



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution

**Dr. S. RADHAKRISHNAN TEACHERS'
TRAINING COLLEGE**

• Name of the Head of the institution

Dr. Sheo Kumar Rana

• Designation

Principal

• Does the institution function from its own campus?

Yes

• Alternate phone No.

06553291056

• Mobile No:

9835718087

• Registered e-mail ID (Principal)

sheokumar8087@gmail.com

• Alternate Email ID

srkttc.ramgarh@gmail.com

• Address

Sukrigarha, Lari,

• City/Town

Ramgarh

• State/UT

Jharkhand

• Pin Code

825101

2.Institutional status

• Teacher Education/ Special
Education/Physical Education:

Teacher Education

• Type of Institution

Co-education

• Location

Rural

- Financial Status

Self-financing

- Name of the Affiliating University

Vinoba Bhave University,
Hazaribag

- Name of the IQAC Co-ordinator/Director

Mrs. Ranju Vandana Horo

- Phone No.

06553291056

- Alternate phone No.(IQAC)

6299737180

- Mobile (IQAC)

9006580610

- IQAC e-mail address

iqac.srkttc@gmail.com

- Alternate e-mail address (IQAC)

ranjuvandana@gmail.com

3.Website address

<https://www.srkttc.in/>

- Web-link of the AQAR: (Previous Academic Year)

https://www.srkttc.in/images/pdf/YEARLY_STATUS_REPORT_2022_2023.pdf

4.Whether Academic Calendar prepared during the year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link:

<https://naac.srkttc.co.in/naac/index.php/academic-calendar/>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	B	2.05	2023	15/12/2023	14/12/2028

6.Date of Establishment of IQAC

18/07/2016

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
N/A	N/A	N/A	Nil	0

8.Whether composition of IQAC as per latest NAAC guidelines

Yes

- Upload latest notification of formation of IQAC [View File](#)

9.No. of IQAC meetings held during the year **9**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**

- (Please upload, minutes of meetings and action taken report) [View File](#)

10.Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount

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

IQAC has worked continuously for collecting quantities and qualitative data from every unit of the college. Every Cell and Committee has to collect data of its activities and supply all to MIS and IQAC.Creche facility updated and continued.

The IQAC had prepared roadmap and strategies for further enhancement of the quality and quantities in teaching-learning process. Green board installed in classrooms.

Every year, the IQAC prepares Proforma of feedback and Appraisal report of teachers. Functional MOU with other institutions signed.

IQAC coordinates with local authorities and govt. bodies to facilitate better environment of teaching-learning process.

Establishment of Creche Center, Faculty under the guidance of IQAC. Prepared proposal for M.Ed. Course and Evening Degree College in next session.

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

Plan of Action	Achievements/Outcomes
Academic Calendar of 22-23 was created and published, Awareness class on drug abuse was conducted, communicated English class was conducted by Placement cell, Career orientation class was conducted by Placement cell, IQAC reconstituted with new members	Processed
Skill development program was conducted formed online questionnaire for online student satisfaction survey, Toppers day conducted, A talk on Qualities of a dedicated teacher was conducted	Processed
IQAC conducted Faculty development program , Science exhibition conducted for all student, An IQAC student wing was constituted with the student coordinator	Processed
NIRF Ranking Participation Prepared , New course of M.Ed to be initiated by the college	Not Applicable
Annual retreat for staff and student conducted, 'Ek Bharat Sharest Bharat' was inaugurated and started functioning general alumni meet was conducted , University approved list of selected teacher's national science day was observed with the theme of women in science, feedback on curriculum was collected from various stakeholders online student satisfaction survey conducted	Processed
Various online Covid awareness programmes were conducted in online mode during the lockdown	Processed

period	
Purchase of Silent Electric Generator for Academic & other Uses.	Purchased & use when needed.
Seven day Lecture Series on Teaching Methodology & Skill proposed.	Conducted

13. Whether the AQAR was placed before statutory body? **Yes**

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
College Management Committee	02/11/2023

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

1.Name of the Institution	Dr. S. RADHAKRISHNAN TEACHERS' TRAINING COLLEGE
• Name of the Head of the institution	Dr. Sheo Kumar Rana
• Designation	Principal
• Does the institution function from its own campus?	Yes
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• Mobile No:	9835718087
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• Alternate Email ID	srkttc.ramgarh@gmail.com
• Address	Sukrigarha, Lari,
• City/Town	Ramgarh
• State/UT	Jharkhand
• Pin Code	825101
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• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Rural
• Financial Status	Self-financing
• Name of the Affiliating University	Vinoba Bhave University,

	Hazaribag						
• Name of the IQAC Co-ordinator/Director	Mrs. Ranju Vandana Horo						
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• Alternate e-mail address (IQAC)	ranjuvandana@gmail.com						
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• Web-link of the AQAR: (Previous Academic Year)	https://www.srkttc.in/images/pdf/YEARLY STATUS REPORT 2022 2023.pdf						
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• if yes, whether it is uploaded in the Institutional website Web link:	https://naac.srkttc.co.in/naac/index.php/academic-calendar/						
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Seven day Lecture Series on Teaching Methodology & Skill proposed.	Conducted
13.Whether the AQAR was placed before statutory body?	Yes
Name of the statutory body	
Name of the statutory body	Date of meeting(s)
College Management Committee	02/11/2023
14.Whether institutional data submitted to AISHE	
Year	Date of Submission
2024	02/02/2024
15.Multidisciplinary / interdisciplinary	
Our college, affiliated with Vinoba Bhave University, Hazaribagh, is dedicated to adhering to the guidelines set by the Higher Education Department of Jharkhand and the National Council for Teacher Education (NCTE). In alignment with the National Education Policy (NEP) 2020, the college is actively working towards introducing integrated B.A.-B.Ed and B.Sc.-B.Ed courses. As per NEP 2020's recommendation, all standalone Teacher Education Institutions are encouraged to transition into multidisciplinary institutions by 2030. To this end, the college has submitted a proposal to the university for the introduction of graduate courses through an evening college and a Centre for Distance Education. Discussions with the management, Governing Council, and faculty are also underway to explore the feasibility of this transformation. The college eagerly awaits the NCTE's call for applications for the 4-year Integrated Teacher Education Programme (ITEP) and is committed to aligning its curriculum with the NEP's vision of promoting multidisciplinary and interdisciplinary education. The institution is exploring the integration of humanities, science and STEM fields, aiming to	

offer students flexible and comprehensive educational pathways. While the college, as an affiliated institution, has some limitations in offering fully flexible programs with multiple entry and exit points, it continues to provide a variety of value-added and certificate courses tailored to the diverse interests and career goals of its students. To ensure the holistic development of its students, the college's academic structure offers ample opportunities for engagement beyond the classroom. The timetable is designed to encourage participation in community service, extension activities, projects and outreach programs, enriching students' overall learning experiences. Furthermore, faculty members and teacher educators are encouraged to pursue research, attend multidisciplinary seminars and participate in professional development activities, keeping pace with the evolving educational landscape. Through these efforts, the college remains committed to fostering an inclusive, dynamic learning environment.

16.Academic bank of credits (ABC):

Under the National Education Policy (NEP) 2020, the Government of India aims to provide students with academic flexibility through the "Academic Bank of Credits" (ABC) system. This platform is designed to empower students by offering them the ability to choose and modify their educational paths, link diverse disciplines, and acquire the necessary knowledge and skills to achieve their goals. The ABC system facilitates seamless mobility between or within degree-granting Higher Education Institutions (HEIs) by recognizing credits, allowing credit accumulation, transfers, and redemption, thereby promoting a more flexible and distributed approach to teaching and learning. The ABC platform, accessible through a Digi Locker account, allows students to register for a unique ABC ID. It offers an interactive dashboard to track their credit accumulation and provides options for a choice-based credit transfer mechanism. This system aims to make education more personalized and adaptable to the needs of students. Our college is affiliated with Vinoba Bhave University, Hazaribagh. Currently, the university has not yet established an account with the Academic Bank of Credits, which has prevented us from registering for the system. However, once the Government of Jharkhand initiates the process and the university is registered with ABC, we will take the necessary steps to ensure our students can fully benefit from this system. We are committed to providing our students with the opportunities for greater academic flexibility and mobility through the ABC platform as soon as it becomes available.

