
and curriculum goals.
- Education goals and purposes for skills
- Content subject matter.

?

? ?

A vision of Professional
Practice

?

- Knowledge of Teaching of subject.
- Content knowledge
 - Content and practice
 -
 - Teaching diverse learners
 - Assessment and evaluation
 - Classroom management

After Teacher Education Programme Students give their professionally relevant experiences that teaching is a noble professions and teachers work as a sculptor to shape the future of their students. B.Ed is the basic degree needed to become a teacher and work inside the schools. It also allow them for appearing in any of the government exams like TET/CTET and other state level examinations were conducted for requirements of teachers. This course has made their their confidence level high with professional skills which were developed during Teaching learning process.

In four semester and two years syllabus of B.Ed provided by B.B.M.K.U university. They got a new way

and key of success for their future. It will give them economically, physically, mentally strength to make our society and new generation well developed by doing their course.

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

1.4 Feedback System

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

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

Response: C. Any 3 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document

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

Response: B. Feedback collected, analysed and action has been taken

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 85.4

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 other relevant information	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: 17.76

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

2020-21	2019-20	2018-19	2017-18	2016-17
61	5	55	60	41

File Description	Document
Final admission list published by the HEI	View Document
Data as per Data Template	View Document
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View Document
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View Document

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

Response: 0.47

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	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

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:

Yes, there are several provisions for assessing student's knowledge/needs and skill before the actual commencement of teaching programme.

- **Yes, there are several provisions for assessing student's knowledge/needs and skill before the actual commencement of teaching programme.**
- students have to qualify the Jharkhand B.Ed. Combined Exam, conducted by Jharkhand Govt, from academic session 2019-21 and merit list (category wise) is released.on the basis of entrance exam.
- Students approach the concerned college for admission and the college admits the students after verification of documents and proper counselling.
- Prior to 2019-21, the entrance test conducted by college itself and the college was in practice to prepare the merit list for admission.
- Qualifying in the entrance test and placement in the merit list is the only criteria for admission in B.Ed course.
- During the counselling session, other related matters are checked and verified.
- At the entry level, admitted students have to undergo the process of induction, orientation, frequent evaluation and assessment, mentoring and completion of activities, assignments and a score of allied activities and practices for their professional skill development.
- Special care is taken of their intellectual engagements, academic performance , out reach to community and society and their over all performance and outcome.

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

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

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 8:1

2.2.4.1 Number of mentors in the Institution

Response: 13

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:

The assessment of students in school experience programme is done in a participative manner. Supervisor, Mentor Teacher, subject teacher all has their said in the process and specific marks are allotted to each one of them for the purpose.

Work Experience/SUPW/Art & Craft

Work-Experience is a compulsory component of the B.Ed. programme. The college provides two hours per week for this in the time table. Music, Art & Craft, Gardening, Visual Art, Drama, Tours and Travels are also as work experience options. Besides providing a diverse exposure to the students, work experience is evaluative in nature.

Extension Activities

Activities such as Environmental awareness, Sensitivity to ecosystem, Co-Curricular activities including drama, debate, G.D election, singing, acting, gardening etc. are also organize regularly for helping students to learn the organizational skills and other dimensions.

Tutorials

Tutorials are yet an important aspect of the programme giving space for mentoring the students wherever needed. Tutorials provide the needed students for development of communication skills, ICT skills, writing skills etc. among the students. The college time table has fixed time slot allotted to them.

Multi-skill development

The college provides diverse exposure to its students for the learning of different skills in its teacher education programme. Some of these are as follows:

- ICT blended Teaching Learning
- Development of teaching skills – Micro-Teaching, Questioning, Motivational and Class management skill etc. in Methodology of teaching classes and presentation to school experience

programme.

- Classroom and tutorial group discussions leading to the learning of analytical, reflective and communicative skills
- Group assignments for learning co-operation, collaboration and sharing of responsibilities
- Simulated Teaching
- Seminars and PPT presentations by the students
- Seminars and workshops
- Psychology practicum
- Peer teaching
- On site experience (School experience- observation in 2nd Semester and Practice Teaching in 3rd Semester)
- Self/peer feedback in teaching-learning
- Visit to special school (Asha Lata)
- Lectures by experts
- Field experiments
- Community work
- Environmental Awareness
- Co-curricular Activities promoting leadership, responsibilities, initiative, flexibility, adaptability, accountability, co-operation, group work and other social skills.

Inclusive Education

The college adapts various inclusive practices to address to the requirements of the differently abled students. The students with low vision and hearing impairment are allowed to sit on the front benches in the class. The expecting mother, if any are given appropriate freedom for undertaking the work. The SC, ST and OBC students get government scholarship and grants etc. from different government sources. The college has been organize seminars on inclusive education for the benefit of students where special educator, Counsellors and other experts speakers , are invited for purpose.

Practical teaching/ School experience/ Internship

The college considers school experience programme as an essential component of the B.Ed. programme. It ensures that student teachers use this opportunity for learning to integrate theory with practice besides the nuances of the teaching and practice. A minimum 105 days (3.5 months) are marked for school experience programme and students are required to attend their allotted schools.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	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: 42.5

2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

2020-21	2019-20	2018-19	2017-18	2016-17
16	16	02	0	0

File Description

Document

Data as per Data Template

[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](#)

Data as per Data Template

[View Document](#)

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

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

Response: A. Any 4 or more of the above

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

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

Response:

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

? The nature of mentoring efforts the institution with respect to.

1. Working in Teams: -

? Encourages students to come forward with their ideas at all stages of development.

? Motivates students to try new techniques and to expand their skills.

? Reminds students that mistakes lead to better learning.

? Teacher's students how to break down potentially overwhelming projects into manageable tasks.

Working in Teams

1. Different activities in EPC – Publishing Newspapers

-Performing Drama

1. Quiz competition

2. Debate

3. Rangoli

4. Survey

5. Gardening

6. One-day Tour

7. Picnic

Dealing with student diversity

India is a land of multicultural people. As we multicultural society group, our students have more important than ever for teachers to incorporate culturally responsive instruction in the classroom whether I

teach in high, middle or primary school. We deal on student by the following ways.

*** By making aware about students** - After expecting to our student we come to know their culture, hobbies, learning behaviour, attitude, comfort like or dislikes we work for their bonding and. These are helpful in making a bond within different cultural background's pupil. We appreciate and give values to their differences thus all get a familiar environment in their respective classroom. We must give respect to their identity with speciality and diversity. We create a flexible and sensitized environment for these diverse imaginations, thinking and moral habits and behaviour. We get communicated time to time with these diverse people for more effective educational plan.

Conduct of self with colleagues and authorities are very important for imparting better understanding on education. Our conduct is like a treasure for our society. So we must aware the best conduct and behaviour of ourselves along with our colleague and authorities. Every good institution must have a pool of faculties and staff of good behaviour and our institution is lucky one.

Every person has their difficulties, problems and stress in his life. No one is excluded by these issues. Our faculties more professional in these competencies. If any faculty have any stress at home such faculty acquitted , he treats unstressed in their classroom. We organise meditation and yoga programme for stress free life to faculties and student-teachers. We get success in making a balance in home and work stress.

We all faculty members have kept visionary eyes oneself abreast with recent development in education and life through ICT magazine and newspapers.

Event of Rangoli, one-day visit excursion tour, different cultural background, good conduct and behaviour, meditation and yoga, ICT use.

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

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

Response: B. Any 4 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

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

Response:

etc...Among students.

The institution work whole heartedly towards creating an overall environment of teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. for fulfil the needs of students.

