SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

G.S. TEACHER'S TRAINING COLLEGE

AWDHARA, PAVERY, DHANARUA, PATNA
804451
www.gsttc.co.in

SSR SUBMITTED DATE: 17-02-2024

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

G.S. Teacher's Training College affiliated to Maulana Mazharul Haque Arabic and Persian University, Patna is located at rural location but easily accessible. College has connectivity with various public transports especially bus within 500 meters. It is a self-finance college governed by Usha Mahila Vikas Samiti (UMVS). G.S. Teacher's Training College has been a pioneer in co-ed's education.

The functioning of college is decentralized through various committees and cells. Representatives from the management, principals, faculty members, eminent personalities, staff members, students, and alumni are part of the committees and cells. Transparency in the working system is one of the best features of our institution.

The Statutory bodies of the College are the Governing Council, the Advisory Committees and the College development committee. These bodies along with the committee play an important role in framing policies and executing them. The Governing Council functions as the Executive Body of the college to take decisions and plan strategies which are appropriate for the development of the institution. Advisory committee and college development committee is responsible for scrutinizing the proposals with regard to the programmes of study, academic regulations, curriculum, syllabi and framing evaluation policies. The College office comprising of Administrative and Support Staff coordinates the administrative activities under the Office Superintendent in consultation with the Principal.

Codes of professional ethics guide all stakeholders of the college about its principles of integrity, accountability, inclusiveness, commitment and sustainability. All stakeholders work within the institutional policies and practices so as to satisfy the vision and mission of the college.

Under the supervision of principal, heads and committee members plan for organizing curricular and cocurricular activities.The college practices a well-structured system of mentoring to provide proper guidance to the students in not only choosing the right career path but also to help them to become confident and emotionally secure individuals.

The college has been imparting quality education as a means of empowering women so that they recognize and fulfill their roles and responsibilities as equal contributors towards nation building and making India a forerunner on the global map under the guidance of their teachers.

Vision

- **To be a leader in Educational services.**
- **To Provide a Unique learning Experience which will enable the students to realize their potential and mould their overall Personality.**
- **To make available equal opportunities and ensure support without prejudice based on gender, class, caste, religion and economic status.**
- **To cultivate a research attitude among teachers and students.**
- **To provide employment opportunity in various institutions.**

- **To ensure recognition as an international leader in holistic education to achieve global competency in corporate and social world.**
- **To go beyond the recognized frontiers of social equity and justice and provide pioneering leadership action in bringing together the illiterate and the ignorant towards education to transform human Population into a human resource.**
- **To create awareness among the student teachers about eco-friendly environment.**
- **To inculcate value system through the convention.**
- **To make available globally competitive education infrastructure compatible to the changing challenges of India's nation – building processes.**
- **To train the student teachers intellectually by proper mechanisms.**
- **To prepare them for self-development.**
- **To promote Patriotism and National Integration among the student teachers.**

Mission

"We are fully-committed to provide trained and committed teachers with multi-dimensional qualities and professional competencies in the field of Education."

The objectives of GSTTC are:

1. To provide new structures to programmes of teacher education and to provide to the country and even to the world at large new types of teachers who can find there home anywhere and everywhere and who have abilities - linguistics and professional, so as to serve the highest interests of the contemporary children who have new psychology and new demands to find and create new future.

2. To develop in particular, integrated courses of teacher education that can be pursued by students, combining subjects of humanities, sciences, arts, crafts and technology along with those related to philosophy and psychology of education and pedagogy.

3. To study and undertake research in the works of pioneering educationists of Bihar, India as also other parts of the world, who have underlined the need for holistic education so as to derive guidance for the same.

4. To establish and conduct institutions, centers and facilities for research in philosophy, psychology and sociology of education in the light of lessons of Indian pedagogy as also of the progressive researches in education that underline child-centered holistic education and methodologies appropriate to the promotion of freedom and discipline and skill oriented and value oriented education.

5. To evolve and implement new programs of teacher education.

6. To promote the indigenous tradition of teacher-student relationship (Guru-Shishya parampara) in various fields of humanities, arts, crafts, sciences, technologies and yoga (psychological and physical education).

7. To publish and disseminate results of advanced research relating to teachers' education for purposes of advancement of capacities to teach and learn among professional teachers as also among parents, social educators and social workers.

8. To promote national and international cooperation in teachers' education as also in the development of teaching-learning material through online programs, documentaries, musical and dramatic programs and films.

9. To undertake, conduct and promote any program that will enhance the highest aims of pedagogy and synthesis of knowledge-systems and internationalism.

10. To foster in the University highest purposes of education of the body, life and mind as also of the human spirit in its integrity.

11. To recover the lights from lessons of ancient wisdom in the context of modern development.

12. To establish facilities, programmes and activity of research, education, training and extension services that promote the highest aims of teacher education.

13. To introduce and nurture innovations in the education system so as to reflect India's spiritual knowledge, robust intellectuality and inexhaustible creativity.

14. To study and derive lessons from the ongoing experiments of education and to foster all the valuable innovative work and promote the same for larger expansion and utilization.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Value added courses on skill and personality development are in place.**
- **Efforts to enhance community skills add value to students' behavioural learning.**
- **College is situated in the Patna City, resulting in ease of public transportaion facility to the students.**
- **System of institutional quality assessment is in place.**
- **The college caters to the needs of disadvantaged groups of students by providing scholarship and fee concession.**
- **The college campus is enriched with Wi-Fi facility, well equipped laboratories and library for students.**
- **The College monitors the growth of disadvantaged students.**
- **It has excellent rapport with alumni and parents.**
- **Various counselling and awareness programme being run by college to aware the guardians.**
- **The college has mechanism in place for performance assessment and using the evaluation to improve teaching research and service of the staff.**
- **Pollution-free and plastic-free green ambiance.**
- **Well-equipped laboratory and ICT centre with internet connectivity. Various skill development courses are conducted.**
- **Highly dedicated and competent faculty members in the perspectives of education.**

- **Celebrations of various communal functions.**
- **Usha Mahila Vikas Samiti (UMVS)'s fees concession is available for Needy students.**
- **Easily Affordable Transport facility.**
- **Purified drinking water facility and hygienic restrooms on each floor.**
- **Celebrate all religious festivals to inculcate the feeling of togetherness and harmony.**
- **Academic dean plan for academic, curricular and co-curricular activities.**
- **Organizes numerous outreach and extension activities.**
- **Develops teaching competency through micro-teaching demonstration and practice.**
- **Achieves 100% results with University and District ranks.**
- **Focuses on the students' excellence in sports and cultural activities.**
- **Gives Orientation for competitive examinations - CTET, TET.**
- **Alumni Association supports student enrollment, curriculum delivery, student mentoring and Placement and Training Cell.**

Institutional Weakness

- **Lack of interest in research work.**
- **Lack of educational awareness among parents.**
- **Our district is badly effected by rural affects.**
- **Lack of ultra mechanism.**
- **Number of volumes and journals in the department library need to be increased.**
- **Soft skills and communication skills of students need to be improved.**

Institutional Opportunity

College Campus:

- **The College has a spacious campus & play ground with scope for further improvements in creation of infrastructure and other physical facilities.**

Reach:

- **The College is located the middle of the city that is quite convenient and accessible for the students from surrounding feeding areas, especially girls who were not allowed by the parents to travel to long distance colleges have got a good opportunity here to achieve their dreams and uplift careers.**

Institutional Challenge

- **Placement in best ICSE,CBSE schools**
- **Slow learners**
- **Weak communication skills**
- **Financial crises faced by number of students**
- **Interruption due to power cut issue**

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular aspect of G.S.Teacher's Training College is governed by Maulana Mazharul Haque Arabic and Persian University, Patna. College executes the curriculum provided by university very effectively. Our college remains in direct contact with BOS for any changes or improvement in curriculum. Planning of implementation of the curriculum is done in a transparent and effective manner in the institution through academic calendar, session plans and time table. The syllabus, pedagogy and infrastructure have been regularly upgraded to remain responsive to changing needs. Academic processes are streamlined with timetables, workloads and other administrative tasks prepared well in starting of new session. While planning curriculum implementation, focus is given on PLOs and CLOs of the program. Teachers and students are also oriented about them during teacher induction programmes and student orientation programme respectively.

Elective papers in the curriculum have always been retained to maintain flexibility and responsiveness to changing environments. The students are given choice to choose elective courses based on their aptitude, skill and aspiration. To develop skills and for professional enhancement of students, college has introduced many Value-Added Courses and Self Study Courses for the students. The curriculum is designed by university in such a manner that student can naturally learn the cross-cutting issues. Faculties also try to inculcate the national and international cross-cutting issues in the classroom. Seminars, Project work and Group Discussions have been organized on different topics to develop a constructivist approach. Experiential learning through internships projects and field trips is specifically facilitated.

The college engages its staff and students in several co-curricular activities and commemorative day celebrations, extension and outreach programmes etc. to enrich them with wide variety of co – curricular developments -Gender sensitization, awareness to environmental issues, shaping moral and ethical values, better career options and community orientation.

As a learning organization we focus on improving, so continuous process of obtaining feedback from different stakeholders is followed to make our students employable and a good citizen of the society. Feedback is analysed and reports of action taken on it are displayed on the college website. The college strives for the empowerment of women through quality education

Teaching-learning and Evaluation

The institution ensures access and support to students from all sections of society. Reservation policy is followed by the college during admission process.The college has a well-designed policy "Policy for classifying students into different learning levels and catering them according to different levels" for students. The institution assesses the different types of learners and their level of readiness for course with the help of Diagnostic and Learning Readiness Test, Talent Hunt and Class room interaction, last year marks after the admission. Academic support is provided to students according to their learning level assessed. Bilingual approach is used in teaching learning process to cater the needs of different students.'Bridge Courses' helps to fillup the gap between the new subject and old knowledge to meet the course learning outcome. The college has a "Mentoring Policy" to provide the students support on issues related to their strengths, weaknesses, prospective opportunities and challenges faced in relation to

curricular and co-curricular aspects.

The college has been upgrading its IT infrastructure regularly. Faculty members focus on developing econtent. Students are motivated to use ICT support for their learning, practice teaching, internship and co-curricular activities. Extension activities provide exposure to students about recent developments and are encouraged to think critically be innovative and creative in tasks assigned to them.

Different opportunities are provided to the students to develop competencies and skills related to school based practices, communication, construction of assessment tools and organizing events etc. Internship is planned very systematically in renowned schools of Bihar. Effective monitoring mechanism is in place during internship programme. The college has well qualified faculty involved in teaching-learning and research. Teachers are regularly updated with the teaching-learning and evaluative methods by organizing various workshops and in-house discussions.

Continuous Internal Evaluation is done in accordance with academic calendar maintaining transparency and fairness in evaluation. Assessment is incorporated into the learning process to achieve the PLO's and CLO's of the course.The institution has an effective Grievance cell for redressal of grievances. Performance of the student is evaluated to identify how much learning needs of the students assessed at entry level have been achieved.

Infrastructure and Learning Resources

The college has adequate infrastructure facilities and resources as per NCTE Norms. The college has built up area of 4010.35 sq. m, that consists of Multipurpose Hall, Classrooms, Sports Room , Staff Room, Girl's Common Room, Canteen, Library-Cum-Reading Room, Laboratories, Principal's Office, Administrative Office, Store Room, Hostel facility, Two separate lifts for faculty and students are also available. Curricular and Co-curricular activities are taken up in the multipurpose hall and MultiPurpose Play Field available in the college.