17.Skill development:

The institution places a strong emphasis on skill development to ensure that future teachers are well-equipped for the challenges of modern education. Recognizing that effective teaching requires a diverse skill set, the institution organizes various activities aimed at nurturing both hard and soft skills in teacher trainees. To develop the core teaching skills, the institution focuses on practical training methods such as microteaching orientation, simulation exercises, and internship programs. These activities provide hands-on experience and help students refine their teaching techniques in a controlled and supportive environment. Through these exercises, trainees gain confidence in their teaching methods and learn how to adapt to different classroom dynamics. In addition to technical teaching skills, the institution prioritizes the development of essential soft skills such as creativity, communication, problem-solving, and leadership. These skills are fostered through a wide range of co-curricular activities, including workshops, group discussions, leadership training, and collaborative projects. Such activities help students build the interpersonal and professional qualities necessary to excel in the classroom and beyond. Furthermore, the institution offers a variety of value-added courses designed to further enhance the competencies of students. These courses focus on areas such as educational technology, inclusive education, and current pedagogical trends, preparing students to be effective and adaptable educators in the 21st century. By providing these comprehensive skill-building opportunities, the institution ensures that its teacher trainees are well-prepared to meet the evolving demands of the education sector.

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

The institution actively integrates knowledge from ancient India into the teaching and learning process by incorporating traditional and indigenous learning methods across various subjects such as Mathematics, Philosophy, Yoga, and Sports. This approach not only preserves but also enriches the educational experience. The institution organizes competitions on indigenous games and sports, fostering an appreciation for traditional physical activities. To inspire students, the college regularly screens documentaries, movies, plays, and Nataks based on the lives of both ancient and modern luminaries of India, offering valuable insights into their contributions to society and culture. The college also arranges visits to historically significant monuments and religious places, allowing students to

connect with India's rich heritage firsthand. In its commitment to innovative teaching, the institution employs creative methods such as puzzles, stories, real-life examples, and games, all rooted in Indian traditions and the local geographical context. These interactive strategies make learning engaging and culturally relevant. Through these diverse initiatives, the institution fosters a holistic and culturally enriched educational environment that not only celebrates India's knowledge systems but also prepares students to become responsible global citizens.

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

The institution ensures that the curriculum for all programs is implemented in alignment with the stated Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs). The B.Ed. program, in particular, emphasizes outcome-based education, aiming to achieve clear and measurable outcomes in every activity and program. The primary focus is on the holistic development of students, fostering growth not only in academic knowledge but also in attitudes, skills, and competencies. Through well-structured learning experiences, students are encouraged to develop a deep understanding of their subjects while also building essential life skills. These include critical thinking, problem-solving, communication, and leadership, which are integral to becoming effective educators. The program incorporates a variety of teaching methods, assessments and co-curricular activities designed to ensure that students meet the desired outcomes at multiple levels. By focusing on both cognitive and affective domains, the institution ensures that students are well-prepared to face the challenges of the teaching profession and contribute positively to society. Ultimately, the B.Ed. program strives to produce well-rounded, competent educators who can effectively impart knowledge and foster the development of their students, aligning with the broader goals of outcome-based education.

20.Distance education/online education:

During the COVID-19 pandemic, the institution adapted swiftly to ensure the continuity of the teaching-learning process through various online platforms, including Home M Tutor , Google Classroom, Zoom, and Google Meet. These digital tools enabled effective learning and teaching, leveraging videos as instructional aids, fostering group collaboration and interaction, and facilitating assignments, revisions, and assessments. These efforts were key components of the

institution's commitment to blended learning. To maintain academic rigor, the institution also conducted tests and proctored examinations during the pandemic, ensuring that assessments were fair and aligned with learning outcomes. The entire campus is Wi-Fi enabled, ensuring seamless internet access for both faculty and students. Additionally, digitally interactive panels installed in classrooms further enhanced the learning experience, making it easier for students and teachers to engage in real-time learning. All e-content created by faculty members, including lectures, reading materials, and other resources, was made available to students, ensuring equitable access to learning materials. This comprehensive digital infrastructure allowed the institution to overcome any obstacles in online education and provide an uninterrupted learning experience, reflecting the college's commitment to adapting to changing educational needs and maintaining high academic standards.

Extended Profile

1.Student

2.1 **197**

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2 **100**

Number of seats sanctioned during the year

File Description	Documents
Data Template	View File

2.3 **60**

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

File Description	Documents
Data Template	View File

2.4 **97**

Number of outgoing / final year students during the year:		
File Description	Documents	
Data Template	View File	
2.5 Number of graduating students during the year		97
File Description	Documents	
Data Template	View File	
2.6		100
Number of students enrolled during the year		
File Description	Documents	
Data Template	View File	
2. Institution		
4.1		12272558 . 73
Total expenditure, excluding salary, during the year (INR in Lakhs):		
4.2		35
Total number of computers on campus for academic purposes		
3. Teacher		
5.1		15
Number of full-time teachers during the year:		
File Description	Documents	
Data Template	View File	
Data Template	No File Uploaded	
5.2		16
Number of sanctioned posts for the year:		
Part B		
CURRICULAR ASPECTS		

1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

Affiliated with Vinoba Bhave University, Hazaribagh, the college adheres to the university's prescribed curriculum, aligning its academic calendar and timetable with the university's schedule. The Time Table ensures balanced workload distribution. Co-curricular activities and ICT-enabled classrooms further enrich the learning experience. The college library subscribes to multiple journals and e-resources (N-List) to keep faculty and students updated with the latest trends. Feedback from students, alumni, and internship schools is analysed and used to refine teaching strategies for continuous improvement in the teaching-learning process.

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

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year
Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

B. Any 5 of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

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

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://naac.srkttc.co.in/naac/index.php/plo-clo-programmer-b-ed/
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year****03**

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

1.2.2 - Number of value-added courses offered during the year**04****1.2.2.1 - Number of value-added courses offered during the year****04**

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**100****1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year****100**

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

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

All of the above

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

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

100

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

100

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

1.3 - Curriculum Enrichment

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

The institution's curriculum is designed to offer holistic learning, focusing on the acquisition of knowledge, skills, values, and attitudes across various disciplines. Emphasizing experiential learning, critical thinking, and skill development, it incorporates innovative methods like project-based learning, fieldwork, and hands-on activities. Core values such as integrity, empathy, and social responsibility are integrated through value-added courses and co-curricular activities. The curriculum encourages interdisciplinary approaches and technology integration, fostering adaptability and creativity to prepare students for real-world challenges. Inclusivity and sustainability are key priorities, helping students develop a global perspective while addressing local needs.

Before the academic year begins, an induction program is organized to familiarize new students with various teacher education programs. This includes orientation on objectives, teaching methodologies, and hands-on experiences like internships, field trips, and laboratory work. The focus is on skill and competency development, with opportunities for micro and macro teaching practice, SUPW works, and peer tutoring, ensuring practical application of knowledge for societal welfare.

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

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

During the induction session, students are introduced to the school system before their internship, with a focus on observing both government and private elementary and secondary schools in rural and urban areas. They analyse key aspects such as admission policies, infrastructure, evaluation methods, and teaching practices. The internship further familiarizes students with school assessment systems and the evaluation policies of different boards. Students also explored the websites of offshore international schools to examine their functioning, curriculum delivery, and pedagogical strategies. This field engagement helps students gain a comparative perspective on diverse educational practices and systems.