- The institution has enough human and non- human resources like a spacious well stocked E- library which has national and international research Journals reference books, newspaper etc. to promote intellectual excellence among them.
- Various programmes like orientation programmes, morning assembly, Educational tours various competitions are organized from time to time to cater to the varied needs of students teachers.
- Two cases each showcasing how this is attempted by teachers along with its impact on students

1. Co-Curricular Activities:- Many Co – Curricular activities are being held at college which keeps the students active throughout the year. These activities mould the personality of the students. These activities include orientation, morning assembly, daily news presentation, essay competitions, annual sports, celebration of important days. Quiz competition, rangoli competition, Talent search, community lunch, Gardening, Tree plantation etc. All these activities engage the teacher trainees in active learning.

Extension Activities:-Activities such as environmental awareness, sensitivity to ecosystem, co-curricular activities including drama debate, election, singing, acting, flower/ presentation of model objects arrangement etc. are also organized regularly for helping students to learn the organizational skill and other dimensions.

In short, co- curriculum activities could give you an advantage and students who get involved in other area of life are also likely to have a more positive outlook in future study.

1. Work experience / SUPW (Socially useful productive work)

- Work experience is an integral part of B.Ed course. It helps in developing psychomotor and vocational skills of the teacher trainees student at B.Ed level have to participate in following activities such as.
- Flower decoration
- Computer
- Gardening
- Art & Craft
- Potting the Plants
- Community lunch

Ways of Nurturing Students Creativity

- **Keep their interest - To** immerses them in learning Journey.
- **By Giving them space-** Design a learning environment and a schedule that encourage play,

Discover and enhance their inner capacity

- **Involve others-** Parents & community in the students creative pursuits.
- **Keep it real** – connect problems and their solution to real world situation.
- **Take risk** - Stretch your students to take creative risks and do what they're unsure of.

The benefits of co- curricular activities

- **Broader Social Skill** – Having fun with friends will make your school/college experience more enjoyable, and those social skill will come in handy when someone start working in society (First Job).
- **Improved boost academic performance** – Active participation in an activity will improve students brain functioning. They will develop their concentration and time management, skill eg;- sports activities will train you to focus, build stamina, team work, and teach face of failure or difficulties.
- **Stress relief and relaxation** – Co- Curricular activities provide quality time and stress out and relax into something productive.
- **Self- confidence** – Theatre or public speaking will build your self- confidence.
- Improve time management –
- Critical thinking
- Problem solving
- Reflection
- Interactivity
- Personality development

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

2.4 Competency and Skill Development

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

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

Response: A. Any 8 or more of the above

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

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

Response: A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Data as per Data Template	View Document

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

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

Response: A. All of the above

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

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

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

Response: 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

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

Response: A. All of the above

File Description	Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document

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

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

Response: A. All of the above

File Description	Document
Report of the events organized	View Document
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

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

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

Response: A. Any 4 or more of the above

File Description	Document
Data as per Data Template	View Document

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

Internship programme is systematically planned with necessary preparedness.

Internship programme for any Student-Teacher is very essential component and important part of the Teacher Training Programme. Our college plans internship programme very systematically. Before sending our student-teacher to internship at allocated schools, we gave all kinds of support and motivation to each and every student to attend their goal. Firstly, the college request to District Education Officer (DEO) for allotment of schools for internship programme. As we know that these internship programme is

classified into two parts i.e. 'observation' which is schedule for thirty days (Four Weeks) and its implemented in second semester of the training programme and other is 'Practice Teaching' which is schedule for 16 weeks and its implemented in third semester of training program.

Before sending our Student-Teacher to observation and practice teaching, we organize practice sessions for each and every student. For observation, faculty members give all necessary guidance and knowledge for better understanding and implementation of four-week tasks. By these four week tasks we make them aware day to day function of schools. They also learn the art of behaviour, communication and co-relation with learners, Teachers and Principal. They have received proper guidance, knowledge and motivation for completing four-week task by the concerns faculty. The preparatory session proves very impressive and informative for each and every Student-Teacher.

We conduct practice sessions for internship and facilitate to every student-teachers to be proper functional at the time of practice Teaching. We make them aware to handle all conditions at the concern located schools. All method Teachers along with Principal gather before sending them to internship and give some valuable suggestions, directions, guidance and motivation to all Students-Teachers one by one. They teach how to handle all condition erupt in and around the school campus. They also deliver the knowledge of making effective lesson plan, management of class as well as offices and use of skills which have given at the time of practice session and Micro Teaching Skills. They have forwarded about the organising and maintaining of Academic, Cultural and Social activities. We also facilitate them all how to organise and maintain the rational event as well as day to day functioning of schools. In eve of practice session all method teachers along with Principal join together and present among the students just as an orientation programme for students and deliver all necessary knowledge, guidance and motivation to ongoing Student Teachers for internship programme. Then they became competent to join the practice teaching. The college deposes a group leader among all groups (from students side) and a supervisor for each school (from faculty side) for guidance and smooth functioning of practice teaching. Each School also depute a Mentor Teacher for proper guidance and day-to-day functions of schools. Both the supervisors and Mentor Teachers along with Principal assess them regularly to manage their class, day-to-day activities, functions and creativity to handle their given tasks of concern schools.

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

Response:

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

Response: 7

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

2.4.10 Nature of internee engagement during internship consists of

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

Response: A. Any 8 or more of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

The District Education officer allotted schools for practice teaching. We distribute all students in allotted school as per the convenience of students and requirement of the schools.

We send our students with full preparation and capabilities of effective teaching we nominate supervisors in every allotted schools for effective monitoring to our students Teachers. The supervisor visits schools to supervise the student teachers during practice teaching. They present inside the classroom and monitor their students during delivering lessons. After the completion of their lesson, they give some positive suggestions. The supervisors take feedback for every student-teacher by giving some questionnaire

learner, teacher and Principal.

We adopt a mechanism of supervision in which every stake holders of effective practice teaching make an effective role for the construction of new teacher. The supervisor visits frequently to allotted schools and make a presence in class during taking class by student teachers. They organise peer teaching also. They take feedback by

Learners to ensure the effective teaching. We involve teachers of school concern as well as Principal for giving feedback and suggestions as required. Our student teachers actively participate in school assembly. They organise cultural and academic programme for the learners. They actively participate in sports and community services. They make an effective participation in conducting seminars, quiz competitions, essay competitions, and debate etc. for learners. They also take part in assessment of learners. These activities are monitored by supervisors very effectively. Thus supervisors always are supportive in development of teaching skills of their student teachers. Thus we have adopted an effective monitoring mechanism during internship programme.

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

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

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

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

Response: A. All of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document
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****Response:** A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Any other relevant information	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
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:** 31.25**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years****Response:** 05

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:** 0.3**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 4.75

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

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

Response:

The teachers are backbone of any Institution. No any Institution survive more without capable, qualified and dedicated teachers.

The Institution is very helpful in updating their teachers professionally. Some of them have awarded the Ph.D. degree some have enrolled himself/herself for Ph.D. programme. Some are preparing to their enrolment.

The teachers are actively participated in writing their thesis and articles for magazines. They have attended Seminars, Workshops, Symposium and Webinars etc. Some of them have presented their papers in Seminars. We have also conducted National Seminars in which are teachers are attended and presented papers. All teachers have participated actively in this National event. Besides from this all teachers have updated own self in academic development. Teachers discuss among themselves on topics of education and related aspects in the staff room when the are not engaged in class room. The faculty members are entitled to academic study leave to attend academic engagements as per University rules. The college also organise Seminars, workshop and Webinar as well as special lectures for professional development of its faculty and students. The faculty members are encouraged to pursue research and extension activities as admissible under University rule.