The library is well ventilated, Wi-Fi enabled and well equipped with all the facilities for students and faculty members and it consists of wide varieties of text books, reference books of various subjects, magazine and journals. Library is partially automated and possesses an Integrated Library Management System, ILMS: 'KOHA' which provides a user friendly interface for searching documents in the library and their issue status. SARAL is the platform chosen and subscribed for managing remote access of library.

To keep pace with the academic growth institution provides Wi-Fi facility for staff and students. The college makes great efforts to provide the latest technology to students, keeping them up to date with the world. ICT facility is available to students and staff for activities related to teaching-learning process. Over the years college upgrades its hardware, software and allied ICT facilities according to requirements.

The need for the purified water is pacified through the water coolers set up on each floor. Enough toilet blocks for female and male are available in the college. There is also a canteen in the college premises, providing hygienic breakfast, vegetarian lunch, coffee, tea, snacks and refreshments at nominal cost. Uninterrupted electricity supply is ensured in the campus with the help of Gen set and many inverters and UPS systems. Sports department have gymnasium for girls. The maintenance and renovation of the

learning resources and facilities in the college is funded by the management, and is done as and when required.

Student Support and Progression

G.S. Teacher's Training College puts efforts on capability building and skill enhancement of students by providing opportunities of career and personal counselling, development of academic skills, technical skills and organizational skills, e-content and online assessment of learning. College is committed to excellence in all spheres therefore various support facilities like vehicle parking, common room, recreational facility, first aid, transport facility, safe drinking water, canteen, hostel facility etc. are provided to students.

Grievance redressal cell, Internal compliance cell and Anti-ragging committees are constituted in the college for student grievances with transparent mechanisms. The Grievance Redressal Cell resolves their academic and administrative grievances both offline and online at the earliest. Students with financial constraints are offered scholarships and concessions. The institution facilitates welfare measures to support the deserving students with fee concessions.

GSTTC has democratically elected student council guided by faculty members which is primarily framed for having students' representation in various activities. Student welfare council provides support to the students wherever it is required.

Placement cell established in the college assists students in on and off campus placement. Various types of workshops are organized for students for preparing them for interviews. Students have been motivated for progress to higher education and support for qualifying competitive examinations by providing guidance to them. The progression of girl students towards higher education is increasing year by year.

Co-curricular activities are given the pride of place and are a vital part of the life of the students in GSTTC. The institution extensively focusses on various activities in different areas. Intra and inter college platforms are provided to the students to showcase a wide array of co-curricular activities.

The college has an active Alumni Association. Alumni participate actively in institutional functioning, work closely with the students and the college at large providing guidance and mentorship as well as financial assistance. The college aims at developing the all-round personality of students through student centric education by providing healthy environment and supportive resources for student progression and wellbeing.

Governance, Leadership and Management

The governance of the college is very democratic, transparent and decentralized. All stakeholders are encouraged to participate actively and voice their perspectives for effective decision making and policy formulation. The leadership strives to maintain an open and interactive environment to achieve mission of college. The college practices decentralization and participative management through different Committees.

College has a perspective plan and all academic and administrative activities are carried out in accordance with it. The functioning of the institutional bodies is effective and efficient which is clear from the organogram and cell structures. College Development Committee consists of eminent women entrepreneur, expert woman educationist, NGO Heads etc. Their expertise has benefitted a lot to the college in completing the perspective and strategic plans. They share their expertise and expectations to prepare the perspective plan and encourage deploying it successfully. Staff meetings are held periodically for the effective planning and implementation of teaching, learning and administrative programmes. Student Council meetings are also held at regular intervals to address student related issues. Transparency is maintained in faculty appointment procedure and service rules. The college has implemented e-governance in almost all areas of operation.

There are a number of welfare measures for the benefit of teaching and nonteaching staff. They are also provided with opportunity and financial help to attend professional development programmes. The college has organized various Faculty Development Programmes. Performance of the teaching and non teaching staff is assessed through the appraisal System. The college conducts regular internal and external audit and prepares annual budget.

The committee coordinates all the quality-related activities by developing an organized methodology of documentation and internal communication, enhancing and integrating the various activities of the college and ensuring the adoption and dissemination of good practices. committee gathers online feedback regarding the effectiveness of the teaching-leraning process. Various quality initiatives for improving the quality culture are taken by the Institute under the guidelines of committee.

Institutional Values and Best Practices

GSTTC has always pioneered in displaying the best institutional values and practices. Environmental consciousness has been an integrated component of the college activities .The institution is committed to sustainable development and protection of the environment. Its engagement to social and environmental issues is very evident. College is trying to nurture values about the emerging challenges and pressing issues. The institute has developed framework and energy guidelines adhering to national policy for energy conservation. The institute is conscious of its activities generating waste and ensures that all the waste is used & disposed responsibly. Solid, liquid and e-waste management system is working as per the norms.

The campus seeks to become a ZERO WASTE CAMPUS and strive toward it. The institute has been implementing number of national guidelines to conserve and manage water resources in the campus. Rainwater harvesting project to preserve ground water has been implemented. The institute promotes and aligns goals to national mission of Swatch Bharat which bring about change in behavioural and attitudinal aspect of habitants. The institute highlights and takes care of every basic parameter of maintenance of cleanliness like-personal hygiene, safe water, waste water disposal, solid waste disposal; food hygiene and environmental sanitation. Solar panel has been implemented in the college.

College is at advantageous location in every aspect and provides lush green locality to students. Institution has prescribed code of conduct for students, teachers, administrators and other staff members. Code of Conduct for students is mentioned on the website. Self defense workshop and scout and guide camp for students are the standing pillar of the college providing Himalaya Teacher's Training College, a stronghold among the students.

The college has maintained its distinctiveness with its vision and mission by instilling a sense of self worth and value for the planet Earth. Initiatives to educate students about the importance of environment conservation and develop a sense of their roles & responsibilities towards environment protection have been taken.

Research and Outreach Activities

G.S. Teacher's Training College is keenly involved in creating and promoting a research culture amongst the faculty and students. College in its institutional budget makes provision for research and development. GSTTC has designed the 'Research Policy' to promote the research, thus motivating the faculty members and students of the GSTTC to undertake the activities by adopting a policy of integration support. Seed money, study leaves, organizational support is provided to faculty engaged in research. G.S. Teacher's Training College aims at providing opportunities to students to come out with new ideas as trying Innovation increases student's chances to react to changes and discover new opportunities.

To facilitate more research, the Research Cell under committee initiative organised Conferences, Seminars and FDPs. The college has also organized National level workshops to enrich the research culture among teachers and students.

G.S.Teacher's Training College has been recognized for its innovative outreach activities. Focus on extension activities and outreach activities for students to sensitize them to work for social change in the field of education, awareness, empowerment of women, environment protection and other social issues for inclusive society is an indispensable part of curriculum. Internships and fieldtrips are encouraged to strengthen experiential learning. To meet the emerging academic and research needs, faculty enrichment programmes, seminars, symposiums, special lectures and workshops are regularly organized.

The college is upholding ambiance via establishing the MoUs, linkages and collaborations with Universities, Academic institutes, Education Colleges, Schools and NGOs for different types of activities, for on-the-job training and internships

These have helped in expanding the horizons of learning for students and faculty members.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	G.S. TEACHER'S TRAINING COLLEGE
Address	Awdhara, Pavery, Dhanarua, Patna
City	PATNA
State	Bihar
Pin	804451
Website	www.gsttc.co.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Ram Chandra Saw	0612-2355110	9798579349	-	gsinstituteofeducation@gmail.com
Professor	Shiv Kumar Sinha	0612-235510	9304713432	-	shivkumarsinha949@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Bihar	Maulana Mazharul Haque Arabic & Persian University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	[View Document](#)	02-05-2017	120	VALID TILL NEXT ORDER OF NCTE

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Awdhara, Pavery, Dhanarua, Patna	Rural	0.78	4010.35

2.2 ACADEMIC INFORMATION

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

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				0				15			
Recruited	1	0	0	1	0	0	0	0	14	0	0	14
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

	Non-Teaching Staff			
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				10
Recruited	7	3	0	10
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	15	0	0	15
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	2	1	0	3

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	121	0	0	0	121
	Female	79	0	0	0	79
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	1	3	3	5
	Female	5	3	2	0
	Others	0	0	0	0
ST	Male	1	0	1	0
	Female	0	1	0	0
	Others	0	0	0	0
OBC	Male	10	39	50	46
	Female	23	33	27	37
	Others	0	0	0	0
General	Male	1	11	10	2
	Female	7	10	6	8
	Others	0	0	0	0
Others	Male	0	0	0	1
	Female	0	0	1	1
	Others	0	0	0	0
Total		48	100	100	100

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	National Education Policy (NEP 2020) envisions an education system rooted in Indian ethos that contributes directly to transforming India that is Bharat, sustainably into an equitable and vibrant knowledge society. The Vision of National Education Policy, to provide high quality education to develop human resources in our nation as global citizens. In order to provide the holistic academic growth among students, Inter-disciplinary curriculum has been proposed by NEP which gives freedom to the student to choose their preferred options from the range of program .The NEP 2020 calls for structural changes, regulatory reforms, and introduction of holistic & multidisciplinary curriculum. Its biggest impact would be the change in the learning environment and the learning process for the students. The purpose of quality higher education is, therefore, more than the creation of greater opportunities for individual employment. It represents the key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation. In order to fulfill the Objectives of NEP, our college will draft a roadmap for incorporating the features of NEP 2020. A discussion among management, principals and head of departments to understood the draft and different aspects of NEP. Such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity. Himalaya Group Of Institutions organized an international conference on "Reflections on holistic, multi-disciplinary and futuristic aspects in higher education". To develop an understanding about the implementation of NEP in higher education. Already we are using different innovative methods and technique like Blended learning, team teaching, correlation, integration to provide multidisciplinary and interdisciplinary experiences to the would-be teachers. A guest lecture was organized on Education 4.0 to develop an understanding about fourth industrial revolution and about transforming the future of education using advanced technology and automation. During this pandemic we have organized different workshop for our students to provide them training about online teaching and learning. GSTTC is an affiliated college of MMHU University, Patna. As an when University