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

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

The institution is committed to equipping prospective teachers and teacher educators with essential knowledge and pedagogical skills. Both theoretical and practical aspects of teaching are emphasized through skill-building exercises at micro and macro levels. Initially, students are introduced to the theoretical and practical aspects of microteaching, followed by hands-on practice to master key teaching skills relevant to their pedagogy curriculum. Once proficient in microteaching, students are sent for internships at schools, where they apply their skills in real classroom settings, focusing on achieving optimal learning outcomes. During their internship, students deepen their subject knowledge and refine their teaching strategies for effective student engagement. In addition to classroom training, the institution promotes active participation in various extension and outreach activities. For instance, student teachers provide orientation to school students on topics like vermicomposting, cleanliness, while teacher educators engage in faculty exchange programs, teaching Constitution, communication and spoken English classes to students. These initiatives help foster professional growth, encourage collaboration, and enhance the efficiency of both students and educators.

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

1.4.2 - Feedback collected from stakeholders

Feedback collected, analyzed and

is processed and action is taken; feedback process adopted by the institution comprises the following

action taken

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

197

2.1.1.1 - Number of students enrolled during the year

100

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

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

50

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

94

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

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

0

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

0

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

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

The assessment process at the entry level serves as a crucial step in identifying the diverse learning needs of students and their readiness for professional education programs. It typically includes diagnostic tests, interviews, and surveys to assess prior

knowledge, skills, and interests. This process helps educators understand individual strengths, weaknesses, and preferred learning styles.

Based on these insights, tailored academic support is provided, such as bridge courses, mentorship, remedial classes, or counseling sessions. These measures ensure that students are adequately prepared to meet the challenges of their program and maximize their learning potential. This structured approach fosters inclusivity and enhances overall student success.

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

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs

Six/Five of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	No File Uploaded

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	One of the above
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File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

8:3

2.2.4.1 - Number of mentors in the Institution

12

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

At Dr. S. Radhakrishnan Teachers' Training College, the academic plan is designed to prioritize the needs of the learners. The aim is to provide them with up-to-date knowledge, expose them to the latest research, and empower them to apply their skills to solve contemporary problems.

The teaching approach adopted by the faculty is interactive and participatory. Teachers encourage students to actively engage in the learning process, fostering an environment where knowledge is constructed collectively. Group interactive sessions are conducted, allowing learners to gather information in social and flexible settings.

Experiential learning plays a crucial role in the curriculum. Field experiences are incorporated to help students relate their theoretical knowledge to real-world situations in schools. This enables them to reflect on their content, specialized knowledge, pedagogical skills, and attitudes.

Focus group discussions are utilized as a learning tool. Teachers organize these discussions during lectures to facilitate the exploration of ideas and experiences related to specific topics

Problem-solving skills are emphasized. Teachers guide students to articulate their problemsolving processes and help them identify and address specific problems and difficulties. Students are given action research projects, club activities, models of teaching, and classroom activities that emphasize problem-solving skills.

Active learning strategies are implemented to make the learning process engaging and interactive. Techniques such as brainstorming, think-pair-share, fishbowl techniques, Socratic questioning, and classroom opinion polls are used to promote active participation. Students are encouraged to employ these strategies during their teaching practice.

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

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

74

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://drive.google.com/file/d/1LqUQKKBuPfRsCWt5PlBvzTHdnCljRsQE/view?usp=sharing
Any other relevant information	View File

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

100

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	No File Uploaded

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

Four of the above

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

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

At our college, we have a well-established mentoring system that focuses on guiding students in their academic, professional, and personal development. Teachers play the role of mentors and provide continuous support and guidance to their assigned mentees. Additionally, we offer various value-added courses to further enhance students' intellectual abilities and cater to their diverse interests.

To foster collaboration and teamwork, students are divided into groups or teams at the beginning of the academic year. Each team is assigned a mentor, and the groups are named after different rivers, mountains, poets, and more. The mentor's primary responsibility is to guide and assist the mentees in improving their professional performance and overall development. The team meets regularly to discuss individual students' needs and offer guidance for their personal and academic growth within the institution. Furthermore, the college organizes mentoring programs under the mentor's supervision, which train students in theoretical and practical aspects of school management systems, including lesson planning, micro-teaching, and community services.

Recognizing and addressing student diversity is a priority for us. At the entry level, we organize orientation programs where pupil teachers can interact with faculty members. This interaction helps the faculty members identify and engage with diverse learners,

fostering effective mentoring relationships. Tutorials are conducted based on the specific needs of the learners.

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

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

Five/Six of the above

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

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

Innovation in teaching practices is a key aspect of our teaching program. Our student teachers are encouraged to explore and implement various innovative models and approaches throughout their training, focusing on teaching at the primary, elementary, and secondary levels. We believe that incorporating innovative teaching methods makes classes more engaging and interesting for students. Some of the innovative teaching practices followed by our teachers include:

Use of HOME M TUTOR (LMS) and G-Meet online classes: We leverage technology by utilizing a Learning Management System (LMS) called

HOME M TUTORand conducting online classes through platforms like G-Meet.

Experiential learning: Our students are encouraged to develop new ideas and create working models, charts, and teaching aids. Many students also engage in developing e-content, which adds a dynamic element to their teaching approach.

Field visits: We organize field visits and projects to promote participative learning. These visits provide practical exposure to students, allowing them to connect theoretical concepts with real-world scenarios

Cultural Activities (CCA). These competitions help students develop their talents, boost confidence, and enhance their overall personality.

Use of ICT: We promote the effective use of Information and Communication Technology (ICT) tools such as PowerPoint presentations, projectors, multimedia, and laboratory equipment to facilitate the teaching-learning process.

Preparation of lesson plans: Student teachers are trained to prepare well-structured lesson plans that incorporate innovative teaching strategies and techniques. This helps them deliver organized and effective lessons, catering to the diverse learning needs of their students.

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include
Organizing Learning (lesson plan)
Developing Teaching Competencies
Assessment of Learning Technology Use and
Integration Organizing Field Visits

Five/Six of the above

Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

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

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

Four/Five of the above

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	No File Uploaded

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

Three of the above

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

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

All of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	No File Uploaded

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	No File Uploaded
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	No File Uploaded

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	No File Uploaded

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

The process of selecting and identifying schools for internships is done in a participative manner or based on student requests. Several factors are considered, including proximity, ideology, student abilities, school standards, medium of instruction, distance from home, and specific methodology requirements of the schools. The aim is to provide students with a diverse range of internship experiences

Before the interns begin their placements, an orientation is conducted for the school principals or headmasters, as well as mentor teachers. During this orientation, the roles and responsibilities of the interns are explained, and the assessment

and monitoring process for various activities and tasks are outlined. This ensures that all stakeholders are aware of their respective roles in the internship program.

Furthermore, students going for internships receive an orientation from Mentor Teacher Educators. They are informed about the objectives and competencies expected during the program. The students are given instructions to adhere to, such as being regular and punctual, maintaining a professional dress code, submitting lesson plans before teaching, ensuring their classes are observed and collecting feedback from their mentors, engaging in various school activities including remedial teaching and action research, and completing all necessary documentation within the designated timeframe.

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

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

2.4.9.1 - Number of final year students during the academic year

100

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

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

Seven/Eight of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	View File

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

The role of the Internship Incharge, who is a Teacher Educator nominated by the Principal, is to coordinate the school Internship Program. The Incharge works closely with Mentor Teacher Educators and assigns a group of students to them for assessment of the interns' overall performance in their respective schools. The Incharge is responsible for allotting the timetable and syllabus distribution, as well as other administrative tasks related to the internship program. They also prepare an observation schedule for the month, ensuring proper monitoring of the interns' progress.