File Description	Document
Documentary evidence to support the claims	View Document

2.6 Evaluation Process

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

Response:

The Institution has adopted continuous internal evaluation system for the development of student teachers. We have been taking two internal exams in each semester. As per the University guidelines we are maintaining semester based assessment system. We have to ask to write an assignment for every paper. Every paper have one assignment. One assignment consists two descriptive questions. Thus student teachers have to make four assignments which consist of eight questions in each semester. We have conducted many activities during the course which are assess vary carefully for the continuous assessment. In EPC there are about ten topics has given to making EPC file. Every topic is very important in receiving major learning components. It is very useful to learn fresher's to develop their thinking and ability. These

topics are prepared very carefully and half direction has been given by instructor and half is left for learners to finish the work by own concept individually. It will prove very helpful in sharpening their mental abilities and preparedness of skills. Some of the work has been taken independently and some of the work is based on group activities. After the completion of assignments and EPC file it has been assessed by the responsible teachers. We have been organised many activities for the entire development of learner throughout the year. After the completion of such activities teachers have given him/her valuable suggestions for error free presentation. Each activity is remarked by the teachers which are part of continuous evaluation. We always keep in mind the change of behaviour of the learner which proves very fruitful to the learners.

We organise Seminar, Essay Competition, Quiz and different cultural programmes for the enhancement of capabilities of the students which have reflected in their performances.

In semester 2-out of four papers, two papers have the weightage of 100 and two papers have the weightage of 50. Two assignment works are introduced for 20 marks each and two is for 10 marks each, while drama and Art in education (EPC-2) is for internal assessment of 50 marks.

The differences have been seen in second semester in all activities and Assignment works. We have organized a drama (Skit) in semester-II for removing their hesitation and enhancement of language capabilities.

In semester-III the individual differences and capabilities of making presentation for own self is seen very remarkably. They grow their capabilities by knowing the skills of teaching and introduce him/her as hesitate free manner. They behave as a complete teacher in their allotted schools during practice teaching. In semester-IV assignment work is given as previous manner. The EPC-3 & EPC-4 are related to reflect their sensitization of own self to the society. They know own self in different manner. Now they behave as wise citizens of the Nation. They know their responsibility and ready to serve the society.

These assessments take and performances of students reflects in extreme to their initially identified needs. It completes their initial needs as advancements of individual change of behaviour and capabilities.

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

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

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

Response: A. Any 4 or more of the above

File Description	Document
Details of provisions for improvement and bi-lingual answering	View Document
Annual Institutional plan of action for internal evaluation	View Document

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

We have adopted a Mechanism for grievance redressal to examination is operationally effective and efficient.

There is complete transparency in the internal assessment. The criterion is adopted in as directed by proper authority.

- At the beginning of the semester faculty members inform the students about the various components in the assessment process during the semester.
- The internal assessment test schedules are prepared as per the University and communicated to the students well in advance.
- To ensure proper conduct of formative tests, two invigilators are assigned to each hall.
- The corrected answer papers of the students are distributed to them for the verification by the students and any grievance is redressed immediately.
- The marks obtained by the students in internal assessment tests are on the notice board.
- Day to day performance of the students is assessed for very experiment which includes regularity, performance, viva and the promptness in submitting the records.
- For the quality of the projects/activities the evaluation is done by the supervisor deputed by the college.

Department Level-The continuous evaluation of students is carried out by faculty regarding theory lectures, labs, assignment unit test. The mid-term marks are allotted based on defined strategies and displayed on notice board query if any is discussed with faculty concern and by the principal.

College Level-The College appoints a senior supervisor for smooth conduction of examination of BBMKU. If students are facing any problems they are solved by the college's Controller of Examination, Senior Supervisors and Centre Superintendent. The grievance during the conduction of discussed in consultation are considered and discussed in consultation with the Principal and if necessary forwarded to the University by examination section.

University Level-The queries related to results, corrections in mark sheets, other certificates, issued by University are handled by Department of examination after forwarding queries through the college examination section. Students are allowed to apply for reevaluation, recounting and challenged evaluation by paying necessary processing fee to university if they are not satisfied with the university evaluation through college.

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

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

Response:

The institution address to an academic calendar for the conduct of internal evaluation. It is prepared by an academic monitoring cell for better engagement of students, staffs as well as faculty members. We follow the academic calendar throughout the session. All activities inside the campus and outside the campus is addressed by every stake holders of the institutions. It is managed by faculty member who is responsible for the management of all academic activities during the course. College routine is follow as required by the academic calendar for the needs of completion of the course as well. We engage all students as per the schedule given by an academic calendar which prepare as per guideline of regulatory body . We always discuss to handle and manage all activities of the college. We always discuss with principal and the management for conducting activities regarding in reach and outreach activities of the students. We have organized several academic activities throughout the year as pre academic calendar. An academic calendar develops the environment of teaching learning and Discipline. It bonds all stake holders with a visionary programme throughout the year for all round development of the student teacher. Academic calendar by affiliating university (Binod Bihari Mahto koyalanchal University, Dhanbad has also released and academic calendar for 2020-21. We have implemented it in school engagement and internal exam directions as per given date schedule.

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

Alignment with PLO's

The teaching learning process of the institution is aligned with the following extent of PLO's.

(i) Content Competency

The learner became competent in the specific content due to their involvement in teaching practices and skilful activities.

(ii) Pedagogical Skill

The learner acquires and have access on pedagogical knowledge and skill. Through rigorous teaching allied activities and teaching practices

(iii) Professional ethics

Teaching and learning imparts high level of professional ethics in the students.

(iv) Effective Communication

It is essential for every student teacher to communicate effectively is any situation as an outcome of Programme. Effective Communication is means of success in every walk of life.

(v) Environmental Awareness

It is also programme learning outcome that each and every student teacher have more aware than ever to the environment. They show their respect and foundation to green environment.

(vi) Managing classroom situation

After completing the B.Ed. programme the student teacher is able to handle and manage the classroom situation. He / She is very capable to manage the inside situation of classroom. He also be more aware about outside classroom activities.

Alignment with CLO's

CLO'S is an undivided part of the course. B.Ed. course is compact with curriculum, knowledge, Learning, ethics and skills as well as teaching learning behaviour. This course learning outcome is the complete textual knowledge.

Now a day information communication technology (ICT) is widely used in day to day life. Every day uses of digital technology includes devices such as computer, tablet or mobile phone send email, browse the internet, make video call- These are all examples of using basic ICT Skill and Technology to Communicate. ICT is a genuine CLO'S in technical understanding and communication.

Semester-I Consist of four papers i.e.

(i) Childhood and growing up

(ii) Contemporary India and Education

(iii) Language Across the curriculum

(iv) Understanding Discipline and Pedagogy

Semester II,III & IV as well .

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

2.7.2 Average pass percentage of students during the last five years

Response: 90.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	97	98	101

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document

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

Response:

The college has monitored the progressive performance of students and attainment of professional and personal attributes in live with PLO'S and CL'O are in the following manners.

For PLO's

1. Internal Assessment

We have conducted two written internal exams in each session. We have organized many activities such as seminar, Debate, Story Telling, Rangoli and many more which have monitored by all faculty members

1. Feedback

We have taken feedback from students. In that way they have made expression of experience and given suggestions also.

1. Presentation

Every activity is presentation for the learners. They represent own self by the given task. These presentations such as preparation of model and presentation, seminar paper, Assembly Art Exhibition, Drama, etc. re develop their presentation skill.

1. Assignment and EPC file work

Written assignments in each session have been submitted by the learners which develop their writing and presentation skill. EPC work develops learner's ability to write, think, sensitized expression of views, enhancement of shaping any matter, life skills etc. These all are monitored by given direction and outcomes.

1. Expressions

Every learner expresses their views on given assignment and tasks. From the beginning of the session expressions from each and every learner are monitored by the faculty members. The differences from semester-I to semester-II are very widely seen.

1. Expert Suggestion

In Semester-IV We call an expert to monitor the ability while they presented PPT of EPC 3& 4. On that day the learners get valuable suggestion from experts which prove greater PLO's.

For CLO's

1. Internal Assessment

As we have expressed that our institution has conducted two internal Assessments in each session. By these internal assessments they have much aware about the course and its flexibility. This is monitored by college faculty and experts.