	prepares or provides a curriculum or guideline to implement the multidisciplinary / interdisciplinary structure of New Education Policy the MMHU will abide by it. This institution has already proposed and started creating enough infrastructure and planning to allow such facilities.
2. Academic bank of credits (ABC):	The Academic Bank of Credits (ABC) will be of great help to the students. . It will allow students to take courses as per their vocational, professional, or intellectual requirements. It will also allow them for suitable exit and re-entry points. This will enable students to select the best courses or combinations that suit their aptitude and quest for knowledge. The ABC can allow students to tailor their degrees or make specific modifications and specifications rather than undergoing the rigid, regularly prescribed degree or courses of a single university or autonomous college. We are a Local Chapter of NPTEL, SWAYAM. Our students are taking courses through online mode through National Schemes like SWAYAM, NPTEL etc. The Academic Bank of Credit concept is yet to be implemented by the affiliating university, were waiting for university guidelines to implement ABC For this purpose, the university has constituted a committee to prepare a path for effective integration of ABC in its academic programs.
3. Skill development:	The NEP 2020 envisioned for the holistic development of youth with emphasis on raising Gross Enrolment Ratio (GER) but also on skill development as the main factor to make mission 'Self Reliant India' possible, there is revived approach towards running vocational courses to be offered by higher education institutes. for promoting vocational education in continuation to its initiatives for introducing community colleges and B.Voc.Programmes realizing the importance and the necessity for developing skills among students, and creating work ready manpower on large scale. To understand Vocational education we had conducted a virtual discussion session among all faculty members on vocationalization of education as per NEP 2020. We are exploring the vocational courses useful for the local need; 'Vocal for Local' to explore the vocational courses useful for the local and course need.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Indian Knowledge system will include knowledge from ancient India to modern India and clear sense of India's future aspiration with regard to education, health and environment. GSTTC celebrates Hindi Diwas to encourage Hindi learners and understand the cultural values permeated by the literary works in Hindi Further, Indian Ethos and professional Ethics , Indian culture and heritage in curriculum of B.Ed. ,teaches cultural values in Indian tradition so a would be teacher imbibe value orientation. Through Drama and art in education we provide them exposure toward Indian culture. The college is planning to host events, lecture series and performances open to the larger community to promote Indian Knowledge Systems, languages, culture and values.
5. Focus on Outcome based education (OBE):	GSTTC has adopted Outcome Based Education (OBE) for B.Ed. programme. Learning Outcomes have been appropriately defined at Programme&course level (PLOs/CLOs), and appropriate learning experiences are designed and delivered to facilitate attainment of the stated learning outcomes. Outcomes are assessed and attainment analytics are used to improve the academic quality. B.Ed. course is designed with outcome centered on cognitive abilities namely Remembering, Understanding, Applying, Analysing, Evaluating and Creating.
6. Distance education/online education:	The National Education Policy 2020 envisions a complete overhauling of the higher education system to overcome constraints that prevent equity, inclusion and diversity. The policy propagates that HEIs that fulfill stipulated criteria should offer ODL and online programmes so as to reach out to geographically and socio- economically disadvantaged groups. Due to Covid -19 pandemic, educational institutions in the country has increasingly involved in using the digital platforms for engaging classes, conducting conferences and meetings. Due to Covid -19 pandemic, educational institutions in the country has increasingly involved in using the digital platforms for engaging classes, conducting conferences and meetings. This can be considered as the new normal, which is envisaged in New Education Policy as well. Institute has successfully imparted its course content delivery in online mode during the Pandemic (COVID-19) and also conducted online examinations successfully by using our own team. GSTTC is a

	Local Chapter of NPTEL/SWAYAM Courses and providing opportunity to the teachers and students to learn online to enhance their knowledge and professional skills. For increase in focus on the skill improvement and competency development of the students, it is essential that an identified set of skills and values will be incorporated into higher education.

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	48	51

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100

File Description	Document
Letter from the authority (NCTE / University / R	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50

File Description	Document
Institutional data in prescribed format	[View Document](#)
Central / State Govt. reservation policy for adm	[View Document](#)

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	48	51	
File Description			Document	
List of final year students with seal and signat			**View Document**	
Institutional data in prescribed format			**View Document**	

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
94	95	45	50	
File Description			Document	
Institutional data in prescribed format			**View Document**	
Consolidated result sheet of graduating students			**View Document**	

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	48	51
File Description			Document	
Institutional data in prescribed format			**View Document**	
Enrollment details submitted to the state / univ			**View Document**	

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	16

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of the appointment orders issued to the tea	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	16
File Description		Document		
University letter with respect to sanction of p		[View Document](#)		

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
39.07	35.03	23.66	14.77	4.69
File Description		Document		
Audited Income Expenditure statement year wise d		[View Document](#)		

3.2

Number of Computers in the institution for academic purposes..

Response: 23

File Description	Document
Invoice bills of purchase of computers	[View Document](#)
Copy of recent stock registers	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

The College is only an affiliated college to Maulana Mazharul Haque Arabic & Persian University Patna and so we don't have any role in revising the curriculum. We may inform if any practice of discussion in the staff meetings about the curriculam based on the feed back of the students about their difficulties in understanding the subject or answering the questions. The college may write to the University about the difficulties experienced by the students and the faculty opinion on the curriculam. But there should be evidence for it in the form of minutes of the staff meetings and also copies of the letters to the University should be enclosed.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	[View Document](#)
Plan developed for the last completed academic year	[View Document](#)
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	[View Document](#)

1.1.2

At the institution level, the curriculum planning and adoption are a collaborative effort;

Indicate the persons involved in the curriculum planning process during the last completed academic year

1. **Faculty of the institution**

2. **Head/Principal of the institution**

3. **Schools including Practice teaching schools**

4. **Employers**

5. **Experts**

6. **Students**

7. **Alumni**

Response: A. Any 5 or more of the above

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

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response: 90

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	9	10	10	9

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	10	10	10

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

1.2.2

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

Response: 10

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	10	10	10

File Description	Document
Data as per Data Template	[View Document](#)
Brochure and course content along with CLOs of value-added courses	[View Document](#)

1.2.3

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

Response: 62.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	48

File Description	Document
Upload any additional information	[View Document](#)
List of the students enrolled in the value-added course as defined in 1.2.2	[View Document](#)

1.2.4

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

1. **Provision in the Time Table**
2. **Facilities in the Library**
3. **Computer lab facilities**

4.Academic Advice/Guidance

Response: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	[View Document](#)
Document showing teachers' mentoring and assistance to students to avail of self-study courses	[View Document](#)
Data as per Data Template	[View Document](#)

1.2.5

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

- **A FUNDAMENTAL OR COHERENT UNDERSTANDING OF THE FIELD OF TEACHER EDUCATION**

To give understanding about the field of teacher education, number of efforts are made by the institution like, Induction/Orientation programme is conducted for the newly admitted students in which they are made aware about the PLOs of B.Ed program, the syllabus is introduced to the students which include the theory courses along their pedagogy courses and all the practical aspects which are covered in the two year course of teacher Education this all is oriented to them by the Principal of the Institute. In the same direction numbers of Expert talks are arranged for the students and the resource persons are invited from the field of teacher Education like Principals of different schools, members of different eminent organizations, who make the students aware about the field of teacher education by talking on different topics related to teaching profession.

- **PROCEDURAL KNOWLEDGE THAT CREATES TEACHERS FOR DIFFERENT LEVELS OF SCHOOL EDUCATION SKILLS THAT ARE SPECIFIC TO ONE'S CHOSEN SPECIALIZATION**

The curriculum followed by the institute which is affiliated to Aryabhatta Knowledge University,Patna helps students gain systematic knowledge and develop different skills through the courses like, Skill development Programme which include Micro teaching skills like Skill of Set Induction, Skill of Questioning, Skill of Illustration with Example, Skill of Blackboard Writing, Skill of Stimulus Variation and Reinforcement and Integration lessons. The two pedagogy courses which are chosen by the students, provide opportunities to develop the skill of creating Teaching Learning Materials in the subjects chosen, preparing activity based lesson plans, organizing exhibitions ,etc,. Through the course of Teaching learning competencies students learn skills of promoting interactions,

conducting group discussion/group problem solving, providing scope for self expression and thinking, promoting self learning, facilitating understanding. Proper execution is done of all the activities involved in these courses which help in the holistic development of our student teachers. This procedure is followed systematically every year.

- **CAPABILITY TO EXTRAPOLATE FROM WHAT ONE HAS LEARNT AND APPLY ACQUIRED COMPETENCIES**

The Curriculum aspects of courses at the Institute are governed by Aryabhatta Knowledge University which provide opportunities of application based learning to student teachers. Through different courses like Teaching Learning competencies which include Reading and Reflecting on text, this enables studentteachers to enhance their capabilities as readers and writers by becoming participants of reading and they apply these acquired competencies in actual classrooms. Another course is a part of the curriculum which is very essential in today's scenario is learning to use Computers, this course provides opportunity to student-teachers to learn & prepare Multimedia Presentations which is an essential requirement of their professional life. The students make assignments on preparing BluePrint & constructing achievement tests.

- **SKILLS/COMPETENCIES SUCH AS: EMOTIONAL INTELLIGENCE, CRITICAL THINKING, NEGOTIATION AND COMMUNICATION SKILLS, COLLABORATION WITH OTHERS, ETC.**

The institute emphasizes strongly on developing different skills among the students.The transaction of various courses at the institute has a strong focus on developing skills and competencies among the students. For developing Emotional Intelligence the Course on Understanding the self focuses on aspects of development of the inner self, revisiting one's childhood experiences – influences, limitations and potentials – while empathizing with one's childhood and also the childhood experiences of one's peers. Research Projects are done by the students where students work on solving problems and develop their critical thinking; the opportunity of reviewing an educational website and reflection on OER is also done by students to develop their critical thinking. Communication skills are developed through the course Drama and Art in Education. Number of opportunities are given to students to establish collaboration with others by doing surveys which are a part of different courses and organization of exhibitions with peers

File Description	Document
Photographs indicating the participation of students, if any	[View Document](#)
List of activities conducted in support of the above	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)

1.3.2

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

Response:

The College aims at making efficient teachers who not only possess teaching skills and competencies but are also aware of the School system in which they have to work. In this streamline the students are made aware about the development of the School system in India through briefing them about the various Commissions,Policies Or Acts. They were made aware about the popular Boards in India like CBSE, ICSE, State

Boards, IB, Bihar Board. Students were also acquainted with the knowledge of different State Boards of India which are total 52 in number. After briefing the students regarding all these important aspects of diversity in school education in India, they are assigned different group activities so that they can do team work and search upon these aspects in more detail.

In this regard a departmental meeting is organized for planning activities and assigning activities to the students. For this purpose students are divided in groups randomly according to their registration numbers and a total of four activities were planned: a Project,Seminar,Group Discussion and a Multimedia Presentation through which the task was accomplished successfully.

The Topics framed in this line were:

1.Project on Development of the School System in India after Independence.

2.Seminar on Diversities in Various Boards of School Education in India with respect to Functioning,Norms Standards,Assessment System.

3. Group Discussion on State-wise Variations in School System in India.

4. Multimedia Presentation on 'An International and Comparative Perspective of the School System in India'.

The following topics were randomly distributed in groups. The allotted faculties gave guidance to the students about all what was expected from the students. As and when required by the students guidance was provided to them. On completion of the activities students became familiar with the diversities in the School System in Indian as well as in an international and comparative perspective.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

1.3.3

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

Response:

The College aims at making efficient teachers who not only possess teaching skills and competencies but are also aware of the School system in which they have to work. In this streamline the students are made aware about the development of the School system in India through briefing them about the various Commissions,Policies Or Acts. They were made aware about the popular Boards in India like CBSE, ICSE, State Boards, IB, Bihar Board. Students were also acquainted with the knowledge of different State Boards of India which are total 52 in number. After briefing the students regarding all these important aspects of diversity in school education in India, they are assigned different group activities so that they can do team work and search upon these aspects in more detail. In this regard a departmental meeting is organized for planning activities and assigning activities to the students. For this purpose students are divided in groups randomly according to their registration numbers and a total of four activities were planned: a Project,Seminar,Group Discussion and a Multimedia Presentation through which the task was accomplished successfully.