The School Head or Principal plays a crucial role in orienting the interns about the intensive participation required in all school activities and the fulfillment of internship program objectives. They assign a Mentor teacher to each intern and supervise their lessons and activities. The Principal provides regular feedback to improve innovativeness, performance, capacities, and abilities of the interns.

The School or Master Teachers are involved in the planning process of assigning schools to student teachers. Students approach their respective methodology master teachers as instructed by the school principals. The master teachers assign lessons to be taught according to the government's guidelines. They divide lessons into periods, determine the number of classes for specific activities, and provide guidance on giving homework that encourages active participation. They also monitor tests and provide psychological

support to the interns.

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

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

Three of the above

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

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

Two of the above

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

2.5 - Teacher Profile and Quality**2.5.1 - Number of fulltime teachers against sanctioned posts during the year****16**

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	View File
Any other relevant information	No File Uploaded

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year**04**

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	No File Uploaded

2.5.3 - Number of teaching experience of full time teachers for the during the year**15****2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year****15**

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

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1.

In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

Our institution places great importance on the professional development of its staff members. They are actively encouraged to attend various orientation programs, refresher courses, Induction Training Programs, workshops, seminars, and symposiums organized by both government and non-governmental organizations. These programs provide valuable opportunities for staff members to enhance their knowledge and skills in their respective fields.

Following these programs, the institution organizes faculty development programs through the Internal Quality Assurance Cell (IQAC). These programs provide a platform for teachers to share their experiences and insights with their colleagues through seminars. The seminars cover a wide range of topics such as communication skills, action research, case studies, flipped learning, ICT-enabled teaching and learning, value and peace education, instructional strategies, stress management, soft skills development, internship module development, and more.

The institution also encourages its staff members to participate as resource persons in seminars, workshops, and other college activities, both within the institution and at external organizations such as universities, colleges, and schools. Staff members are also encouraged to present papers at national, international, and state-level seminars and workshops. The management provides them with duty leave to facilitate their participation in such events. Additionally, the institution supports staff members in writing and publishing books, articles, and research papers, including contributions to edited books and reputed research journals.

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

2.6 - Evaluation Process

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

The College adopts a comprehensive system of continuous assessment to evaluate the academic performance of its students. This

assessment process covers both curricular and practical aspects of their education.\

In curricular aspects, internal tests are conducted every semester, and students are allotted marks for tests, assignments, and seminar presentations. Descriptive papers are also included in the assessment, carrying a significant weightage. Assignment marks are awarded based on factors such as references, organization, presentation, and classroom interaction. Students receive feedback on their progress, and if necessary, they are given opportunities to modify their assignments. Remedial measures are provided to students who have not performed well in exams, ensuring they have support and resources to improve their performance.

In practical aspects, the assessment includes micro-teaching and internship programs. Microteaching allows students to integrate their teaching skills and simulate lessons, enhancing their abilities and expertise in the teaching profession. Students practice various micro-teaching skills and conduct lessons in each pedagogy. They also observe lessons taught by teachers and college faculty during pre-teaching to familiarize themselves with the school environment. During the teaching practice phase, students are assessed for content mastery, transaction of content, and use of tools and techniques in lesson development. They are also trained in evaluation methods and participate in co-curricular activities in internship schools.

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

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

Three of the above

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

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

The institution has a well-organized mechanism in place for addressing grievances related to internal evaluation. At the beginning of the B.Ed program, students are informed about the evaluation process and components by the faculty. They are given the flexibility to approach the faculty, internship in-charge, examination in-charge, or the Principal to address any examination-related grievances.

The grievance redressal committee plays a vital role in this process. Its functions include receiving representations, examining grievances, making recommendations to the Principal, and taking suitable action to resolve the grievances. The committee ensures that all examination and evaluation grievances are handled efficiently and effectively.

For grievances related to internal assessment and examination, the college conducts an orientation program to educate students about the evaluation system and the attainment of Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs). Various assessment methods such as tutorials, home assignments, tests, presentations, and group discussions are used to assess student performance. The internal examination process is conducted meticulously, including the preparation of question papers, weightage tables, blueprints, and evaluation schemes for each course. After students receive their answer papers, they can discuss any grievances or queries with the concerned staff. Remedial teaching is provided to students who have not achieved satisfactory results, followed by a re-examination and evaluation system.

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

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

The Institution follows a well-planned academic calendar that is published and made easily accessible to students and faculty members. The calendar includes important information such as the start and end dates of the syllabus, teaching schedules, events, and semester examination dates. It is displayed in the Principal's office and published on the college's website.

Teachers prepare their teaching plans according to the academic calendar and university guidelines. The progress of students is monitored through continuous internal evaluation, including seminars, project work, unit tests, and semester examinations. The Principal regularly reviews the internal assessment process.

Preparatory exams are conducted before the university exams, and students receive their answer scripts for clarification and guidance on writing appropriate answers. The Principal holds regular review meetings to assess the implementation and progress of activities outlined in the academic calendar. Any necessary changes to the schedule are made based on these meetings. Extra lectures may also be scheduled to ensure syllabus completion before the university examination.

The college strives to adhere to the academic calendar for internal evaluation, and any changes to the university's examination schedule are communicated to the students well in advance.

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

2.7 - Student Performance and Learning Outcomes

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

Dr. S. Radhakrishnan Teachers' Training College emphasizes the alignment of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) to ensure the effectiveness of its educational programs. The college offers a diverse range of programs that focus on competence building and personality enhancement, with an emphasis on holistic development encompassing values, ethics, interpersonal skills, and communication abilities. The college maintains transparency by displaying course syllabi, PLOs, and CLOs on its website.

During the Orientation Programme at the beginning of each academic year, students are introduced to the PLOs, while faculty members responsible for each course brief their classes about the specific CLOs. This ensures students are aware of the intended learning outcomes and can actively work towards achieving them. The college's commitment to quality education is evident through clear program and course outcomes.

To facilitate effective planning, the college prepares an academic calendar in consultation with faculty members, ensuring students have access to timetables, date sheets, and submission deadlines posted on notice boards. The college diligently follows the scheduled syllabi, conducts examinations, and recognizes students who achieve merit.

In addition to regular courses, add-on courses are offered to enhance student development. Continuous internal assessments, end-semester tests, and final exams are conducted to assess the achievement of learning outcomes. Pedagogical approaches are carefully chosen to facilitate effective realization of the learning outcomes. The college maintains regular communication with parents to involve them in the learning process.

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	View File

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

As an affiliated institution of Vinoba Bhave University, Hazaribagh, the college follows the examination pattern set by the university. The end semester examination results are carefully analyzed to evaluate students' achievement of desired learning outcomes. To support student growth and improvement, proper counseling and guidance are provided, helping them overcome any barriers they may face.

At the beginning of each session, tutorial sessions are conducted, and tutors maintain records of students' progress and relevant information from the entry level onward. The college adopts various methods to assess students' progressive performance and their attainment of professional and personal attributes aligned with the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs), including:

- 1. Compulsory attendance policy of at least 80% per semester.**
- 2. Timely paper evaluation for internal assessment grading.**
- 3. Prompt checking and marking of practical work, such as assignments.**
- 4. Implementation of remedial measures based on result analysis.**
- 5. Provision of counseling and guidance programs to enhance cognitive and professional performance.**
- 6. Regular internal assessments to record students' marks and predict their academic progress.**

7. End semester house tests and final exams to ensure alignment with stated outcomes.

8. Utilization of suitable pedagogical approaches to effectively realize learning outcomes. Active participation in literary and cultural programs, debates, elocutions, essay writing competitions, and quiz tests.

9. Involvement in classroom activities like group discussions and seminars.

10. Engagement in various co-curricular activities, including organizing morning assemblies, NSS camps, tree plantation campaigns, and awareness camps.