1. Tests

Many tests have been taken in Psychology lab, Science lab and Language lab. These tests are monitored by the faculty members.

1. Enhancement of Language

Enhancement of language capabilities are monitored by different oral activities and Language labs.

1. Assignment and EPC Work

Assignment and EPC work has been taken throughout the session. These works enhance their individual capabilities of talking, addressing, summarizing, understanding etc. It is monitored simultaneous to CLO's.

1. Feedback

The College has taken feedback frequently during the course for better understanding for each stake holders.

1. Expert's vision and suggestion

Expert has been called to college on different occasions. Such as EPC- 3 & 4 the vision and suggestions of Experts are very useful to learners as well as faculty members also.

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

2.7.4 Performance of outgoing students in internal assessment

Response:

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

Response: 98

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document

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

Response:

In B.Ed. Training programme multi-disciplinary students take admission. They are related to different subjects and methodologies. Assessment of such multidisciplinary students is a challenge for the faculties. Our college adopted a mechanism of assessment as regulate by NCTE and University (BBMKU).

The B.Ed. programme consists of 1300 marks, in these marks 520 marks are identified as Internal Assessment and 780 marks are designed as External marks as over-all.

Semester	Internal Assessment	External Assessment
Semester-I	110	240

Semester-II	110	240
Semester-III	160	140
Semester-IV	140	160
Total	520	780

Thus Internal Assessment and External Assessment both are major components of assessment for any student-teacher throughout the session. We assess all trainee by monthly assess tasks. We conduct several activities such as a speech, group discussion, debate, story writing in different themes and projects, story-telling, presentation of models and displaying, Rangoli, drama, EPC work, assignment, PPT presentation of EPC's and competency. We also conduct outreach activities such as Picnic, One-day tour, Excursion tour, Visit to Asha Lata (a school for disable), Village survey etc. by these outreach in house activities we assess their co-relation with others, leadership quality, time management, work with strangers, co-working with teachers, social leaders guide of behavioural presents of mind, active participation, help to others etc. The students follows the direction as per the tasks accelerated by academic calendar thorough out the year. After completing B.Ed programme all students experienced by major change in their behavior communication and learning and understanding power.

File Description	Document
Documentary evidence in respect to claim	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..

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

Response: C. Any 2 of the above

File Description

Document

Documentary proof for each of the claims

[View Document](#)

Data as per Data Template

[View Document](#)

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

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

Response:

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

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description

Data as per Data Template

Document

[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

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description

Data as per Data Template

Document

[View Document](#)

3.3 Outreach Activities

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

Response: 4

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	6	5	5	3

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

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years

Response:

3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
26	461	399	449	249

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:

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

2020-21	2019-20	2018-19	2017-18	2016-17
122	1097	885	385	511

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

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

Response:

3.3.4 Q Describe the ways in which outreach activities conducted, Sensitized Students to Social issues and Community development in not more than five hundred words.

Ans. Outreach activities are compulsory for B.Ed.student-teacher. Our institution organizes activities outside campus to make student-teacher sensitive to social issues. At the same time, they develop their skills which is good for society. Every year various events like international women's day, village survey, health awareness programs etc. are organized which brings our student-teacher closer to social issues. Educational tours are arranged every year which provides a great exposure to our student-teacher. These tours provide a firsthand experience to student-teacher to different culture, place, people etc. Field trips to villages for Human Rights Awareness programs are conducted in collaborations with law student-teacher, lawyers and staff members of Imamul Hai Khan Law College, Bokaro Steel City.

Our college believes that effective learning occurs in clean and green environment. Swachh Bharat Abhiyan was launched on 2nd Oct, 2014 by honorable Prime Minister with the vision of clean India. As a part of this mission the college took this initiative to keep the surrounding clean through active participations by all stakeholders. The institution looks upon Swachh Bharat Abhiyan not only as a means to clean the environment but overall immunity of the body, mind and soul. Swachh Bharat Abhiyan has also promoted the practice of societal harmony among the stake holders. Cleanliness drive are conducted on regular basis and college management also monitors the cleanliness and hygiene among student-teacher. Our student-teacher participated in Swachh Bharat Summer Internship program from 6th June 2018 to 6th July 2018 at Bhatua Village.

Our institution also celebrates World AIDS Day (1st December) every year and is dedicated to raising awareness not only about AIDS but other diseases also. We also organize yoga activity in campus and nearby villages.

.

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.

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

3.4 Collaboration and Linkages

3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 0

3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

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

Response: 1

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

Response: 1

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document

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

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

Response: D. Any 1 or 2 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

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:

4.1.1 Our institution has adequate facilities for Teaching learning process. As required for students-teachers. The detail may tabulated as:

List of Physical facilities enable for teaching learning.

List of Physical facilities enable for teaching learning.	Number	
Wi-fi campus		
Secretary office	01	
Principal Office	01	
Administrative office	01	
Classroom	12	
Smart board classroom	03	
Al-Habeeb Auditorium	01	
Multipurpose Hall	01	
Seminar Hall	01	
Staff room	01	
Canteen	01	
Parking	01	
Bus-facility	01	
Gym	01	
Generator	01	
Inverter	02	
Solar System		
Washroom (Toilet)	14	
In every floor (male & female) separate.		

NAAC

List of labs available in the institution-

List of labs available in the institution.	Number
Language Lab	01
Psycho Lab	01
Science Lab	01
Curriculum Lab	01
ICT Lab	01
Art & Craft	01

List of the outdoor games/sports

List of the outdoor games/sports	Number
Basketball court	01
Volleyball Ground	01
Cricket Ground	01
Football Ground	01
Kho-Kho	01

List of the library facilities

List of library facilities	Number
Textbooks	11,246
Reference Books	720
Encyclopedia	192
National Journals	86
International Journal	99
Magazines	20
Dictionary	19
Computer	01
Printer	01
Xerox Machine	01
Newspaper	

List of musical instrument facilities

List of musical instrument facilities	Number
Harmonium	01
Tabla	01
Dholak	01
Jhaal	01
Basuri	03
Manjeera	01

Drum	05	
Meracus	01	
Dufli	01	
Music Keyboard	01	

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	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: 26.67

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

Response: 04

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

Response: 15

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

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

Response: 28.51

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

2020-21	2019-20	2018-19	2017-18	2016-17
7.9916530	8.5111944	15.27741	23.165861	24.760695

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

4.2 Library as a Learning Resource

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

Response:

The library of our college hasn't adopted any automation which can use integrated library management system (ILMS) or any other software.

However the college library have a variety content of e-journal and e-books. These are available in pdf format. Any student can read these available e-books and e-journals by accessing net or website of the college.

A library is the most essential and vital part of any academic institution. To keep this in mind. The Al- Habeeb teachers Training College, Bokaro has purchased above mentioned e-books and e-journals.

These e-books and e-journals are consist of multiples pdfs which have enriched teaching learning materials. These are very helpful to the students, teachers and researchers as well.

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

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

Response:

The College has not adopted any Gateway for remote access to library

resources used by teachers and students.

However, automation Gateway for college library has planned, initiatives have been taken and it is under process.

A library is the most essential and vital part of any academic institution. To keep this in mind the college has purchase 46(forty six) numbers of e-journals and e- books from APH publications Daryanganj, New Delhi. These e-contents are very enriched and helpful to the students and teachers as well. Any one (student & teacher) can access to these e- content and get valuable information and knowledge.

File Description	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****Response:** B. Any 3 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
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:** 1**4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
1.00038	0.32480	1.16284	.74887	1.75694

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

4.2.5 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**Response:** 75.24**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:** 2050

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: 1812

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: 1194

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: 2048

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: 1624

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	View Document

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

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

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	View Document

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

Response:

(Institution updates its ICT facilities including Wi-Fi)

- The institute is equipped with Wi-Fi campus & Computers facilities which is used by the students for preparation of academic courses.
- The classrooms are well equipped with projectors & (Smart boards) for interactive teaching in the classes & for PP.T presentation.
- There is an Auditorium Hall equipped with Smart Board and sound system having capacity of more than 100 students.
- Institute (A.H.T.T.C) also has a computer Lab that is equipped with 30 desktop Computers & 5 Laptop, which is used by the students for several academic purposes.