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1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	[View Document](#)

1.4.2

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

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

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 79.8

File Description	Document
Document relating to Sanction of intake from University	[View Document](#)
Data as per Data Template	[View Document](#)
Approved admission list year-wise/ program-wise	[View Document](#)
Approval letter of NCTE for intake for all programs	[View Document](#)

2.1.2

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

Response: 132.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
88	83	79	40	42

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

2.1.3

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

Response: 0.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	0	0	0

File Description	Document
List of students enrolled from EWS and Divyangjan	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of EWS and Divyangjan	[View Document](#)

2.2 Honoring Student Diversity

2.2.1

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

Response:

Details of Assessment process to identify learning readiness and learning needs acc to diversity that exist among students

The college takes every measure possible to understand the needs and requirements of the students before the commencement of the program. Students are counselled at the time of admission and an Orientation program is organized in which students are familiarized with the course, mode of internal assessment as well as facilities available in college. Teachers before beginning their courses informally get the pulse of the students in the class, their knowledge about the course and their comfort level with medium of instruction. Students with diversity are identified through 'Diagnostic and Learning Readiness Test', Previous year marks,

Classroom Participation and 'Talent Hunt' conducted at entry level and are nurtured according to their needs. The entire teaching and non-teaching faculty are sensitive to the diversity. They are provided an appropriate learning environment based on the needs of the students. Their academic needs are assessed and Department makes sure that they provide the required support to the student, be it technological or verbal, to ensure better learning.

Academic Support

Students are informed about their level of learning and support is provided to them accordingly. GSTTC is focused to provide every type of possible academic support to the students. Some of them includes Guest Lectures, Workshops/Seminars, Group Discussions, OER, Bridge Courses, Remedial classes, Supervised study sessions, Contact with external agencies etc. A well-stocked library and computer resource center provide all students access to books, journals and e resources. Academic Support is provided to different types of learners in different ways as discussed below:

For Slow learners-To cater the needs of slow learners, special remedial classes are organized by teachers. With the increase in number of students from Hindi medium schools, the medium of instruction is now bilingual. Remedial classes for English and Hindi both are also organized for the benefit of students.

For Moderate Learners-Well framed Time table which includes all type of activities and classes is top most priority. Peer tutoring is emphasized so that all types of learners can be benefitted. Guest lectures are also arranged for them.

For Advance Learner-Advanced learners are encouraged and facilitated to read beyond the requirements of the syllabus. They are provided with the open educational resources to read in detail. They are provided with the opportunities to participate in different types of events that are arranged for them by contacting external agencies like McMillian project and Odyssey Of Mind to showcase their talent in best possible way. Different types of Seminars and Workshops are also arranged for them.

File Description	Document
The documents showing the performance of students at the entry level	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)

2.2.2

Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

6. **Assistive Devices and Adaptive Structures (for the differently abled)**

7. **Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	[View Document](#)
Relevant documents highlighting the activities to address the student diversities	[View Document](#)
Photographs with caption and date, if any	[View Document](#)
Data as per Data Template	[View Document](#)

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	[View Document](#)
Relevant documents highlighting the activities to address the differential student needs	[View Document](#)
Photographs with caption and date	[View Document](#)
Any other relevant information	[View Document](#)

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 4

2.2.4.1 **Number of mentors in the Institution**

Response: 25

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

2.3 Teaching- Learning Process

2.3.1

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

Response:

G.S. Teacher's Training College has designed a mechanized system for utmost learning for which the teacher educators extensively employ interactive and participatory approach in the transaction of their teachings for enhancing students' learning. The focus is on adopting multiple modes like experiential learning, participative learning, problem solving methodologies, brainstorming, focused group discussion, online mode through involving different activities and the college has also made policy upon multiple modes of learning.

Experiential Learning

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

Students are taken for Field Visits to different places like NCERT, National Science Center, Mother Dairy, Book Fairs, etc., so that they can gain first hand experiences. Teachers conduct Mock Interviews with the students to prepare them for their placement sessions and instill skills related to facing an interview. Students are also assigned tasks to be conducted in the field for experiential learning like spreading digital awareness among people, creating book clubs etc.

Participative Learning

To ensure student centered learning, the institution organizes different guest lectures and workshops and also encourages students to organize class seminars, making teaching learning materials, organizing Exhibitions, participation in programmes both intra and inter college competitions etc to develop participative learning among all the future teachers.

Problem solving Methodologies:

To develop problem solving abilities of the students, opportunities and proper guidance is given to the students to conduct research and case study as a part of their curriculum. Through this the students learn new knowledge by working on different problems. Here students get opportunities to observe, understand, analyze, interpret and find solutions to the problems.

Brainstorming:

Different individual and group activities like essay writing, poetry writing, and elocutions, writing scripts for Nukkad Natak are conducted with the students to express their thoughts and motivate them to generate ideas of

their own. This practice is also adopted by teachers in the classroom teaching and also in pedagogy subjects so that teach trainees also learn how to use this as a method in their teaching.

Focused group discussion

Teacher educators teach through a lecture cum discussion method in class so that students can enhance their learning by contributing their thoughts and knowledge in the class. In the discussion sessions students are the active members of the class environment and they are monitored by the teacher facilitating an aura of a healthy discussion.

Online mode

Conducting online classes through Zoom, Google Meet, Use of different tools like Blog writing, Use of WhatsApp groups, sharing of e-resources with students, sharing different links with students all these efforts are made by teachers to enhance learning of the students. Opportunities for conducting online surveys are provided to students. Various online assessment tools like google forms, Kahoot etc are also taught to the students which can be used by them further.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	[View Document](#)

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	16

File Description	Document
Data as per Data Template	[View Document](#)

2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 100

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

Response: 100

File Description	Document
Data as per Data Template	[View Document](#)

2.3.4

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

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

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	[View Document](#)
Geo-tagged photographs wherever applicable	[View Document](#)
Data as per Data Template	[View Document](#)

2.3.5

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

Response:

GSTTC has provision for continual mentoring for the students studying in the institution. For this the college has established a Mentor Mentee committee in which the student and the teachers work together for providing continual support to students for developing their academic and professional abilities. In this regard efforts are made by the mentors in different aspects:

WORKING IN TEAMS

As team work leads to attainment of growth and success. Thus, efforts are made by the mentors to develop student's capabilities of working in teams. Guidance is provided to students like:

Developing students' listening and speaking skills.

Having positive attitude towards things

Focusing on strength of team members

Show gratitude

Accept and Appreciate differences

Sharing Responsibilities with colleagues

It is expected practicing all this in professional life will lead to effective team work by the students.

DEALING WITH STUDENT DIVERSITY

Being future teachers it is very important for students at G.S. Teacher's Training College that they should know how to deal with student diversity in actual classroom environment. Thus Mentors suggest different ways to deal with student diversity:

Divide students into slow ,moderate and fast learners

Provide remedial classes to weak students

Provide additional support to moderate learners

Provide enriching material to fast learners

Engage students in Collaborative task

CONDUCT OF SELF WITH COLLEAGUES AND AUTHORITIES

As it is essential to have a decent relationship with colleagues and authorities at work place, mentor guide the would be teachers for the same:

Respect people

Find a way to get along with everyone at workplace

Practice good etiquettes while communicating with colleagues and authorities

Practice good etiquettes related to personal hygiene

Be kind to colleagues

BALANCING HOME AND WORK STRESS

Being in any profession brings lots of responsibilities along with it. After completing B.Ed. programme the student's enter schools and it brings lots of challenges to adjust home with work. Lots of stress of maintaining balance between the two is a common issue. Thus the students' does not suffer with any of such stress. Mentors at GSTTC work for the welfare of students by guiding them for the same.

Prioritize your time

Set manageable goals each day

Be realistic at home and work place

Practice meditation and yoga

Be efficient with your time

KEEPING ONESELF ABREAST WITH RECENT DEVELOPMENTS IN EDUCATION AND LIFE

Keeping oneself updated with recent developments in education and life is very important for intellectual development. Thus mentors GSTTC motivates students to:

Read Educational journals, magazines, blogs etc.

Search for websites which provide more specific topic oriented articles

Follow the news in the world

Attend different Seminars and Conferences

Guiding students for use of computers

Thus, Mentors at GSTTC maintain a cordial relationship with the Mentees and are always inclined to help in developing the professional capabilities of their students.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

2.3.6

Institution provides exposure to students about recent developments in the field of education through

1.   Special lectures by experts

2.   'Book reading' & discussion on it

3.   Discussion on recent policies & regulations

4.   Teacher presented seminars for benefit of teachers & students

5.   Use of media for various aspects of education

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

Response: A. Any 5 or more of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View Document
Data as per Data Template	View Document

2.3.7

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

Response:

The teaching learning process at G.S. Teacher's Training College focuses on nurturing creativity, innovativeness, intellectual and thinking skills, and empathy and life skills among students. Teaching pedagogies have been modified over time to facilitate holistic development of students. Different tasks are assigned to students on a continuous basis and teachers encourage students to think divergently.

CREATIVITY

Creativity is a phenomenon whereby something new is formed; it involves transforming the ideas and imagination of students. In this direction students are given opportunity to enhance their creativity:

Case 1:

Students create teaching learning materials related to their teaching methods under the guidance of their respective teachers. The different forms of TLMs prepared by students are charts, models, working models, flash cards, posters, PowerPoint presentations to enhance their teaching abilities. Here the student and teachers work together in selection of the appropriate TLM's on different topics, and students prepare the same using their creative ideas.

Case 2:

The pedagogy courses offered in B.Ed. involve the development of creative and innovative lesson plans. Teachers make the students aware about the

different Models of Teaching and supervise them in preparing the lesson plans and motivate them to use their creativity.

Students get the opportunity to plan and implement lessons to promote their creative thinking. In these students make use of different Teaching Models like Concept Attainment Model, Inductive Thinking, Advance organizer, Brainstorming, role plays, dramatization, etc.

INNOVATIVENESS

Innovation in Education encourages teachers and students to explore research and use the resources to uncover something new. Thus for encouraging innovative thinking in students of our college efforts are made by teachers and students in different ways.

Case 1

Students at G.S. Teacher's Training College to boost their innovativeness get opportunities to celebrate important days like Human Right Day, Women Day, International Tobacco Day, Bio Diversity Day, International Earth Day, International Monument Day, Bag Day, Nurse Day etc, here the teachers and students come together to innovate something and present it before people through the means of Social Media to create awareness in people.

Case 2

Teachers encourage students to involve themselves in doing research projects which leads to innovative ideas by students. Here the teacher gives detailed orientation about the purpose, meaning and procedure of research. The research project can be done in the form of a survey or experiment. Students are expected to work on different problems like Handwriting Problems, Homework, Attendance, Reading and writing, Communication problems, Disciplinary problems, Disinterest etc, Thus, the students under the guidance of teachers work on different problems existing in the field of education and through their research work they come up with innovative solutions for the same.

INTELLECTUAL AND THINKING SKILLS

In this era flexible thinking and intellectual skills help to process, analyze and combine all sources of information to select the most suitable solution and ability to modify the same if necessary. Educators at Himalaya Teacher's Training College make efforts in this direction of developing these skills through different tasks.

Case 1

Through the practical course of Drama & Art in Education students at Himalaya Teacher's Training College get the opportunity to think intellectually and create scripts for dramatization, and prepare scripts for street play/skits. Here the teacher educators give orientation to the students regarding script writing and then the students select any theme like social/educational problems. The group coordinates and performs in front of the class and prepares reports. In this way the students utilize and develop their intellectual and thinking skills.

Case 2

To enhance the intellectual skills of student's teachers at GSTTC focus on making the students learn the concept of designing Concept Maps. Here the teachers make the students aware about the different types of concept maps by providing examples from different subjects. After having an orientation on this the students were motivated to participate in Inter Institute Competition on designing a Concept Map and its uses in teaching learning at G.S. Teacher's Training College, where our students begged first prize in English and Social Science subject.

EMPATHY

Empathy involves experiencing another person's point of view, rather than just one's own. Empathy helps us cooperate with others, build friendships, make moral decisions, and intervene when we see others in trouble.