11. Community engagement activities, such as visits to Red Cross, orphanages, Pingalwara, and old age homes.

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

2.7.4 - Performance of outgoing students in internal assessment

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

95

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	View File

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

During the admission process, the Principal of the institution interacts with both parents and students to understand their needs and aspirations. Students receive counseling and guidance to ensure a smooth transition into the college. An orientation program is organized at the beginning of each academic year to familiarize new students with the course structure, internal assessment methods, curricular and cocurricular activities, as well as the rules and regulations of the institute. This program also introduces them to the various facilities available.

To identify students' hidden talents and skills, talent search programs are conducted, which help in the formation of student unions based on their respective abilities. Content analysis work and entrance tests play a significant role in assessing students' initial knowledge and skills in specific subject areas, enabling effective teaching throughout the program. Mentoring and counseling help identify the individual needs of learners and assist in developing effective classroom practices that lead to better learning outcomes.

To promote ICT skills and the adoption of modern teaching-learning techniques, students are engaged in project work, action research, preparation of online tests, ICT-based lessons, and e-content creation. This prepares them to meet the challenges of the 21st century and enhances their ICT proficiency. The institution emphasizes the observance of regional, national, and international days of importance through various club and association activities, fostering national integration and preserving the heritage of the nation

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://www.srkttc.in/images/SSS.pdf>

RESEARCH AND OUTREACH ACTIVITIES**3.1 - Resource Mobilization for Research****3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year****0**

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

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)**0**

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

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

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

Three of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	View File
Any other relevant information	View File

3.2 - Research Publications

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

6

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

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
• First page of the published book/chapter with seal and signature of the Principal	No File Uploaded
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	No File Uploaded
Any other relevant information	No File Uploaded

3.3 - Outreach Activities

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

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

42

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

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

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

42

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	View File

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

80

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

80

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

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

Dr S. Radhakrishnan Teachers' training college is actively organising and participating in various outreach programs and extension activities to promote the college Neighbourhood community to Sensitize the Student to wards community needs. The College believe not only in promoting the social and community based activities to Sensitize students but also leading in Shaping the Students and faculty into a responsible citizen of the nation and imparting all round development of students in each vertical. Drs. Radhakishian teachers training college lari Ramgarh spreads its awareness and goodness through various programs like Tree plantation, Gender sensitization, Blood donation Camp, pouring bleaching powder in villages, National youth day celebration, women development, Empowerment activities, Programs, voter Awareness yogas, Traffic Awareness programs, Drug Abuse Awareness programs, NSS Day celebrations etc. All these activities have a positive impact on the students and they developed Students community relationships, leadership Skills and self confidence of Students. It also helped in cultivating the hidden personality of students and creating awareness among students. Apart from this the significance of clean surroundings, hygiene, Sanitation in the neighbourhood and sensitizing the community at large to trees vital issues. All these initiatives have gone a long way in the holistic development personality of the participants of these programs.

Blood donation Camps strengthen the Empathy and comparison among donors and also install in them a sense of commitment and ethical responsibility.

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

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

07

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

3.4 - Collaboration and Linkages

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

04

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

04

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	View File

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

04

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly	Three/Four of the above
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organizes Local community based activities
Practice teaching /internship in schools
Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

Classrooms: There are mainly six classrooms i.e. section one and section two and in each room there are 50 students teachers. These classrooms are spacious with a seating capacity of fifty teacher trainees. Besides these classrooms there is a big classroom in which 100 student teachers sit together when there is combined class of both the sections. **Library:** It is well equipped with many text-books, good reference books, periodicals, research journals, and dictionaries. Books are available in both English and Hindi. . The student teachers as well as the staff members make full use of the library. At a time four books are issued to each teacher student. There are enough tables and chairs where more than 50 students can study together. **Psychology Lab:** The psychological tests suggested by the affiliating university like intelligence tests, creativity tests, sentence completion test, picture completion test, personality development test, concept achievement test, general classroom achievement test, mirror drawing apparatus, memory drum and card scoring tray are available in the lab. **Computer Lab:** Computers installed with Windows 7 & 10, MSOffice, Anti-Virus Software, Photoshop, etc, LCD Projector.

Sports: Provision of playground as well as sports room in the college Campus is there. Creche: Availability of creche for faculty and students for free of cost.

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

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

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

15

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	www.srkttc.in
Any other relevant information	View File

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

41.13

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

4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 –

200 words.

The college has central library building. Library has a huge collection of Text books, Reference books and others books with foreign, peer-reviewed journals and bound volumes of journals. The reading room is well furnished to accommodate 50 students at a time and provides conducive environment for study. A visitor record is maintained for students and faculty members, New Arrivals of books and journals are displayed on rack. The library has under closed circuit television (CCTV) surveillance Cameras. Library Automation: All the active book collection is update in the library software database and the online public access catalogue (OPAC) is available for students and faculty members. The issue and return of book have been activated in the library software.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://www.srkttc.in/library.php
Any other relevant information	View File

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

The library of Dr. S. Radhakrishnan Teachers' Training College plays a crucial role in providing students with access to a vast array of knowledge and fostering a reading culture. It offers a diverse collection of books that serve as a gateway to ignite the minds of prospective teachers. The library is dedicated to cultivating reading habits and intellectual growth among its users.

To facilitate research and academic activities, the library provides free internet access through high-speed broadband and Wi-Fi facilities. These resources are essential for students and faculty members to conduct research, access online scholarly content, and engage in various educational endeavors. The college has also subscribed to the services of Developing Library Network (DELNET), which further enriches the availability of scholarly content for the college community

Efforts are being made to enhance access to the library's

resources by incorporating them into the college website. The inventory of all the books available in the library can be easily accessed online, allowing students and staff to ascertain the availability of specific materials. However, the physical checkout process still needs to be carried out using the library's automated service, ensuring proper management and control over the borrowing of books.

By offering a wide range of books and embracing digital technologies, the college library aims to support the academic and intellectual growth of its students and faculty members. It serves as a vital resource center, providing a wealth of information and promoting a love for reading and lifelong learning.

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

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

Three of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	No File Uploaded

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

1.92

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

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

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

11

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	No File Uploaded

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained

Two of the above

as gifts to College	
File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File
4.3 - ICT Infrastructure	
4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words	
The institution has an advanced Computer lab, which provides computing facilities. The lab comprises' of computers installed with wide range of software like MS office, Page maker, Photoshop etc. including dictionary. Communication and print services are also available. The software setup has latest version of Windows. Broadband connection for Internet. Multimedia, Software in the form of CD's based upon various subjects like linguistic skills, children with special needs, information and communication technology, health and fitness, value education, environmental education, teaching and teacher behavior are available.	
File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File
4.3.2 - Student – Computer ratio during the academic year	
3:1	
File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File
4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	View File

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

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

62.71

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place. Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

Dr. S. Radhakrishnan Teachers' Training College has implemented a well-structured system for the maintenance and utilization of physical, academic, and support facilities. The college management allocates a sufficient budget each academic year to ensure the maintenance and improvement of various facilities throughout the campus, including classrooms, laboratories, library, and sports areas.

To ensure smooth functioning, the college has established various cells and committees responsible for monitoring and evaluating the maintenance requirements of physical, academic, and support facilities. Suggestions and demands from students, teachers, and faculty members regarding infrastructure maintenance are actively encouraged and considered. The respective heads and concerned members discuss these issues with the principal for further action.

Classrooms are equipped with adequate infrastructure to support academic activities. The college's laboratories are fully functional and well-stocked with necessary materials, apparatuses, and equipment. Safety measures are taken in science laboratories by securely storing hazardous chemicals. The computer laboratories have a sufficient number of computers with the required configurations, regularly updated antivirus software, and periodic upgrades to software and hardware as needed.