1. **Auditorium** – Smart Board, Projector, Speaker, Mikes & Sound System.

2. **Room No. (101)** - Smart Board, Projector, Laptop & Speakers.

3. **Room No. (203)** – Computer Lab.

1.20 Desktop + 5 Laptop

4. **Room No. (201)** – Library.

? Keeping in view the current requirement of the students the entire campus is connected to the internet & has the latest e-sources.

- Internet facilities via Wi-Fi (100 Mbps)
- Internet facilities via clientless (Wired)
- ? 50 MBPS.

? The teachers & the students use the computers on working days. The faculty members do make use of this facility and students can use with some reasonable restrictions on the campus.

? Various programs are organized from time to time in the campus, to experience working of all peripherals device like printer, scanner, smart- board etc. is provided.

? Work Seminars & Webinars is also been conducted / or organized by capable teachers of computers by using of ICT.

? The teachers & the students are encouraged to use power point presentation encouraged to use

Laptop, LCD Projectors & Screen etc.

- ? During lockdown the college (A.H.T.T.C) sincerely made efforts for online- teaching learning in the year 2020-21 in the present scenario.
- ? Computer lab is well equipped with branded PC'S adequately supported by (? 50 MBPS Broad Band optical for internet connectivity. We also use e- journals, e- books and online library PDF.
- ? It department extend the complete support to the students. It is made available by setting and installing the Wi-Fi zones at various locations. So, in this way students and teachers can access this facility on their Laptop or by Phone.
- ? The campus is well connected with planned Telecom Network with intercom facilities is provided additional BSNL land line connection are available

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

4.3.2 Student – Computer ratio for last completed academic year

Response: 6:1

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document

4.3.3 Internet bandwidth available in the institution

Response: 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

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

4.4 Maintenance of Campus and Infrastructure

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

Response: 13.58

4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
3.398732	3.35067	6.25505	17.74409	7.21599

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

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

Response:

- The College has made commendable effort to augment the infrastructure to keep pace with academic advancement and growth. This infrastructure is used optimally in such a manner that there is minimum problem occurring in conducting the classes. The College has sufficient classrooms and structure (rooms & halls), it has upgraded library, additional instruments & equipments in existing computers software. Silent generators are installed for power backup photocopying center exists for the students in the college.
- Offices are located at ground floor, library is located at first floor, computer lab is located at 1st floor and classrooms are located in ground floor and 1st floor. There is an Auditorium, seminar hall, a conference hall etc., two classrooms with smart boards and LCD projector.
- The College insures optimal utilization of budget allocated for the maintenance & upkeep of the college infrastructure by preparing estimated budget for all expenses every year. For this College, holds regular meetings of governing body constituted to plan & monitor the projects to be taken up in a session finally the annual audit is carried out to take stock of the situation.

The college keeps the maintenance of infrastructure, facilities and equipments by hiring services of Mechanic, Electrician and Technician. The official staff also takes care of the regular maintenance needs. Computer maintenance: outside vendors are contacted for major and minor repairing of computers.

- Precision measures for the equipments / instruments are usually taken up every six months but day-to-day maintenance is carried out by the staff office appointed for the maintenance of the building. The computers & electronics devices are maintained & repaired through the funds available in the institution.
- The College has High Tension electrical supply with two mega generators within the campus. Voltage stabilizers have been installed for the safety of sensitive equipment, UPS for computer lab. Maintenance of equipments is done by inviting experts on hiring from outside. Two deep-boring are there with motor pumps & overhead tanks so that a constant supply of running water is made available to all students / staff within the campus.
- The College have IQAC office, a common facility available to the students as grievance redressed cell, a canteen, a common room using in adjoining building, Aquaguard is fitted for filtered drinking water. The Seminar hall/ Conference Hall are there for extra-curricular activities regarding sports, outdoor and indoor games.

Students are provided with

1. A cricket practice ground
2. A volleyball Court
3. A badminton Court
4. A basketball Court
5. A football ground
6. A cricket playing ground inside the college campus

NAAC

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

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

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

Response: B. Any 4 or 5 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

5.1.2 Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

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

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

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

Response: C. Any 3 or 4 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
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)

Response: D. Any 1 of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	View Document
Data as per Data template	View Document

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 3.38

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	5	4	0

File Description

Data as per Data Template

Document

[View Document](#)

5.2.2 Percentage of student progression to higher education during the last completed academic year

Response:

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 30

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.

Response: 30

File Description

Details of graduating students and their progression to higher education with seal and signature of the principal

Data as per Data Template

Document

[View Document](#)

[View Document](#)

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

Response: 2.03

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	4	2	0	0

File Description	Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document

5.3 Student Participation and Activities

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

Response:

The Institute has an active student committee as per guidance of management. The student committee comprise of representative from all semesters of students and are led by senior faculty or staff members of the institute. The committees as per the interest of the students stepping up to take an active leadership role. The main purpose of these committees to ensure harmony across on ample vibrant and continuous range of campus events and activities in the course of an academic year. The committees ensure maximum involvement and all members of the institute and its respective stake holder groups. Working on these committees instills leadership and management skill among students. The prominent committees involving students are as follows.

The establishment of student committee play an integrate and important role in the student community student council provide a representative structure through which students can debate issues of concern and undertake initiative of benefits to the college and the wider community students have a voice and a contribution to make to their college. It is important that they be given the opportunity to express their views on issues of concern to them in the college. It is equality important that they are listened to and encouraged to take an active part in promoting the aims and objectives of the college.

SPORTS COMMITTEE – The sports committee shows leadership in organizing various sports activities on and off campus. The Al-Habeeb Teachers' Training College has sports committee which shall be responsible for the promotion and pursuance of all physical sporty matters including competitive activities.

(I) The committee promote sports activities by motivating students and faculty.

(II) Promoting team spirit by making healthy competition.

(III) To organize regular sports events in order to train students for Inter-college or Universities competition.

CULTURAL COMMITTEE –

The cultural committee shall be responsible for all intra and inter collegiate cultural events in the college. To plan and schedule cultural event for the academic year. A platform to showcase their (students) inner actors, painters, photographers etc.

Developing a spirited partnership and co-operation between a student council and Teachers has benefited for both. The student committee plays an important role in recognizing and supporting the work of Teachers will be great value to a student council particularly during the early stages of its development. The support and guidance offered by a Teacher will be very useful to a council when planning its activities and providing for a Teacher to attend council meeting will to build a Co-operative and grad working relationship between students and staff of the college.

The function and activities of a student committee should support the aims and objective of the council and promote the development of the college and welfare of its students. In planning and undertaking activities during the course of the college, the council should.

- Work closely with the management, Teachers and Students.
- Consult regularly with students in the college and
- Involve as many students as possible in the activities of the council.

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

Response: 101.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	69	140	159	139

File Description	Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	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:

Alumni serve many valuable roles such as helping to build and grow an institution's brand through word of mouth marketing, develop monitoring relationships with the students, positive posts on social media as well as these organize social events, publish news letters or magazines.

Al-Habeeb Teachers' Training college also has its registered Alumni association which help Alumni get in touch with students and share their expertise and best practices in a given field. They also play an active role in voluntary programs like mentoring students in their areas of expertise.

The list of some Alumni are:

The alumni Association facilitates close interaction between the situation and the alumni. The alumni association was formed with the objective of sharing knowledge experience and opportunities among the alumni, the faculty and the students. Every academic year the removed Alumni are invited as resource persons to share their experiences in the Seminars, conferences and workshops.