Case 1

The Practical course of "Understanding the Self" in the B.Ed. courses at GSTTC provide teachers an opportunity to develop sensibilities,

disposition, and skills that will later help them in the personal growth of their own students while they teach. The activities involved like understanding themselves in relation to their students and classroom situations, studying the issues of adolescence, studying case studies of different children who are raised in different circumstances. All these activities are done by the student teachers under the guidance of teacher educators to develop the sense of empathy.

Case 2

The curricular activities at GSTTC provide an opportunity to visit any government/non government organization working for women empowerment /issues related to women, students are required to make a report after observing the culture of the organization that develops a sense of Empathy.

LIFE SKILLS

Life skills is a term used to describe a set of basic skills acquired through learning and/or direct life experience that enable individuals and groups to effectively handle issues and problems commonly encountered in daily life.

Case 1

G.S. Teacher's Training College in association with Heartfulness Institute organized a Workshop on Stress Management. The workshop focused on relaxation techniques and made the students learn how a sound mind helps to deal with our stress at our home and workplace. Dealing with stress in daily life is a very important life skill and teachers equally help students by mentoring for the same.

Case 2

Learning to protect our own bodies, creating strong personal boundaries, self defense and personal safety is something that's absolutely necessary in today's world. In the same reference G.S. Teacher's Training College Organized a workshop on Self Defense by Agragami India, with Mr. Budhdeo Prasad and Mr. Mukesh Kumar Singh, a Self Defense Instructor

and Security advisor.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

2.4 Competency and Skill Development

2.4.1

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

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

Response: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.2

Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

File Description	Document
Documentary evidence in support of each selected activity	[View Document](#)
Data as per Data Template	[View Document](#)
Attendance sheets of the workshops/activities with seal and signature of the Principal	[View Document](#)

2.4.3

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

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

Response: A. All of the above

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

2.4.4

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

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

Response: A. All of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	[View Document](#)
Documents showing the different activities for evolving indicated assessment tools	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

1. **Preparation of lesson plans**

2. **Developing assessment tools for both online and offline learning**

3. **Effective use of social media/learning apps/adaptive devices for learning**

4. **Identifying and selecting/ developing online learning resources**

5. **Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.6

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

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

Response: A. All of the above

File Description	Document
Report of the events organized	[View Document](#)
Photographs with caption and date wherever possible	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

1.Selection/Identification of schools for internship: Participative/on request:

It is is done by keeping in view the following parameters and on request to the schools:

Subjects of the students are kept in mind while selecting the schools and it is well-oriented & guided to both schools and students.

Accessibility of the schools for students is another focused parameter, for which choices from the students are taken.

The student's medium of instruction (Hindi/ English) are considered too before assigning practice teaching school.

Well renowned schools of Patna are selected that provide a boost in the pupil teacher's capacities, skills & capabilities.

1.Orientation to school principal/teacher's:

GSTTC Principal and Head of Department make one-to-one conversations (oral and/or email) with the school Principal and teachers, and inform them about the activities that are needed to be performed by the internees.

The list of activities are shared with the school principal through email.

1.Orientation to students going for an internship:

Following methods are used for orientation of the students towards internship:

Students are informed about the school's requirements and do's &don't within the school.

Guidelines are given to students for their apt behaviour with school authority, students, parents and dress-codes as a part of their teaching practice.

Students are informed about various school curricular and co-curricular activities that they have to perform during internship, and the necessary resources like teaching aids etc. to conduct these activities.

1.Defining role of teachers of the institution:

The college defines roles of teachers in the following manner:

On the first day of the internship in the school, pupil teachers are oriented by the school coordinator and college teacher.

Teachers provide valuable exposure on the internship by ensuring regular checks by visiting the school.

Student's doubts are discussed with the school and a smooth flow is ensured by the teachers.

1.Streamlining mode/s of assessment of student's performance:

The training program formally assessed for each of the intern throughout the internship in the following ways:

Regular visits are done by different teachers to the schools for the observation and checking of the lesson plans.

Peer observation is another part of assessment whereby the peers will assess and look after their co-teachers and suggest them for improvement.

Internees record their scheduled activities in the "Engagement with field" (EWF) file and it is properly checked by the college faculty with suitable remarks.

1.Exposure to variety of school set-ups:

Efforts are made to provide the most diversified and finest mode of learning to students by providing them a changed and new school environment every time they go for an internship.

GSTTC tries to provide both government and private schools to students.

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

2.4.9

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

Response: 12.5

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

Response: 8

File Description	Document
Plan of teacher engagement in school internship	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.10

Nature of internee engagement during internship consists of

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

Response: A. Any 8 or more of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

INSTITUTION ADOPTS EFFECTIVE MONITORING MECHANISMS DURING INTERNSHIP PROGRAMMES

G.S. Teacher's Training College conducts a rigorous Internship Programme for TeacherTrainees as prescribed in the syllabus given by the affiliating body, MMHU University, Patna. We at GSTTC follow a well-organized and well planned schedule for Internship. Student-teachers are trained under able guidance of faculty members and are prepared for the field in all aspects. Trainees are given ample demonstrations for each micro-teaching skill by the faculty members assigned for each subject and each skill. After demonstrations student-trainees are provided opportunities for simulations to practice each skill developed so that skill can be mastered before the actual internship in the reputed schools of proximity.

List of schools is pre-decided by the Coordinator and are informed well in advance about the advent of the internship programme. Students are allotted the schools in heterogeneous groups. Students are allotted the schools well in time before the Internship programme commences so that they can get familiar with the route and there is no challenge faced on the first day. The students are oriented for the Internship programme including details of contacts of incharge, GPS location of the school, nearby metro-station/ bus stands etc. The school principals are requested for an orientation on the first day of internship.

The College adopts a rigorous and well planned mechanism to carry out the monitoring and assessment of students in the schools during the Internship programme. Each teacher educator is assigned a school for monitoring and evaluation purposes on a rotation basis. Teacher-educators also maintain a proper record of each observation and remarks given.

ROLE OF TEACHER-EDUCATOR

The role of teacher educator is:

1.To maintain and ensure regularity and punctuality of teacher-trainees during the Internship.

2.Teacher Educators also ensure the optimal learning exposures to trainees during their Internship Programme.

3.They also look after the problems faced by the students in the schools and provide viable solutions at her level.

4.Teacher-educator assigned, assesses the students for their observation skills and their participation in school activities.

5.Suitable feedback is provided to the trainees for improvement in performance.

ROLE OF SCHOOL PRINCIPAL

The role of school principal is:

1.To look after the proper allocation of classes to the Interns.

2.To orient the Interns about the functioning of school system and role of a teacher

3.To provide time-to-time guidance to Interns for their performance.

4.To report to Teacher-educator about the observations made for improvement

ROLE OF SCHOOL TEACHERS

The role of school teachers are:

1.To provide a comfortable environment to the Interns welcoming them in the system to work with them and learn.

2.To provide them guidance in conducting the classes

3.To provide regular remarks on the lesson planning and its execution by the Interns in the class.

4.To provide feedback of interns to the teacher-educator.

ROLE OF PEERS

1.To sit and observe peers throughout class duration.

2.To monitor peers for better performance.

3.Discussion upon presentation is done among peers for improvement.

4.To reflect upon observation and improving oneself.

2.4.12

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

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

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

Response: B. Any 4 of the above

2.4.13

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

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

Response: B. Any 4 of the above

2.5 Teacher Profile and Quality

2.5.1

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

Response: 100

File Description	Document
Data as per Data Template	[View Document](#)

2.5.2

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

Response: 6.25

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

Response: 1

File Description	Document
Data as per Data Template	[View Document](#)

2.5.3

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

Response: 4.56

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

Response: 73

File Description	Document
Copy of the appointment letters of the fulltime teachers	[View Document](#)
Any other relevant information	[View Document](#)

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Teachers at GSTTC put efforts to keep themselves updated professionally. Various in-house discussions are done in the institution. In these types of discussions all the faculty members take participation actively. Topics for discussion are selected among latest development in education and issues in education. Different policies and regulations are issued by the government and in the same reference teachers at Himalaya Teacher's

Training College aims at discussing them with each other to keep them updated. The purpose of in-house discussions on current developments and issues in education.

To make themselves aware about recent changes and development in education system.

To create awareness regarding issues of policies and regulations.

To strengthen the base of students according to change in system.

To get ready for changes in education system.

To provide solution of queries related to different issues and challenges of the education system

To make the teachers aware about the changes going in the education system, teachers at HTTC conduct discussion sessions on recent policies and regulations which are issued by the government at regular intervals. Thus, efforts are made in this direction to remain updated with the scenario. The different policies which have been discussed in past are Right to Education Act, Technology in Education, Gender issues in Education, Draft of NPE etc.

Through the discussions on recent policies among teachers they felt more confident as they are aware about the educational issues and policies. The queries of the teachers are solved related to different policies; it increases teacher's interest to know more about the recent trends in education.

Teachers at GSTTC also share information with other teachers about policies and regulations on regular basis. Information is also shared with other institutions during exchange programs regarding changes in education system. Terms of discussion of policies and regulations have been mentioned in the MoU's. Efforts have been done by all institutions to increase discussion on education system.

2.6 Evaluation Process

2.6.1

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

Response:

G.S. Teacher's Training College runs through a well placed mechanism and adopts those rules, regulations and policies which further contribute to Continuous and Comprehensive evaluation of students throughout the session. GSTTC has adopted the following measures to maintain the quality of Internal Assessment

1.Students' attendance is reviewed periodically and the students, reporting shortfalls, are informed.

2.Under the formative approaches teachers generally assign marks or grades to the students on their assignments, files, co-curricular activities and their regularity in the classroom is being monitored.

3.The records of the students are maintained by the faculty and they are

4.assessed on the basis of their performance in curricular as well as co

5.curricular areas.

6.Internal assessment is done for all students as per the university criteria.

7.Cumulative records of students' participation in various activities is maintained.

8.The faculty is personally involved to help the students to prepare the assignments. Corrections and modifications are constantly done.

A variety of measures are adopted to ensure rigor of the internal assessment -

1.Internal Exams-Internal examinations are held at the end of each Semester.The college keeps a close watch on the regular and timely conduct of Internal Examination.GSTTC views the Internal Examination process as a viable force to generate the best learning outcomes. That's why no delay has been experienced in adhering to the declaration of examination results .The answer sheets are shown to the students and

adequate verbal or written feedbacks are provided bilingually.

2.Class test-The College faculty evaluates the presentations made by the students as part of the Internal evaluation process.Continuous evaluation is done through testing of skills developed.The written/oral test is taken by the faculty after the completion of each unit.

3.Assignments,Presentations and Activities-Teachers are given free hand to design their own evaluation methods in this category, whereby students are encouraged to participate in interactive sessions, group discussions, powerpoint presentations, projects and assignments.

Students are also encouraged to apply the theoretical concepts taught in class to real life situations/problems through these projects, assignments etc.Curriculum has enough opportunities to enhance skills through Practical Sessions planned in -

EPC-1,EPC-2,EPC-3,EPC-4,EPC-5,EPC-6,EPC-7

and practice teaching planned in

EWF-1,EWF-2

Students are given the opportunity to improve upon their performance through tests and one to one discussion during the classes.

According to individual needs of the students, sometimes personalized and individual attention is provided, especially for students who face difficulty in learning. Remedial classes are also offered in various subjects to provide additional help.

2.6.2

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

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

Response: A. Any 4 or more of the above

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

G.S. Teacher's Training College has a well formed Examination Cell which receives all the grievances related to Internal and External Exams and Assessment . It aspires to sort out the grievances within the stipulated time period.

Grievance Redressal Cell

Examination Cell is responsible to deal with all the grievances related with the internal Assessment and external examinations.