The campus Wi-Fi connection is maintained by a service provider, offering free internet access to faculty and students. The college library is well-maintained, catering to the changing academic needs of students. The library committee oversees the smooth functioning of the library, including the process of purchasing

books based on faculty members' requirements and adhering to proper procedures. Library resources are maintained and utilized following established rules.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.srkttc.in/facility.php
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning

One/Two of the above

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

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical

Seven/Eight of the above

aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	
File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	C. Any 2 of the above
File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File
5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	Two of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
05	05

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

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

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

40

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

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

10

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

5.3 - Student Participation and Activities

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

The student-teacher council of a college plays a crucial role in representing the student population and actively participating in various committees and cells. Student representatives are selected based on their performance in talent search activities, academic achievements, areas of interest, and service motto. The general secretary from the 2nd year and the joint secretary from the 1st-year student teachers are involved in every committee and cell, and their suggestions hold weight in decision-making processes related to teaching and learning.

The selection process for students in different committees aims to identify individuals with specific talents and interests who can contribute effectively to their respective areas. For example, the Sports Committee selects students with notable sports achievements to promote and organize sports activities in the college. The

Cultural Committee chooses students with talents in drawing, painting, singing, dancing, and more to enrich the college's cultural activities. The Women Welfare Committee selects a girl student with leadership abilities and language proficiency to advocate for women's rights and organize gender equality events. The Language Club Committee looks for students who excel in elocution and debate to promote linguistic skills. The Library Advisory Committee includes a student representative to provide valuable insights for enhancing library facilities and services. The Social and Science Club selects students interested in social sciences and scientific subjects to plan and organize relevant activities. The NSS and Tour Committee organizes service camps, tours, and educational excursions with the help of student representatives.

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

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

38

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

5.4 - Alumni Engagement

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

To encourage and promote close relations between the Institution and its alumni and among the alumni themselves. To promote and encourage friendly relations between all members of the alumni body, an interest in the affairs and well-being of the Institution. To provide and disseminate information regarding their Alma Matter, its graduates, Faculties and students, to the alumni. To initiate and develop programs for the benefit of the alumni. To assist and supporting the efforts of the Institution in obtaining funds for development. To serve as a forum through which alumni may support and advance the pursuit of academic excellence at the Institution. To guide and assist alumni who have recently completed their courses to obtain employment and engage in productive pursuits useful to society. At present our alumni association is not registered

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

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

Three/Four of the above

File Description	Documents
Documentary evidence for the selected claim	No File Uploaded
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

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

3

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	No File Uploaded

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

The Alumni Association of Dr. S. Radhakrishnan Teachers' Training College plays a vital role in supporting and motivating students while also recognizing and nurturing their special talents. The institution maintains a strong connection with its alumni through regular meetings and seeks their valuable suggestions for college improvement.

The alumni members are invited to various events such as seminars, workshops, conferences, and the annual day. During these occasions, they share their experiences and success stories, inspiring and guiding students who are pursuing a career in teaching. They act as role models, motivating aspiring teachers to excel in their profession. Orientation programs provide students with opportunities to interact with distinguished alumni members,

discussing important aspects of teaching and learning. Alumni members also contribute to monitoring the Practice of Teaching/Internship by conducting viva exams and supervising lesson delivery. These activities create a supportive environment for nurturing student talent.

The institution values the maintenance of quality standards, and the alumni members actively contribute to this through their involvement in the Internal Quality Assurance Cell (IQAC). During annual alumni meetings, members share their concerns, experiences, and suggestions. The IQAC team analyzes the feedback and presents it to the college administration for further action.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission. Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

Dr. S. Radhakrishnan Teachers' Training College believes in effective leadership and participatory governance that aligns with its vision and mission. The institution's vision is to be a dynamic teaching center that empowers students with knowledge, skills, and values for a better society, while its mission focuses on holistic development, national contribution through teacher education, responsible use of technology, research, and promoting local language and culture. To ensure that the vision and mission are understood and implemented, the college conducts orientation programs, displays them on the college premises and website, and includes them in the college calendar. The active involvement of staff and students in the institution's governance is key to realizing these goals. The institution follows a participatory administration approach, forming various committees with representation from staff and students. These committees, including the Governing Council, IQAC, internship, and examination

Committee, meet regularly to discuss plans and evaluate the institution's performance. Feedback and suggestions from these committees are incorporated into the institution's planning to enhance quality. Monthly staff meetings and evaluations at the end of the academic year provide opportunities to review activities and provide feedback for improvement.

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

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

Dr. S. Radhakrishnan Teachers' Training College believes in the collective leadership and democratic traditions, practicing decentralization and participatory management. The institution delegates authority extensively, with a focus on the Principal, coordinators, and teachers in charge of various cells and committees. These committees and cells play a crucial role in implementing various activities and functions of the college. The institution has a wide range of committees and cells in place to ensure the smooth execution of different responsibilities. These include the Research Committee, AntiRagging Committee, Admission Committee, Discipline Committee, Library Committee, Examination Committee, Sports Committee, Internal Quality Assurance Committee, CCA Committee, Grievance Redressal Cell, Placement and Career Counseling Cell, Internal Complaint Cell. At the beginning of each session, the committees are formulated through a democratic process involving all teaching and non-teaching staff. The committees are headed by convenors who lead the planning and execution of various programs and activities. The faculty and non-teaching staff have the opportunity to choose the committees they want to work in, and convenors are selected through mutual consultation based on merit. The responsibilities of administration are shared by the entire teaching and

nonteaching staff of the college. During the Institutional Planning phase at the beginning of every academic year, workload and responsibilities are specified for each individual. They are given the freedom to take initiative in planning and performing their assigned tasks. The institution emphasizes transparency in academic administration and operates in accordance with the principles of participation, accountability, decentralization, and transparency.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	No File Uploaded

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

Dr. S. Radhakrishnan Teachers' Training College is committed to maintaining transparency in all its functions, including financial, academic, administrative, and other areas. This commitment is driven by the college's focus on good governance, accountability, and the alignment of its operations with its vision, mission, and goals.

Financial transparency is ensured through rigorous monitoring and oversight of financial resources by the Governing Council and administrative staff. Expenditure proposals are carefully budgeted, reviewed, and approved by the relevant authorities, including the Governing Council, Principal, and management. To ensure accountability, regular audits are conducted to assess the college's financial management. Independent auditors examine the institution's accounts, and budgets are meticulously scrutinized based on proposed purposes and accompanying documentation.

In terms of academic transparency, the college adheres to guidelines provided by the Department of Higher Education, Vinoba Bhave University, NCTE, and UGC. The Governing Council, IQAC, and Principal oversee the functioning of academic programs, ensuring adherence to established standards. The college prepares an academic calendar that outlines all the activities for each session, providing clear information about admissions, examinations, circulars, events, timetables, workshops, training programs, and campus drives. This information is readily

accessible to both staff and students through the college's website and notice boards.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

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

Dr. S.Radhakrishnan Teachers' Training college is committed to providing quality higher education and research, focusing on various core themes outlined in its perspective plan. The plan emphasizes improving academic and support facilities for students, serving as a roadmap for student achievement and college growth. The college management grants considerable freedom and flexibility to the Principal and department committees to lead academic activities. They regularly meet to formulate and implement strategic plans for the institution. Regular meetings of the councils: The Governing Council, Managing Council, and IQAC hold regular meetings to discuss and review institutional policies and progress.

Feedback system: Regular feedback is collected from stakeholders, alumni, members, staff, and students to assess the effectiveness of policies and identify areas for improvement.

Principal visits: The Principal and the next senior most faculty visit departments regularly to observe and assess their functioning and provide guidance and support. **Departmental monitoring:** The heads of departments monitor the systems and activities of each department on a regular basis to ensure compliance with policies and quality standards.