Alumni Contribution

- * The alumni of our college are invited as resources persons, subject experts to address in conference and seminar.
- * Feedback on curriculum is collected from alumni and their suggestions are incorporated during syllabus revision/co-curricular activities.
- * Alumni representation is insured in the meeting of Board.
- * The alumni are invited as experts in orientation programs, placements training, workshop and lectures.
- * They act as external examiners for B.Ed. viva voice examinations.
- * They contribute towards students' welfare by devoting books, sponsoring students, education and contributing for scholarships.
- * The alumni from corporate and private sectors support in our students' placement initiative.

Every year meetings are conducted and the visit of our alumni is a great source of inspiration and support to the college. During these meetings many of the alumni share their memories with their faculty members and friends. They enjoy the day and re-collect their memories by visiting their classrooms. They discuss or share their experience and the challenges they faced after leave the Institution and reveal the secrets of their success with the students.

File Description	Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document

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

Response: C. Any 2 or 3 of the above

File Description	Document
Documentary evidence for the selected claim	View Document
Any other relevant information	View Document

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

Response: 5

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	1

File Description	Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document

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

Response:

In the college, Alumni association is in evolving stage it is also in the stage of planning, approaching and

collaborating for fruitful contribution to institution.

- Special efforts have been made for influencing special expertise.
- The alumni association is sharing their difficulties and experiences to the other alumni and dissolves the problem by discussion.
- For further enhancement, each and every members are engaged in motivating freshers and coming generation.
- The members of alumni association is taken part in the further development of college.
- Every alumni is assigned to contribute himself/herself as a resource person to freshers.
- All the alumni are assets for college.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision:

- To bring out the best in man by providing value based need based and carrier Oriented education and create self reliant citizens as well as world class Teacher to transform into an institution of Excellence to be a global leader in the field of education.
- To ensure a unique and interesting learning experience to enable and realize their inner potential and capacity.
- To make available the equal opportunity and support without prejudice based on gender class caste religion and economic students
- To be a self reliant charismatic and pioneer institution to transform human population into a human resource.
- To be front runner in India's nation building process and to achieve global competency in education.

Mission:

- To empower the downtrodden of the society through education and training.
- To strengthen the weaker sections of our society through Education.
- To meet the challenges of illiteracy, superstition, unemployment.
- To implement Quality Teaching Learning Process as per the norms and standards set by the regulatory body NCTE, JAC State Govt. as well.
- To uplift the confidence level and aspirants of students Teachers to be a global partner in education.
- To impart quality education to meet the needs and challenges of global environment, to impart ethics and human values and to develop professional and life skills. It would encourage and inspire the young pupil to help transform education, nation as well as world through moral and ethical education based on value system.

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

6.1.2 Institution practices decentralization and participative management

Response:

- * The College Management makes effort for decentralization, co-operative and participatory functioning by involving all faculty members, supporting staff and students as well. The focus on shared responsibility and transparent working decisions are taken collectively and responsibility is assigned as per experiences expertise and efficiency of person concerned. Democratic norms and practices are adopted in decision making and function of the college.
- * The College is open for without prejudices and discrimination. Students are admitted strictly abide by as stated norms by university.
- * Councelling is done for admitted students.
- * All post are advertised in leading dailies and after scrutiny of these application, interview is conducted .

File Description	Document
Any additional information	View Document

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

Response:

The institution maintains transparency in its financial academic administrative and other functions regularly.

Financial Activity

The institution is in regular practice of audit by a hired competent chartered accountant in each financial year as regularly basis.

Academic Activity

The college adopts transparent academic functioning system as per direction of affiliating university and state government as well. Online admission process is adopted from the session 2019-21.

Administrative Function

The college administration following transparent administrative approach. It discusses with principal, teachers, staff and students in regular basis.

Other functions

Before every activity the discussion between the management and principal, teacher along with other teachers and students are organized. The discussion is held cordially and peaceful manners. The management promotes to share the opinion of every section.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document

6.2 Strategy Development and Deployment**6.2.1 The institutional Strategic plan is effectively deployed****Response:****Vision:**

- To bring out the best in man by providing value based need based and carrier Oriented education and create self reliant citizens as well as world class Teacher to transform into an institution of

Excellence to be a global leader in the field of education.

- To ensure a unique and interesting learning experience to enable and realize their inner potential and capacity.
- To make available the equal opportunity and support without prejudice based on gender class caste religion and economic students
- To be a self reliant charismatic and pioneer institution to transform human population into a human resource.
- To be front runner in India's nation building process and to achieve global competency in education.

Quality Policy

- * The college optimum use of available resources for quality enhancement.
- * Continuous improvement in student knowledge skill and competency level.
- * Improvement in faculties and supporting staff, capacity, efficiency and Competency.

Analysis

Head of the institution analysed the present situation with discussion of faculty members.

Data Base

It contains the relevant datas related to student, staff, infrastructure facility assets and liabilities of the college.

Development

The college prepared development plans to its time bound execution. Prospective planning is prepared. Concern committees are assigned the work of implementation of prospective planning.

Evaluation

During the execution course of plan periodical planning to insure it time bound completion.

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

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:

The college functioning and administration is very effective and efficient which are reflected in following ways-

- * **POLICIES-** The college has adopted policies as per the statutory body. NCTE norms as applicable and affiliating university B.B.M.K.U. (Binod Bihari Mahato Koylanchal University, Dhanbad.) and state government of Jharkhand as well.
- * **ADMINISTRATIVE-** The college governing body has set up an effective administration under the supervision of Principal. The Principal has created many different committees under leadership of himself for different day to day functions of college.
- * **APPOINTMENT -** The college has adopted transparent appointment policies as per the NCTE norms and affiliating University, state government of Jharkhand as well. All post of appointment of teachers, non-teaching staff are advertised in leading newspaper and after scrutiny of that applications interview is conducted. Appointment are made as per statute of minority/ governing body.

The admission process become on-line from the year 2019-20.

SERVICE RULE- Service rule has been adopted as per norms of G.B affiliating university and state government of Jharkhand as well, which are

introduced time to time.

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

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

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

Response: E. Any 1 or none of the above

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Annual e-governance report	View Document

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

Response:

*The examination committee of the college strictly follow the direction/ decision taken by IQAC. The internal exam and other assessment are conducted as per the decision of IQAC.

* The cultural and co-curricular committee always active the events and activities as per the academic calendar, which is under the supervision of IQAC. The

decision of organizing Rangoli, Art exhibition are implemented as per schedule.

- * The resolution of conducting annual sports in the meeting of sports committee with IQAC is also organized.
- * The purchase smart work and installation as per the resolution of IQAC is also implemented.
- * The three days study tour to PURI is also implemented as per the decision of IQAC with Excursion Tour and Picnic Committee.
- * The decision of IQAC to deliver motivational thought by teachers in the assembly per day is also implemented. Everyday a motivational thought is delivered by teachers after completing assembly.
- * The decision of IQAC in its meeting to submit the anti- ragging declaration/ affidavit must be taken at the time of admission. The internal complain and anti-ragging committee strictly follow to direction by IQAC.
- * The counseling guidance and placement cell also conducted a programme as per the decision of IQAC.
- * The decision of IQAC with academic monitoring committee to organize national seminar on 21-09-2019 is conducted. The topic of seminar was “**CHALLENGES FOR QUALITY TEACHER EDUCATION IN THE PRESENT SCENARIO**”. The resource person of the seminar was Dr. Dharmendra Kumar Mahapatra, former secretary & member, state selection board, Department of higher education Odisha.

To improve the quality of student- teacher and also to enhance the quality of teacher education. The IQAC in its meeting on 16-04-2019 decided to organize a national seminar. IQAC also decided to call a meeting with academic monitoring committee on 18-04-2019. It was also decided by IQAC to make a plan/ date/ topic and other process to conduct national seminar. The academic monitoring in its meeting on 27-04-2019 decided the topic of the seminar. The IQAC also request to Principal to constitute seminar organizing committee. The organizing committee in its meeting on date decided the topic at seminar sub-

themes of seminar, registration fee and detail of programme etc.