All type of grievances related with evaluation process are taken up for consideration and redressed by the Examination Cell. The grievances of students are communicated through the mentors and the faculty members as well . It is taken up for initial consideration by the Class Mentors and then the Redressal Cell.After a thorough consideration of the matter, the redressal measures are taken. Proper documentation are done related with the Grievances. We look up to the grievances in the following manner

Internal Grievance Redressal

In internal cases, the grievances are usually related to the dissatisfaction in the evaluation in Internal exams or assessment marks so the the concerned faculty takes up essential measures to satisfy the Grievance Raiser providing substantial records (attendance records and performance records).Types of internal grievances are

Marked absent in the assignment

Marks deduction due to not showing appropriate performance in any one of the assignments.

External Grievance Redressal

At the university level, the college examination committee guides the students for necessary actions. The head of the examination committee coordinates with the other members regarding the smooth conduction of examination procedure, evaluation procedure and results and thereby necessary action is taken. The college also intimates the university regarding any mismanagement in the conduction of examination from the university side. The students can apply for revaluation or can appear for Back paper in case of any loophole or dissatisfaction. Types of Grievances dealt by the examination committee are

Pre-Examination Grievances

Not getting Hall Ticket for the examination

Different subject mentioned on the admit card

Name is not correctly written on the admit card

Candidate's Photo missing

Form Filling receipt not provided

Post-Examination Grievances

Result not declared

Name not found in result list

Absent marked in specific papers

Absent marked in all papers

2.6.4

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

Response:

Before the commencement of the academic year, the Institution prepares and publishes Academic calendar' containing the relevant information regarding the teaching learning schedule (working days), various events to

be organized, holidays, dates of internal examination , semester examination etc. The academic calendar is prepared so that teachers should know all the activities regarding continuous internal evaluation process and also displayed in the Principal's office. The students academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, unit test and semester examinations. The review of internal assessment is taken by the Principal regularly. For the implementation of InternalAssessment Process, Examination committee is formed at the college level which monitor overall internal assessment process.

The examination committee, send the information to the University about the students who are appearing for the examination. After receiving enrolled list of the students' by theUniversity, the college prepares seating arrangement charts, list of invigilators etc. The record internal assessment is maintained at the college level.

Every department has to submit the compliance of the academic calendar as part of their annual submissions. In addition the internal audit conducted which ensures the compliance to verify with documentary evidence.

The process is as follows:

Teacher: Every teacher is assigned the subjects to be taught during the academic year. The the teacher plans the teaching and evaluation schedule of the assigned subject. The type and schedule internal evaluation is Planned in consultation with the head of the department.

Head of the Department: The Head of the department compiles the academic plan submitted by the teachers and ensures that there is no overlapping of the activities in general and the Continuous Internal Evaluation in particular at both the internal as well as theUniversity level Then the Academic calendar is forwarded to the governing body.The decision regarding dates for conduct of assignments depends on completion of syllabus, mid- semester breaks, gazetted holidays as well as other planned activities of the college such as the Festivals,Annual Day ,Sports day, etc.

Committees: The governing body compiles the inputs received from the teachers and a a comprehensive plan is prepared..

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	[View Document](#)

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

College follows the outcome-based education; hence the Program Learning Objectives (PLOs) and Course Learning outcomes (PSO) are aligned with the vision and mission of Himalaya. GSTTC focuses on development of its students not only by imparting quality education in teacher training but also in instilling a sense of self worth and discipline. Students would get opportunities to participate in numerous co-curricular activities on and off the campus, to realize their true worth and potential. For defining the PLOs and CLOs, we follow the consultative process involving the stakeholders. Adequate care is being taken by the MMHU University in describing the knowledge, skills and competencies that students are expected to acquire during B.Ed Program. G.S. Teacher's Training College works on those targeted aims and objectives rigorously to provide quality education to the learners as well as to achieve the expected outcome. Programme Learning outcomes and Course Learning Outcomes : Program learning outcomes of B.Ed. : After completion of the B.Ed. program, the student teacher will be able to

1. Acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools

2. Apply knowledge of various aspects of development of learner for planning learning experiences

3.Develop skills regarding various role of teacher in facilitating learning

4. Develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education

5. Apply constructivist and cooperative learning principles for teaching-learning process

6.Analyze contexts and the relationship between school curriculum, policy and learning

7.Apply knowledge of the cultures, policies and practices that need to create an inclusive school

8. Use information and communication technology for enhancing learning-teaching process

9.Use drama and art for development of personality of learners

10. Relate knowledge about gender, school and society with learning

11.Acquire basic understanding about new trends in education

12.Develop professional attitude towards teaching Pedagogical Skills:

- apply constructivist and cooperative learning principles for teaching

-learning process

- analyze contexts and the relationship between school curriculum, policy and learning

- apply knowledge of the cultures, policies and practices that need to create an inclusive school

- use information and communication technology for enhancing learning-teaching process

- use drama and art for development of personality of learners

- relate knowledge about gender, school and society with learning

- acquire basic understanding about new trends in education

- develop professional attitude towards teaching

GSTTC framework for the Program Learning Outcome (PLOs) and Course Learning Outcome(CLOs)

Newly recruited staff members are briefed on the Program Outcomes and the Course Outcomes.

The Program Learning Outcome (PLOs), Course Learning Outcome(CLOs)of all courses/programs are made available on the website.

Program Learning Outcomes and Course Course Learning Outcomes are discussed with the students at the time of orientation.

Bridge Courses help to clear PLOs and CLOs of each course in the beginning of program.

2.7.2

Average pass percentage of students during the last five years

Response: 94.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
94	95	45	50	0

File Description	Document
Result sheet for each year received from the Affiliating University	[View Document](#)
Data as per Data Template	[View Document](#)
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	[View Document](#)

2.7.3

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

Response:

The college offers a B.Ed programme with clearly defined outcomes. Programme Learning outcomes and course Learning outcomes are in sync with each other.

The college has a well planned and systematic process of collecting and evaluating data on programme and course learning outcomes and uses them to overcome the barriers to learning.

Measurement tools such as seminars, tests, group discussions, and assignments are used to assess student learning outcomes. It is used by the college to overcome learning obstacles.

As per Continuous assessment, depending on the course style, several methods for continual evaluation include class tests, seminars, and assignments.

The students of the college provide inputs on drawbacks, limitations and merits in teaching and learning. Feedback is also collected to assess the performance of the the faculty members.

Student Welfare Cell of the college helps in resolving students' problems – academic, psychological etc. supporting them to attain the programme outcomes.

Different ways in which the students and staff are made aware of learning outcomes are as follows:

a) Teachers plan those learning activities in the subject class that can motivate learners to analyze their learning outcomes.

b) The results of each academic year are analyzed thoroughly by the Principal with the HOD, who in turn discuss them with the teachers.

c) The names of meritorious students are prominently displayed to encourage new learners to work in the right direction.

d) Such meritorious students are felicitated for their performance during Annual day.

e) The intended Learning outcomes of other co-curricular and extra curricular activities are also communicated to students from time to time in classes also so that they understand the importance of developing an all round personality.

f) Winners of cultural and Sports events are awarded prizes. Information about student learning is assessed through both direct and indirect measures. Direct measures may include homework, quizzes, exams, reports, essays, research projects, case study analysis and other performances. Examples of indirect measures include course evaluations, student surveys, course enrollment information, alumni surveys and school placement rates.

Approaches for measuring students' learning

Summative assessments - tests, assignments and other course activities that are used to measure student performance. They often reveal what students have learned at the end of a unit or the end of a course. Within a course, summative assessment includes the system for calculating individual student grades.

Formative assessment - any means by which students receive input and guiding feedback on their relative performance to help them improve. It can be provided face-to-face in office hours or in written comments on assignments.

2.7.4

Performance of outgoing students in internal assessment

Response: 99

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

Response: 99

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

2.7.5

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

Response:

GSTTC focuses on identifying the needs of learners at entry level. So that students can be catered according to their needs. Different types of methods are used to cater the needs of learner and to access those needs, various assessment tasks like oral presentations, Assignments, Examinations, Project work, Participation in co-curricular activities are done to know about the performance improvement in student whether it is curricular or co-curricular. Some of the examples to show the extent to which the assessment tasks and performance of the students reflects their initially identified learning needs are as given below:

Examples

1.Rakesh from batch 2017-2019 was a slow learner at entry level. he got 47% in her graduation. She did not perform well in diagnostic test and learning readiness test conducted at entry level as well. To cater the needs of Rakesh , she was provided with remedial classes, notes providing etc. he got very good marks in B.Ed. course.

2. Rohit from batch 2017-2019 was a moderate learner at entry level. he was provided with extra study material. Some open educational learning resources were informed to him. he turned into advance learner at the end. he stood second in the college.

3.Nandita from batch 2019-2021 was not good in the curricular activities.

At entry level she did not participate in talent hunt also.

She was provided with mentoring sessions to motivate to take part in the co-curricular activities. After mentoring she participated in many activities.

1.Ankita Kumari from batch 2019-2021 was a moderate learner at the time of entry level. She got 60%in graduation. She was moderate learner. She was capable of doing better. She was guided in mentoring session. She scored very well.

2.Rashmi kumari from batch 2020-2022 was not interested in taking part in co-curricular activities. She was afraid of speaking in front of other students during talent hunt.So, she was prepared during mentoring session. After that she performed in different activities.

3.SHreyai from batch 2020-2022 was a moderate learner at entry level.She was not able to write appropriately that is the reason she was not able to get good marks in graduation. She was at 56.33%. Now she performed very well. Lesson plans written by her are really showing improvement in her performance.

4.Shreya Kumari from batch 2021-2023 was not interactive in the class at entry. She was a passive listener in the class according to teachers. Teachers gave special attention to such students and work on such issues. She turned out to be a active particiant in the class.

5. Swatika from batch 2020-2022 was a slow learner at entry level. She got 49% in her graduation. She did not perform well in diagnostic test and learning readiness test conducted at entry level as well. To cater the needs of Swatika, she was provided with remedial classes, notes providing etc. She got very good marks in B.Ed. course.

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

3.1.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

5. Organizing research circle / internal seminar / interactive session on research

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	[View Document](#)

3.1.4

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

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

Response: A. All of the above

3.2 Research Publications

3.2.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

3.2.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document]()

3.3 Outreach Activities

3.3.1

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

Response: 0.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	0	1	1

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

3.3.2

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

Response: 28.82

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	32	0	42	17

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

3.3.3

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

Response: 63.66

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

2022-23	2021-22	2020-21	2019-20	2018-19
80	95	0	62	17

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	[View Document](#)
Data as per Data Template	[View Document](#)

3.3.4

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

Response:

G.S. Teacher's Training College organizes outreach activities in the community with active participation of students in various fields viz. education, health awareness programme, current social issues, women empowerment, environment protection etc.

Awareness Programmes and rallies:

Students conducted awareness programmes for public health problems for environment conservation, female health care, 'right for vote' etc.

The students and above to create awareness about the environment. The college organizes rallies especially nearby slums to make the public aware about the issues of social importance. The students were involved in the programmes like Prabhaat Feri' on "Swachh Bharat Abhiyan" organized by Dainik Jagran.