Annual evaluation and presentation: Each department and Program Committee Coordinators conduct an annual evaluation and presentation regarding their activities, allowing for a

comprehensive review and assessment of their performance.

By implementing these monitoring and evaluation strategies, the institution ensures continuous improvement and accountability in policy implementation, fostering an environment of quality education and holistic development for its students.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://drive.google.com/file/d/1sVPHXoUbn8BBjn4kX26DtXETzAveBiRU/view?usp=sharing
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

Dr. S. Radhakrishnan Teachers' Training College has implemented a well-defined organizational structure that promotes efficient governance and management through effective decision-making. The college comprises various committees and cells that work together democratically to develop and execute policies and strategic plans aligned with the institution's vision and mission.

Faculty members play a crucial role as coordinators of different committees, allowing them flexibility in decisionmaking and implementation. The principal serves as an exofficio member, providing guidance and support. These committees often include administrative staff and student representatives, fostering collaboration and diverse perspectives.

To address different aspects of college life, specific committees are established. The Internal Compliance Cell and Anti-ragging Cells ensure a safe and harassment-free environment. The Placement Cell supports students in securing suitable job placements. The Alumni Association conducts programs and provides feedback on college activities. The Student Welfare Committee focuses on students' overall wellbeing, while the Library Committee addresses library-related grievances and strives for improvement.

To enhance transparency, all staff members receive orientation sessions regarding administrative and service instructions. They are educated about service conditions, roles and responsibilities,

leave policies, code of conduct, and incentives for professional development and academic excellence. These parameters are uploaded on an e-governance platform, ensuring easy access and reference.

Recruitment criteria for teaching and non-teaching staff follow norms set by regulatory bodies such as NCTE, UGC, the affiliating university, and the Government of Jharkhand. Advertisements are published to invite eligible candidates for interviews conducted by selection committees constituted as per norms and management requirements.

File Description	Documents
Link to organogram on the institutional website	https://drive.google.com/file/d/1RdfBWrU-fib2zYzeFljV418sQ4uHkzRh/view?usp=sharing
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

All of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

The institution has set up various committees to ensure the smooth functioning of college activities. These committees, including the

Cultural Committee, IQAC Committee, Anti-Ragging Committee, Admission Committee, Library Committee, and Examination Committee, are responsible for planning, decisionmaking, and implementation.

The Cultural Committee focuses on organizing diverse programs and holds meetings that involve both teaching and non-teaching staff. During these meetings, the committee discusses and outlines the programs to be organized. Resolutions are formulated, and subsequently, the Principal seeks approval from the Management to proceed with the implementation of these programs.

The involvement of different committees allows for effective coordination and ensures that college activities are well-organized. Each committee plays a specific role, such as monitoring academic quality, preventing ragging incidents, overseeing admissions, managing the library, and conducting examinations. By engaging in thorough planning and obtaining necessary approvals, these committees contribute to the successful and productive functioning of the institution.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

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

The institution prioritizes the well-being of both teaching and non-teaching staff and has implemented various measures to support their welfare. To enhance their knowledge and skills, trainings and workshops covering a wide range of topics, including legal rights, consumer rights, road safety, insurance, health and fitness, and post office schemes, are organized for both categories of staff. Periodic yoga camps are also conducted to promote physical and mental well-being. The institution recognizes the importance of professional development and provides duty leave for staff members to attend workshops, orientation courses, and refresher courses. Both teaching and nonteaching staff has access

to the employees' provident fund, with equal contributions from the management. Staff members are entitled to various types of leave, including vacation leave, casual leave, medical leave, sick leave, and maternity leave for female staff members. To support their research work, staff members are encouraged to utilize the college's ICT facilities. Financial assistance is also provided to facilitate their participation in conferences, seminars, and workshops. The institution offers access to infrastructure and library resources, including academic materials, psychological tests, staff assistance, and clerical support, to promote the professional and personal growth of the faculty. The college also offers amenities such as boiled and cooled drinking water and attached toilet-cum-bathing rooms for staff members to utilize as needed. These comprehensive welfare measures reflect the institution's commitment to supporting and caring for its teaching and non-teaching staff members, promoting a positive and conducive work environment.

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

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

25

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

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

02

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

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

25

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

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

The teacher, as a person and teacher as performer, is also one of the mandatory assessment for his/her performance is appraised through his/her implementation of innovative methodologies in classroom lectures, seminars, tutorials, course delivery, question paper setting and evaluation, updating of materials etc. Besides, student feedback and pass percentage of the course are also considered. A few strategies are observed in appraising non-teaching staff's performance this includes technical contribution of individuals such as subject knowledge, awareness, productivity, quality, innovation willingness to learn, diligence etc. besides they also assess the behavioral aspects like group behavior, acceptability, punctuality etc.

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

6.4 - Financial Management and Resource Mobilization

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

The institution has established a robust mechanism for financial accountability through audits. Audits are conducted continuously by a qualified and permanently appointed auditor. Also a dedicated team of staff thoroughly checks and verifies all financial

transactions on an ongoing basis, serving as a check and balance for income and expenditure. In addition to the check and verify process, comprehensive annual audits are conducted. Certified Chartered Accountants, authorized to perform audits, are engaged to review and certify the institution's entire income and expenditure, including capital expenditure, for each financial year. The auditor carefully examine the financial statements and prepare audit reports. By conducting audits, the institution ensures that all financial transactions undergo rigorous scrutiny and verification. Bank transactions are primarily used for maintaining accounts, except for petty cash, which further enhances the internal check and balance of the institution's financial records. Internal Audit is in process

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

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

0

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

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

These funds are utilized for infrastructural development, beautification, procurement of ICT devices, facility upgrades, student development, and acquiring necessary equipment for skill-based courses. Every rupee received undergoes a proper channel of expenditure, including obtaining quotations, seeking committee consent, and making payments through cheques or online systems. To ensure optimal resource utilization, the institution follows specific practices. An annual budget is prepared well in advance to meet the college's needs, including allocations for academic departments, research activities, computer labs, psychology labs, the library, and sports. The Principal plans activities based on the approved budget. A Purchase Committee considers departmental requirements, invites quotations, prepares comparative statements, negotiates with suppliers, and places purchase orders. The committee closely monitors the entire purchase procedure to ensure transparency and accountability. All funds mobilized by the institution are properly accounted for in the books, and an audited utilization statement of accounts is submitted to funding agencies for specific grants. External and internal financial audits are conducted annually by appointing a statutory auditor in the annual general meeting. Through these measures, the institution aims for efficient financial management, maximum resource utilization, and transparency in its financial operations. By diversifying funding sources and implementing prudent financial practices, the college can maintain and improve its infrastructure while providing quality education and opportunities for its students.

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

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

A persistent focus on imparting quality education, through its innovative, comprehensive and flexible education policy. Its Internal Quality Assurance Cell (IQAC) carries out activities that encompass all aspects of the Institute's functioning. Since then,

it has been performing the following tasks on a regular basis: 1. Improvement in quality of teaching and research by regular inputs to all concerned based on feedback from students. 2. Providing inputs for best practices in administration for efficient resource utilization and better services to students and staff. 3. Providing inputs for Academic and Administrative Audit and analysis of results for improvement in areas found weak.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	View File

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

The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. The Academic Calendar is prepared in advance, displayed and circulated in the Institute and strictly followed. Admission to various programmes, summer, winter and midterm vacations, examination schedule and declaration of results are notified in the Academic Calendar. All newly admitted students have to compulsorily attend the Orientation Programme, in which they are made aware of the philosophy, the uniqueness of the Education system, the teaching-learning process, the system of continuous evaluation, compulsory core courses, various cocurricular activities, discipline and culture of the Institute. All students are also given a guided tour of the campus and the various facilities. All students are provided with the Student Diary that provides all details relevant for students. Students are apprised of the Time-Table, Programme structure, syllabi of the courses before the semester commences.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	View File

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting

quality culture during the year**61**

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

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.srkttc.in/images/pdf/MINUTES%20OF%20IQAC.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://naac.srkttc.co.in/naac/
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

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

Over the years, Dr. S. Radhakrishnan Teachers' Training College has implemented a range of academic and administrative initiatives to enhance the quality of education and create a conducive learning environment for students. These initiatives reflect the college's commitment to continuous improvement and providing a holistic educational experience.