The seminar was organized on 21-09-2019. The key node speaker of the seminar was Dr. Khagendra Kumar, head & dean of Education, Patna University, Dr. Dharmendra Kumar Mahapatra, former secretary and member, state selection board, department of higher education (Odisha) was resource person and speaker. He highlighted the problem and solution for quality education. He also discussed the measure challenges regarding quality education. Dr. Khagendra Kumar clearly explain different type of challenges of teacher education. Dr. A. I. Khan (Ex Principal) post graduate college, Giridih, Dr. D.P. Biswal of the education department (Principal) where main speaker of the seminar. Many students are also express their views.

No, doubt this national seminar help the students to enrich their quality and other academic performance.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	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:

Welfare Measures

The college adopt following measures for teaching & non-teaching staff.

TEACHING STAFF

- * Study leave for research work with pay.
- * Study leave for participating seminar/ workshop/ symposium.
- * ESIC (employee state insurance contribution)
- * Loan on need.
- *Quarter Facility

NON- TEACHING STAFF

- * Provident fund
- * ESIC (employee state insurance contribution)

* Loan on need.

*Quarter Facility

* Uniform for IVth grade staff.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document

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

Response: 1.25

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	1

File Description	Document
Income Expenditure statement highlighting the financial support to teachers	View Document
Data as per Data Template	View Document
Certificate of membership	View Document
Any 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: 1

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	0	0

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

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

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

Response:

The College has adopted performance appraisal system for teaching and non-teaching staff the feedback system has been adopted to judge the performance of teaching and non-teaching staff. the feedback has been collected for Teaching and Non-Teaching staff and analyzed by principal. reward and motivation for better functioning is considered feedback system improves the quality of teaching and non-teaching staff the management approaches are very sympathetic on their performance and motivation to the teacher as well as non-teaching staff. the quality initiative for teaching and non-teaching staff is a regular process for teaching and learning. it helps to maintain the upliftment and strengthening of capabilities for teacher and other staff. the college is competent to apply this quality initiatives.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

Institutional Conducts only external financial audit regularly

There is no practice of internal audit in the college, however the college is in regular practice of external audit by a competent chartered accountant.

Compliance of audit report is made in every financial year. We have already submitted the audit report of last five year. These are as follows-

S.no	Year of audit	Date of audit	Type of audit	Auditor
01	2015-2016	20/09/2016	External Audit	
02	2016-2017	27/10/2017	External Audit	
03	2017- 2018	31/10/2018	External Audit	
04	2018-2019	13/10/2019	External Audit	C.A
05	2019-2020	31/10/2021	External Audit	Kum
06	2020-2021	14/02/2022	External Audit	

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document

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

Response: 0.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.5	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View Document

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

Response:

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

Response:-

There is no fund mobilization from any other source except than tuition fee. Tuition fee is the only source of fund generation or mobilization for the college. The fund is fully and finally utilized which are mentioned in Audit report which have been enclosed.

However, Imamul Hai Educational Society provides financial

assistance as loan in time of need as required time to time.

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:

Our Institution has dedicated IQAC to maintain high academic standards to increase effective teaching learning process. The IQAC regularly reviewed the adjoined work of different committees. To increase quality among student debate, seminar, quiz, group discussion, story writing, notice writing, essay writing, speech competition and other activities/ programme are conducted.

The EPC works are also play important role to increase the quality among students. The different committees of our institution also monitored and compliance regarding quality insurance. The evaluation of development of the student teacher are always monitored by management also. The co-curricular activities which are the part of our curriculum are regularly conducted. Power point presentation is also organized. Our institution maintains CCE (Continuous and comprehensive evaluation) also help to maintain quality amount students. To increase the quality among student teacher. Outreach programmes (Picnic, 3 days study tour, village survey and national priority programmes) are also conducted.

To develop skills, classes of different skills (Introduction skills, Explanation skills, Questioning skills, black board skills, presentation skills reinforcement skills, stimulous variation skills) are conducted by different faculties of the institution. The activity and academic calendar play an important role to achieve the quality among students. The college has feed back system for teacher and student to study problem and other development.

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

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

Response:

The college review its teaching learning strategies. The mechanism adopted by the college are as follows-

- * Discussion with the faculty members
- * Faculty members are encouraged to give suggestions.
- * The principal analyzes the suggestion made by the faculty members and put it in the meeting of IQAC.
- * IQAC discuss the suggestions elaborately and make appropriate decisions.
- * The teaching learning process is accordingly as per the discussion for the IQAC.

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

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: 4.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
03	04	05	05	05

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

Response: C. Any 2 of the above

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

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

Response:

National Mission

Swachh Bharat Mission

Skill India Mission

* Our institution believes that effective learning clean and green environment. Swachh Bharat Abhiyan was launched 2nd October 2014 in India by our hounarble Prime Minister. AHTTC looks upon Swachh Bharat Abhiyan not only means to clean the environment but overall immunity of the body mind and soul. Our institution has initiated cleanliness drive on regular basis. Professor Z.H.Mansoori, nodle officer/ Incharge Swachh Bharat Abhiyan Committee under to Swachh Bharat Summer Internship at Bhatua Village. College student participated in this programme.

* Skill India Mission

The theme of Skill India Mission was make sensitive student and society to develop the skill and awareness. Many national programme regarding skill India are organised in the campus and out the campus during skill India programme in the campus in our students participate in the slogan writing and poster making programme.

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Due to extreme use of energy in all activities production manufacturing construction and other activities whether traditional energy resources depleting day by day. Use of fossil based energy resources will not last forever. Abrupt consumption of energy at large scale is also contributing in rapid climate change leading to unsafe environment. So it is high time to take measures of conservation of energy to fulfill our needs and avoid its wastage.

Green Energy and eco- friendly energy are the demand of the time. Every individual, community, society, means of production and country as a whole is emphasizing on adoption of conservation of energy.

Steps to be taken in this direction are :

- * To minimize the wastage of energy.
- * To explore the alternate source of energy.
- * To use energy as per the needs.

Our College has adopted Energy conservation policy with focus on above objectives. Towards these aims, the college is using LED bulbs, green generator, solar energy facility as alternate source of energy and sensitizing the students, teachers and supporting staff for saving the energy resources by avoiding its wastage. Solar energy facility of 1KVA has been installed in the college campus to light the premises specially in the night for power backup, green generator of Kirloskar Company and inverter have been installed. The college prefers to use LED bulbs of 9 to 12 Watts only.

Awareness Campaigns to conserve the energy and avoid its wastage is organised in the college campus from time to time.

File Description	Document
Institution energy policy document	View Document
Any additional information	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 policy adopted by the college –

Policy Statement –

The College believes and take measures for clean, green and safe campus.

Towards this end the college has developed a clear cut policy of waste management and its disposal. The college also believes in sensitizing and involving the students, teachers and staff in the process of waste management and its disposal.

Objectives-

- 1) To ensure clean green and safe campus.
- 2) To minimize the generation of waste by reusing useful waste materials.
- 3) To make aware the stake holders regarding the gains of clean, green and safe Campus.
- 4) To organise the awareness campaigns to know the environment and how to protect it for sustaining the life on earth

Waste Management Committee

The college has constituted a waste management committee to meet the objective of its waste management policy

which is as follows.