It's always remarkable to recall the contributions of great leaders of India and let the people make aware of their contribution too. In this spirit, the students took initiatives and spread the contribution of Sardar Vallabhbhai Patel, the Iron-man and the Unifier of India Nation on "Rashtriya Ekta Diwas' and organized a 'Prabhat-Pheri' mentioning his golden words. Discussion in Media Programmes: Media programmes are the major sources to reach the maximum number of people in the society. Students actively participated in society related discussion programmes held through television channels like DD NEWS, India TV's, Dainik Jagran etc. Students participated in the awareness campaign programme, discussion in an awareness programme "Fake news on Social Media" organized by Dainik Jagran, "Aap ki Adalat' show of India TV's, the contributed in the ways for integrated and united society. Contribution in 'Literacy/Education'. Some programmes were conducted to educate the underprivileged population. The students contributed to the Bihar Government educational scheme too which is "Let's Talk"- a programme to educate underprivileged children in the state. Students were given a project to educate children in the surrounding slum area. The concept behind this was to reach the maximum number of children with the help of our students and educate them. Not only thi,s in the period of pandemic

when the children were facing difficulty with online learning, our students guided children to use new educational devices like mobile phones for learning. Nukkad-Natak, Speech and other activities: By Nukkad-Natak students tried to make today's generation aware about violations and rights of human beings, rights to vote etc. Students played Nukkad natak for the Election Commission and encouraged youths to exercise their right to vote. To show Vigilance & Awareness against corruption students performed street play in Mohan International School for the School Children and staff. Survey on social issues: For wider change in society it is important to take the opinion of the public on matters of social issues. In this direction, students joined the WHO campaign and conducted an online survey to study the tobacco consumption behavior. Nutrition Food Drive: Initiative was taken to distribute food to underprivileged children. Students told them about the right kind of eating habits under the initiative of 'Saste Bhojan Mein Poshan'.

HTTC students also enjoyed and learnt the experience at Rajgir UNSCO site

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

3.3.5

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

3.4 Collaboration and Linkages

3.4.1

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

Response: 0.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	3	0	0	0

File Description	Document
Report of each linkage along with videos/ photographs	[View Document](#)
List of teachers/students benefited by linkage exchange and research	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

3.4.2

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

Response: 0

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

File Description	Document
Data as per Data Template	[View Document](#)
Copies of the MoUs with institution / industry/ corporate houses	[View Document](#)

3.4.3

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

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

Response: A. All of the above

File Description	Document
Report of each activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

G.S. Teacher's Training College has adequate infrastructure facilities and resources to conduct the curricular and co-curricular activities that enable it to contribute in holistic development of the learner. The college has built up area of 4010.35 sq. m, that consists of following:

Classrooms: College has 8 classrooms, one seminar hall & ICT Resource Centre, one multipurpose hall and one conference hall that supports the teaching-learning process. The campus is fully wi-fi enabled. Learners use ICT facilities in attending webinars, presentations, preparing technology enabled lesson plans and thus become competent to match the needs of the global sector.

Library: The college has one library associated with one 'library cum reading room'. Library possesses an Integrated Library Management System, that helps in maintaining the records of the books/journals.

Laboratories: Curriculum laboratories available in the college consist of Psychology, Mathematics, Science and Social Science Laboratory. Language Lab is well equipped with O'RELL DIGITAL LANGUAGE LAB software with the capacity of 25 students at a time. It is used to develop the basic skills of the English language, which nowadays is the preferred language for the teaching profession in society. Computer lab is equipped with the software and internet connectivity to make the students proficient in a wide range of computer applications, and thus make them competent in the present scenario of requirement of technology enabled teachers.

Equipments: In the science and mathematics laboratory a variety of equipment are available that pupil teachers use to perform experiments

on their own. Social science laboratory contains models, charts on various concepts to use in teaching. The Psychology laboratory is well equipped with materials and psychological tests to know the different behaviours of the persons.

Computing facilities: Computer laboratory is well equipped with the updated MS Office software. Each faculty has a separate desktop with a facility of Microphone webcam and speakers for online classes. A common attached printer is also available for printing the documents.

Art & Craft Resource Centre and Teaching learning resource center for work experience: It provides students to encourage arts practices and develop aesthetic value.

Girls Common Room: It provides female students a place to relax, study, and have informal discussions in free time available.

Sports field and sports complex: To support sports activities one sports field and sports complex are available in the college.

Fitness Centre: Various health related activities are done by the students in the centre to develop more strength and stamina in themselves. Indoor games like table-tennis, carrom-board etc. are also available in the centre.

Canteen: The college canteen provides hygienic food to students and staff.

Parking area: The campus has a wide parking area to accommodate two as well as four wheeler vehicles.

Hostel Facility: In-campus Hostel facility is provided to students on payment basis.

Lift: The college has a facility of two lifts for all.

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)

4.1.2

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

Response: 0

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

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

Response: 10

File Description	Document
Data as per Data Template	[View Document](#)

4.1.3

Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 20.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
5.4	3.9	6.55	4.1	3.9

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

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

Response:

The College Library is fully ventilated, Wi-Fi enabled and has a seating capacity of 75 users, consisting of provision to enable students to access information for their academic pursuits through internet and e-resources. Additionally, 4 computers have been installed for the students. G.S. Teacher's Training College keeping in view the mission and vision of MMHU University provides all the resources required to empower women through Education. Library is located on the 2rd Floor of the campus with a total area of 7.19 sq.ft. The library is well equipped with all the facilities for students and faculty members and provides them with sufficient teaching- learning material. The library has ample books to refer for the core and elective papers as well as for professional growth. The Library also has a reading room for students and faculty to work upon references and study material. The library plays a vital role in the Teaching-Learning Process as it provides the material online as well as offline to refer. The students get the books issued for a week and avail the facility of library and its resources to the fullest. Library at GSTTC is not just a center of learning but also an ocean of knowledge and learning experiences. Students and faculty contribute to the library facilities by actively participating in all the activities organized by the Library Cell from time-to time. Library at GSTTC keeps on updating itself with latest books and journals to keep abreast of the changing scenario in the Education Industry. The Librarian ensures the students make optimal use of the library.

Library Automation:-

G.S. Teacher's Training College offers a partially automated Library and possesses an Integrated Library Management System, ILMS: 'KOHA' since 2003. ILMS Software KOHA provides a very user-friendly interface for searching documents in the library and their issuance status. This Software is time-saving and assists in smooth functioning of the Library. The details of Library facilities Web-OPAC are:

- **Year wise time-table.**

- **Global access to scanned books is possible through website.**

- **Membership of E resources**

File Description	Document
Bill for augmentation of library signed by the Principal	[View Document](#)

4.2.2

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

Response:

G.S. Teacher's Training College possesses a full-fledged library in the premises supporting and assisting the students in their learning since its inception. The library uses e-resources of MMHU University Central library. The library at G.S. Teacher's Training College is updated each year according to the changing needs of the Education systems and teacher training pattern. With the changing requirements of the Education Industry and rapid changing world into digitization of education all across the nation, GSTTC library subscribed to a remote access system to avail the library resources to students and faculty globally, without visiting the library physically. SARAL is the platform chosen and subscribed to for managing remote access of libraries since 2018. It provides easy access to teachers and students to library resources like Books, Journals, e-resources etc. SARAL offers simple log-in to students and they get remote access to resources at their ease and anytime they require. There is no limitation of access and is available 24/7 to all the stakeholders having an id-password assigned by the librarian to each student and faculty.

SARAL is one of the oldest software developing companies of Northern India, developing Desktop Applications & WEB based customized E.R.P. software solutions since 1990 using latest technologies like JAVA, MY-SQL for Web Applications.

The Portal offers varied Masters like Library, Attendance, Assignments, Online exams, admission etc. Students and Faculty can easily log in with their unique Id Passwords into the portal and can access the books, e-

content and much more while sitting away from the library. This remote access not only helps students but also makes it easy for Faculty to work upon references and prepare lectures.

The college website offers the remote access of books to students and one can access the books of the library from the website as well. The college website serves as an easy access to students for library books. The library also offers membership of N-List to each student and faculty as a remote access to the library and its resources. The Project entitled "National Library and Information Services Infrastructure for Scholarly Content (N-LIST)", being jointly executed by the e-ShodhSindhu Consortium, INFLIBNET Centre and the INDEST-AICTE Consortium, IIT Patna provides for

i) cross-subscription to e-resources subscribed by the two Consortia, i.e. subscription to INDEST resources for universities and e-ShodhSindhu resources for technical institutions; and

ii) access to selected e-resources to colleges. The N-LIST project provides access to e-resources to students, researchers and faculty from colleges and other beneficiary institutions through server(s) installed at the INFLIBNET Centre.

Library of Himalaya Teacher's Training College can be accessed remotely globally by any student and faculty of GSTTC.

File Description	Document
Landing page of the remote access webpage	[View Document](#)

4.2.3

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

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

Response: A. Any 4 or more of the above

File Description	Document
Data as per Data template	[View Document](#)

4.2.4

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

Response: 0.27

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

2022-23	2021-22	2020-21	2019-20	2018-19
.51	.83	0	0	0

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

4.2.5

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

Response: 2.41

4.2.5.1 **Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**

Response: 84

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

Response: 36

4.2.5.3 **Number of teachers and students using library for Month 3 (not less than 20 working days)**

during the last completed academic year

Response: 59

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

Response: 60

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

Response: 41

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

4.2.6

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

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

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Today, it is essential for the students to learn and master the latest technologies in order to be corporate ready. As a consequence, teachers are combining technology with traditional modes of instruction to engage students in long term learning. College uses Information and Communication Technology (ICT) in education to support, enhance, and optimize the delivery of education.The college has good IT facilities available for teaching-learning, research and administration. The institute has spacious, fully equipped lecture Halls. It provides the pupil-teachers with first-hand experience demonstration and practical skill development to handle with dexterity different equipment. SMART Classrooms are our tool for more effective and efficient teaching. Our goal is to standardize all multimedia equipment in every lecture Hall to allow faculty to have the same technical control and capabilities no matter where they are teaching on campus. Wi-Fi facility is made available to all faculty members and students inside the campus(Internet speed of Wi-Fi is 50 mbps.). Over the years the college upgraded its hardware, software and allied IT facilities according to requirements. The college tries to introduce the latest technology in computing and IT fields regularly. In 2016-17 institute was equipped with ICT resources like 36 desktops ,two laptops 1 LED ,5 DLP projectors, 1 computer speaker , 1 LED TV AND 1 Pen drive in 2017-18 institute upgraded its ICT equipment and add some more devices like 11 headphone – for language lab 1-webcam 1-Printer (HP LASERJET 3in 1).In the present year institute is equipped with upgraded ICT facilities like new Webcams, tripod and Smart Boards.

Details of ICT resources from 2017 to 2022 are given below.