The college has invested in upgrading its computer lab with new computer systems, ensuring that students have access to modern technology for their academic activities. The psychology lab has also been equipped with new tests and a computer system with Wi-Fi facility, enabling students to conduct practical experiments and research in the field of psychology

To facilitate effective teaching and learning, smart boards have been installed in the Technology Lab, enabling interactive and dynamic classroom sessions. The college has also introduced value-

added courses to supplement the regular curriculum and provide additional knowledge and skills to students,

enhancing their overall learning experience. The college website has been redesigned to provide updated information about the institution, programs, facilities, and achievements, making it more user-friendly and informative for students, parents, and other stakeholders. The college library has been upgraded with new books related to teacher training programs, ensuring that students have access to relevant and comprehensive study materials.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Dr. S. Radhakrishnan Teachers' Training College is deeply committed to promoting sustainability and social responsibility by continuously striving to improve and protect the environment. The college has implemented a range of initiatives that prioritize sustainable resource usage, discourage wasteful practices, minimize pollution, and encourage the reuse of materials for the benefit of individuals and society as a whole.

The college's Discipline Committee plays a pivotal role in implementing the energy conservation policy. They develop action plans, set objectives, and organize extension lectures by experts to raise awareness about energy conservation among staff and students. These lectures serve as platforms for sharing knowledge and best practices in energy conservation, fostering a culture of responsibility and engagement.

Regular meetings of the Maintenance Committee and College Discipline Committee are held to discuss rules, regulations, facilities, and observations related to energy conservation. These

committees actively identify areas for improvement and implement strategies to optimize energy usage. The college also prioritizes the incorporation of natural light and ventilation in building design, reducing the reliance on artificial lighting and air conditioning and creating a more sustainable and comfortable learning environment.

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

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

Dr. S. Radhakrishnan Teachers' Training College recognizes the importance of sustainable and holistic waste management in reducing its environmental impact and providing a safe and healthy campus environment. To achieve this, the institution has established a "Waste Management Cell" responsible for developing and implementing a Waste Management Policy with clear objectives and an action plan for each session. The college's Beautification Committee supports and actively participates in the implementation of the policy.

The Waste Management Policy ensures responsible disposal of all types of waste through proper segregation mechanisms at the source. The policy follows the principles of waste reduction, reuse, recycling, and recovery. All staff, students, and visitors are expected to comply with the policy, and orientation sessions are conducted to raise awareness and encourage active participation.

The objectives of the policy include ensuring compliance with waste regulations, minimizing waste generation, promoting repair, reuse, and recycling practices, cost-effective waste disposal, defining roles and responsibilities, raising environmental awareness, expanding recycling opportunities, ensuring safe handling and storage of waste, providing training and codes of conduct, and promoting a holistic approach to waste management on campus.

The college has implemented an action plan to effectively address waste management. This includes organizing extension lectures by experts to raise awareness and educate the campus community about waste management practices. The Waste Management Cell and the College Beautification Committee hold regular meetings to discuss waste-related issues and develop strategies for improvement.

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

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

Four of the above

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

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

All of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

Dr. S. Radhakrishnan Teachers' Training College is deeply committed to fostering a culture of cleanliness, sustainability, and environmental responsibility among its students, staff, and stakeholders. The college actively engages in various initiatives based on the principles of "Reduce, Reuse, and Recycle" to promote these values.

The college places great emphasis on education and awareness. Through assemblies, seminars, and extension lectures, students and staff are educated about the importance of cleanliness and the 3R policy. This helps in raising awareness and instilling a sense of responsibility towards the environment. Additionally, cleanliness drives and activities, such as litter clean-up, cleaning of labs and classrooms, and plays on cleanliness, actively involve the college community

Waste management is another significant focus area for the college. Regular removal of broken, waste, and unusable materials from the campus ensures a clean and organized environment. Workshops and interactive sessions on waste reuse and recycling educate students and staff about practical ways to reduce waste and promote sustainable practices.

The college promotes good hygiene habits through the display of posters and instruction boards. Tutorial discussions provide a platform for sharing ideas on cleanliness in daily life. Expert sessions on clean water, toilets, and hygiene emphasize their importance in maintaining a healthy environment.

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

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

Four of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	View File

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

77710

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

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

Dr. S. Radhakrishnan Teachers' Training College is deeply committed to incorporating the local environment, locational knowledge, community practices such as the celebration of local festivals like Sarhul, Karma etc. and challenges into its teaching-learning process. By doing so, the institution aims to provide experiential learning opportunities to its students.

The college has successfully integrated topics related to Environment and Sustainability, as well as Social issues, into its teacher education training program curriculum. This approach ensures that students not only gain content knowledge but also

develop a strong connection and affinity towards the environment. To further enrich the learning experience, the college organizes outdoor programs that directly align with the curriculum. These programs include Cleanliness and Health Campaigns, Value Inculcation Programs, workshops on Life Skills, and seminars on relevant topics. Through these initiatives, students are exposed to real-world situations, enabling them to apply their theoretical knowledge in practical contexts.

Collaboration with neighboring schools and community members is actively fostered by Dr. S. Radhakrishnan Teachers' Training College. The institution provides resources and facilities to these institutions, promoting social connectivity, trust, and networks between students and communities. Teaching Practice Lectures on various subjects, including local languages like Kortha, Nagpuri and others, Women's Day, energy conservation, waste management and rainwater harvesting, are organized to raise awareness among students about environmental and social issues. These lectures also instill a sense of responsibility towards their local environment.

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

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

C. Any 2 of the above

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

7.2 - Best Practices

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

The two best practices which institutes follows are:

1. Title of the Practice: Enriching Teaching, Learning, and Evaluation through ICT Integration

a.) Objectives of the Practice:

- Empower faculty through ICT training.
- Enhance teaching with digital content.
- Use ICT for dynamic evaluations.

b.) The Context: ICT integration fosters an interactive, participatory approach to education.

c.) The Practice:

- Faculty workshops on ICT.
- Use digital tools for teaching and personalized assessments.

d.) Evidence of Success: Improved engagement and learning outcomes.

e.) Problems Encountered and Resources Required: Faculty resistance, technical issues, and infrastructure needs.

f.) Conclusion:

ICT integration enhances teaching effectiveness and prepares for future educational demands.

2. Title of the Practice: Gender Sensitization and Empowerment of Women

a.) Objectives of the Practice:

- **Create a safe, respectful environment for both genders.**
- **Raise awareness on gender equality.**
- **Empower women for personal, professional, and social growth.**

b.) The Context:

With 70% women students, this practice promotes a gender-sensitive environment, fostering equality and empowering women.

c.) The Practice: Workshops and campaigns to sensitize students on gender issues.

d.) Conclusion:

The practice ensures a harmonious, empowering space for women to thrive academically, professionally, and socially.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

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

The College has provided tremendous thrust and priority to its Program of Diversity Inclusion and Integration – an area distinctive to the Vision of the College. The Vision of the

College is to educate, enable and empower young women. The college emphasize and give special attention on girls education. for that the college provides free of cost creche service to student as well as to all the college staff. To strengthen women empowerment the college also conducts self defense training program for girls as well as male trainees. The college also organizes various cultural programs, social service programs, awareness programs etc. initiate harmonious development and all round development.

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