Dr. Quayam Zehra	Principal cum Chairman
Dr. Saifullah Khalid (Assistant Professor)	Co-ordinator
Md. Ziyaul Hassan Mansuri	Member

(Assistant Professor)	
Monika Jha	Member
(Student)	
Dr. Alim Imam Khan	Member
(Expert)	

Steps taken by the college

- 1) The whole campus is cleaned by hire staff daily.
- 2) The college is also involving students, teachers and staff in maintaining the campus clean, green and safe.
- 3) The waste generated by daily cleaning are dumped in a cover pit.
- 4) Chemical and other dangerous material are collected separately and disposed of safety.
- 5) Electronic waste material are collected separately and sorted for reuse and rest are disposed of safely.
- 6) The college adopted practice of waste management and disposal as per statutory provision.

PREVENTION

REUSE

MINIMIZATION

ENERGY RECOVERY
PROPER DISPOSAL

- 7) Waste material generated on daily basis are dumped in a compost pit. To produce organic fertilizer which is used in college garden.
- 8) Dustbin have been installed in different point of college separately for solid waste and liquid waste.

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

7.1.3 Institution waste management practices include

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

Response: D. Any 1 of the above

File Description	Document
Geo-tagged photographs	View Document
Any additional information	View Document

7.1.4 Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

Response: D. Any 1 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document

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

Response:

The college is socially and morally committed to maintain clean, green and

safe campus and good ambience.

The campus is daily cleaned by hiring the services of the person concerned.

For better sanitation organic material are used for sanitation by spraying.

Green Cover:

The college campus has a number of tree, plant, flower beds and grass lane that give a good green cover to the college campus. The green cover is further widened regular practice of plantation, protection of existing green covers and their grooming in proper forms.

Healthy environment :

The college also take care of creating environment for maximum output of efforts

of our students, teachers, staffs, and management. Cover dustbin of blue and green colour have been installed at different places in the college campus to be used for collection of waste material.

Pollution free environment

For pollution free environment students are sensitized to adopt the practice which enable to maintain pollution at minimum level. The practice has been done in regular basis.

The objective is to reduce the pollution level to achieve the goal of minimum pollution in the campus.

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

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: D. Any 1 or 2 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Any 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: 0.28

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.14510	0.21250	0.21295	0.02435	0.17907

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

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

Response:

7.1.8 Institutional puts forth effort leveraging local environment, Locational knowledge and resources, community practices and challenges

? Describe the Institutional efforts

1. Name of the Programme: **SwachchataPakhwara**

Category of the programme: Awareness of Cleanliness

SwachchataPakhwada is a project by the college in association with Teaching, Non-Teaching Staff, and Teacher Students. Formally launched the programme from 16th January 2020 to 30th January 2020. The project is an initiative to introduce to the students' different labors. It is an opportunity for the students to experience and understand various ordinary cleanliness in society. Students are spearheading the project with support from staff, management and people of goodwill. Two houses are nearing completion under this project. About 100 volunteers participated in transporting construction materials.

(B) Name of the Programme: **ASHA LATA visit**

Category of the programme: **Socio-economic diversity**

The programme was started in 2017 by the College in association with ASHA LATA School of disable students. A group of students visit the Destitute School, every year. The group is further divided into smaller groups of 3 or 4 to distribute fruit, books and required items.

The students involve in serving and feeding the disable students, chatting with them, listening to them and entertaining them. The ASHA LATA visit provides our students a fresh perspective of life and makes them

count the blessing they have in their lives.

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

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

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

Response: A. All of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	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:

Best practice I

Know your people know your country.

India is the first most populous democracy in the world. It has full of diversities like religion, caste, tradition, culture, cloth, food, economy, geographical scenario etc. If anyone want to know our country, then it is necessary to know our people first. Our institution believes in promoting to know our country by knowing its people. Our college has taken an initiative to visit some rural areas just nearby of our college. This campaign has been initiated namely 'know your people know your country.'

Followings are objectives in the context:

- * To interact with the community, to know their aspiration and difficulties and ways of overcome.
- * To know the peoples towards knowing the country.
- * To initiate the proper information regarding our country.
- * To initiate proper information regarding our people and their habit culture, tradition, art, language, cloth, food, etc.
- * To make aware our students towards their bounding with community and society.

Bhatua Basti is a village just nearest to our institution a group of students consists of 83 & 86 of student and 3 & 4 of teacher along with Principal have visited the Bhatua Basti on 24.01.2018 & 22.01.2022

We visit and make a survey about the aspiration, needs, difficulties and art to overcome from it, we also initiate an awareness campaign their regarding education, health different policies of state and central government for upliftment of poor people of our country.

Good Impact

The event/ programme has spread good impact on student and teachers as well. They become more sincere about nation and villagers. It impact positive or every participants. These are reflected in their habit and attitudes.

Best practice II

Visit to Asha Lata (A school for deaf & dumb).

Asha Lata is one of the premier and famous special school mainly for deaf & dumb in Bokaro District. It is situated at Sector V, Bokaro Steel City.

Our college has taken an initiative to give an opportunity to our B.Ed students, to be sensitise and to be aware about special students life. Our college has visited Asha Lata regularly with our students, teachers along with Principal and staff.

A group of students consist of 68 number of students and along with 5 teachers are visited on 01.11.2018. and they meet all disable students and distributed sweets and fruits to them.

The college promote and spread awareness campaigning before society regarding disabilities and needs for special care for special students. It is also taken as task, to educate the society for bias free discrimination free motivates the physically challenge students as well as person.

Good Impact

The visit creates good impact on every student as well as every teachers. They become more sensitise than

before regarding the problems and challenge of disable persons. They also be aware and got influences how to handle this problem in very effective manners. They become more aware than before how to help and co-operate such kinds of students.

File Description	Document
Photos related to two best practices of the Institution	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:

Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 500 words.

The vision of Al-Habeeb Teachers' Training College is to aspire for the educational advancement and welfare of society through excellence in activities. Institution consistently inspires students and provide a platform for methodological skill development, multi-disciplinary scheme development, ethical and human values development. This Institute focuses on its vision, mission and working methodology for the communities to assure the standard performance through value-adding education and interdisciplinary research. Al-Habeeb Teachers' Training College collectively seeks solutions to address the issue relating to a comprehensive and all- encompassing strategy for the development of backward section of the society. This emphasis is to create an enabling ecosystem of equal opportunities for education of other backward community with other belief of academic and Technical excellence, Institution stimulates and support students to participate in various rural development activities. The college has at all times shown willingness to adopt new dealings for the enrichment of values among faculty members and students in order to make a better residence. Thus all faculty members on students of our college are strengthened to participate in social activities. Moreover, the college plays an active role in the community range and others all possible kinds of help to the bordering community. Bhatuabasti is one of the neighbouring places of our college. Our mission, guides and empowers the backward population in their uphill potency. Enhanced quality of life, developed environment, justifiable living, human values and quality of education

The college has adopted a neighboring village Batuwa Basti as social responsibility practice we have campaign their for education social harmony, government polices and plans for betterment of society and future generation as well. By survey of village Batuwa Basti our students get aware about village life their needs and area possibilities for development and enhancement of life style and standards.

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

NAAC

5. CONCLUSION

Additional Information :

The Al-Habeeb Teachers' Training College is established on dated 11/09/1987 in the Bokaro Steel City. it is one of the best Teachers Training College in the state of Jharkhand. The nearest Railway Station is Bokaro Steel City and the Nearest Airport is Birsa Munda Airport Ranchi it is situated in the heart of the city. it is just only four Kilometer away from the Bokaro steel city Railway Station. the website of the institution is www.ahttcbokaro.org, the email of the college is ahttcbokaro@gmail.com and the contact no is 8877164867.

Concluding Remarks :

Al-Habeeb Teachers' Training College is an outcome of one of the dream of Imamul Hai Khan Educational Society, Bokaro, i.e to establish a world class professional and job oriented college in Bokaro Steel City. Now a days it has become a renowned, premier and distinguished college for teacher training course. The adopted vision and mission of our college are the sole inspiration to keep intact our future prospect. We, the management, the Principal, the teachers, the staff, the students, the alumni, the guardians and the co-related society are trying together their level best to maintain our legacy.