UPDATES ON HARDWARE

Year 2017-2018

1.1- Pentium dual core desktop

2.5 DLP projector

3.1 computer speaker

4.16 gb pen drive

5.35 Desktops & 2 Laptops (From Donation)

6.1-LED TV

Year 2018-2019

1.11 headphone – for language lab

2.1-webcam

3.1-Printer (HP LASERJET 3in 1)

Year 2019-2020

1.1 PA active speaker

2.1 Microphone

3.1 Speaker STAND

4.1 Dell laptop with win-10

5.18 – lenovo core i3, 8th gen desktop

Year 2020-2021

1.2 LaserJet printer

2.9-webcam

3.11-headphone

4.Power backup system

5.58 CCTV Camera

6.2 Hard Disk

7.Battery Backup

Year 2021-23

1.6 Webcam

2.6 Headphone

3.1 Hdd disk(External)

4.3 Tripode

5.35 UPS Battery

6.10 Lenovo desktop

7.1 Interactive Smart board

UPDATES ON SOFTWARE 2017-18

1. Orell English language software – AMC

2. Bulk SMS service

3. KOHA Library Management Software

4. SARAL Software

5. Antivirus Software Renewal (Seqrite Endpoint Security Business Edition for 3years)

2018-19

1. Orell English language software – AMC

2. Bulk SMS service

3. KOHA Library Management Software

4. SARAL Software

5. Antivirus Software Renewal (Seqrite Endpoint Security Business Edition for 3years)

Year 2019-20

1.Orell English Language software amc renewal

2.Saral Software amc renewal

3.Bulk sms services renewal Internet and Wi-Fi: Internet speed of Wi-Fi is 50 mbps. Wi-Fi facility is made available to all students inside the college campus.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	[View Document](#)

4.3.2

Student – Computer ratio for last completed academic year

Response: 4.35

File Description	Document
Data as per Data Template	[View Document](#)

4.3.3

Internet bandwidth available in the institution

Response: 50

4.3.3.1 **Available bandwidth of internet connection in the institution, in MBPS**

Response: 50

File Description	Document
Receipt for connection indicating bandwidth	[View Document](#)

4.3.4

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

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

Response: E. None of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	[View Document](#)
Data as per Data Template	[View Document](#)

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 5.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
.76	.42	3.0	2.4	.20

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

4.4.2

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

Response:

The College has a well-defined system in place for the maintenance and utilization of all its physical and academic facilities. Classroom management: The classrooms are well equipped with all modern technology like the smart boards, mike systems. CCTVs installed in each classroom to make sure of the safety and the security of all students, teachers and equipment.Stock list of assets of Class room property, cleaning and maintenance are done on a regular basis, Annual Maintenance of all the modern teaching technology system about repairs and replacements are the basic attributes of classroom management.

Laboratory

The laboratories in the college are furnished according to the statutory rules. Necessary equipment and material is procured to deliver to the students the best standards of education.

Fire Safety equipment is maintained in labs as a precautionary measure.

Maintenance -Regular inspection of devices/tools is organized.

Periodic maintenance is done by regular cleaning of the lab spaces.

Regular check up of equipments is carried out at the end of every semester.

Library

If the books are lost, then the borrower shall replace the books of the same edition or latest edition after getting permission from the Principal.

Loss of borrower card should be reported to the librarian in writing. After checking the borrowing register they will be issued a duplicate card

At the end of the academic period borrower cards shall be returned to the

library.

Withdrawal of books and other reading material which is not useful for current references is done on a regular basis.

Care of Library Books: Students are required to handle the books/ Journal very carefully; marking with pencil; writing or highlighting, tearing the pages or mutilating the same in any other way will be viewed very seriously.

Computers & Softwares

Maintenance of computers (Hardware and Software), updating software related to administrative and overall maintenance of campus infrastructure. Annual maintenance for computers, Printers, software, CCTV, Fire extinguisher, garden and security are in place.

Website & ERP System

Website is maintained and updated with the help of external professionals. ERP System is developed to keep parents informed about student's attendance,Classes,admission,Fees and profiles via mobile messages assuring safety of the students.

SPORTS

Sports Cell looks after maintaining the sports ground and sports equipment and organizes various indoor and outdoor sports competitions for students at intra and inter collegiate level. Safety equipments and sports gears are properly maintained and students are always instructed during sports periods in regard with proper handling of the gears.

Other Resources-GSTTC has a number of other resources as well--

Multipurpose Hall

Seminar Hall

Art & Craft Resource Center

Canteen

Multipurpose play field

Parking area

Health and Physical Education Resource Center

Lift and Ramp

Hostel

Being an Institution for girls,Safety issue is specially handled and appropriate measures are taken to make the campus safe for students.

File Description	Document
Any additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: A. All of the above

File Description	Document
Upload any additional information	[View Document](#)
Sample feedback sheets from the students participating in each of the initiative	[View Document](#)
Photographs with date and caption for each initiative	[View Document](#)
Data as per Data Template	[View Document](#)

5.1.2

Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

File Description	Document
Geo-tagged photographs	[View Document](#)

5.1.3

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

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

Response: A. All of the above

File Description	Document
Samples of grievance submitted offline	[View Document](#)
Institutional guidelines for students' grievance redressal	[View Document](#)
Data as per Data Template for the applicable options	[View Document](#)
Composition of the student grievance redressal committee including sexual harassment and ragging	[View Document](#)

5.1.4

Institution provides additional support to needy students in several ways such as:

1. Monetary help from external sources such as banks

2. Outside accommodation on reasonable rent on shared or individual basis

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: E. None of the above

File Description	Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	[View Document](#)
Data as per Data template	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 3.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	2	5	0	2

File Description	Document
Data as per Data Template	[View Document](#)

5.2.2

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

Response: 0

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

5.2.2.2 **Number of outgoing students progressing from PG to M.Phil.**

5.2.2.3 **Number of outgoing students progressing from PG / M.Phil to Ph.D.**

File Description	Document
Details of graduating students and their progression to higher education with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

5.2.3

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

Response: 7.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	5	5	5	5

File Description	Document
Data as per Data Template	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response:

The college duly elects a Student Council which is formed in a democratic manner and executes its work in a justified manner under the guidance of College Head. The Student Council organizes different programs and plays an active role in academic and co-curricular activities.

Composition of Students Council: It comprises of

a) President

b) Secretary

Election of President and Secretary: - The President and the Secretary are directly elected by the students of the college, who, on the date of the notification of the election process, are on the college rolls or as decided by the college. The election is conducted through secret ballot on the plurality principle and majority of valid votes cast is the basis of the elections

Eligibility for President and Secretary: - The eligibility for contesting for the post of the President and the Secretary is as follows.

A: 75% attendance in the last academic session attended

C: Good conduct in the college as per college records

D: No Essential Repeat in the previous University examination (No Backlog of Papers)

Eligibility for members :-

A)The first year students shall be eligible to get nominations.

B)Good conduct in the college and active participation in the departmental activities.

The students are selected for the committee in a predefined ratio to ensure that impartial representation is maintained from all students. The council members are closely monitored by the appointed coordinators (Faculty member) to keep the council running in an organized manner. The Members of Student Council are part of various committees like Library, Anti ragging, , Sports and Cultural Committee.

Functions of the Council: -

I. Student Council President

A. Represent the student body at all college events.

B. Be responsible for coordinating the interviewing, selection and functioning of committee chairpersons and task forces.

C. Supervise the functioning of the elected student body officers.

D. Develop the agenda for and preside over the meetings of Student

Council.

II. Student Council Secretary

A. Represent the student council at all college events as requested by the president.

B. Coordinate the work of committees.

C. Preside over Student Council meetings in the absence of the president.

III. The Council Member

A. Communicate ideas from the student body to the Council.

B. Report to the class the results of Council action.

C. Serve for their assigned Cell.

D. Volunteer as needed.

Role of Students' Council is evident through

Cultural programs and sports events :Students are divided into groups with one or two mentors from respective Cell providing guidance to the students for Sports and Cultural activities .

Women Empowerment: The Members organize various programs (International Women's day) for empowerment of women.

Alumni Meet: Members are also a part of HTTC Alumni Cell and contribute in making the alumni strong in all its activities.

Students' Welfare : Students' Council Members are the part of Students Welfare Cell and play an active role to organize activities and welfare related events for the students.

5.3.2

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

Response: 2.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	0	3	2

File Description	Document
Data as per Data Template	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

Alumni serve many valuable roles, they help build and grow an institute's brand through their work strength and word-of-mouth about the institute. An alumni group or alumnae association is an association of graduates or, more broadly, of former students (alumni). Additionally, such groups often support new alumni, and provide a forum to create new friendships and develop business relationships with people of similar background. Alumni of G.S. Teacher's Training College are well placed in various fields like: teaching, education, professional fields, academic and social work. The College has an active alumni group, this group is not registered yet but the process of registration has started and very soon we shall have a registered alumni association. The mission of the GSTTC alumni group is to foster a spirit of loyalty and to promote general welfare of the institute. It offers network opportunities, which can connect recent graduates with established professionals and help to pursue career change. At GSTTC , we conduct our annual gathering every year. For their general meetings there is a separate place in college premises, where they can discuss, plan, talk to each other and even they can execute their planning with the help of college faculties and students. The objectives of GSTTC Alumni group are:

1.Maintaining the updates and current information of all alumni.

2.Sustained sense of belonging to the Alma Mater.

3.Provide financial help to Alma Mater.

4.Participate in teaching practices and internship.

5.Provide opportunities in placement and growing institute brand.

At GSTTC we follow a process to make students a part of the Alumni Group. We have created a registration form for all final year students, they can be a member of this group by paying a minimum fee. We also encourage our final year students to continue with our WhatsApp groups and join alumni Facebook page so that we can connect with each other for a long time and they can share their experiences, memories and any updates regarding vacancies or upcoming events too. We also encourage them to participate in large numbers in alumni meetings so that they can provide suggestions for college betterment. If we talk about participation and decentralization positions of the college, we have one representative of GSTTC alumni group in College Development Committee (CDC) as a member, this member can express their views in the meetings and make suggestions in the functioning of the college. They continuously evolve as resource person in workshops, in orientation programme of newly admitted students. During any seminars for students, they act as a motivator and help them to groom their skills for practical situations, as well as they support the placement of the present students in various reputed schools in Patna. GSTTC alumni group contributed significantly through various activities during the last five years: Motivating new students Organizing various activities They support in online teaching and learning They support in placements They support in internship programmes Some of our alumni are associated with NGOs to counsel and help underprivileged kids Alumni are active members of CDC Time to time they deliver guest lectures Raising funds for various activities

Planning for college development Two significant contributions by Alumni:

1: Placement and Internship: - The role of the GSTTC alumni group has

been significant towards the development of the college. GSTTC alumni group has been actively maintaining relationships with its alma mater. With the help of this group the college has been able to get various internships and placement opportunities for the students.

2: To motivate new students: - On the other hand, GSTTC alumni group has been boosting the confidence of current students and fostering their morale to try out possible avenues and appear for possible available opportunities. With the help of different seminars and alumni meet, the group motivates the current students and also enlightens them with current trends going on in the industry and what are the skills that a fresh graduate should have before joining the corporate world.

5.4.2

Alumni has an active role in the regular institutional functioning such as

1.   Motivating the freshly enrolled students

2.   Involvement in the in-house curriculum development

3.   Organization of various activities other than class room activities

4.   Support to curriculum delivery

5.   Student mentoring

6.   Financial contribution

7.   Placement advice and support

Response: D. Any 1 of the above

5.4.3

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

5.4.4

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

Response:

It is a matter of pride that G.S. Teacher's Training College has a strong Alumni group that strengthens the network among the alumni, faculty, and management and builds an integral relationship with students of the Institute.

Alumni group of the college is an active body with many alumni as its members. It conducts formal Alumni meetings every year to reunite with their friends, Students, faculty members, and management; they cherish their memories and share their experiences. The institution has included its alumni as a significant part of many of the notable academic and administrative bodies such as College Advisory Committee, Curriculum development etc. The institution gives high regard to the suggestions of alumni and utilizes the services for the development of the institution in all the possible ways.

An Alumni Meet is organized for all the Alumni of the college annually. Many activities are organized for the alumni, alumni are honored and the college provides all the present alumni in the alumni meet with souvenirs like mugs, photo frames, mementos, etc.

The college conducts meetings with its Alumni Group on a continuous basis. On an average 3-4 meetings are organized by alumni groups every year, for this purpose a separate room is allocated to the alumni where they can discuss and exchange their views. These meetings provide a platform to the former students to provide suggestions with respect to the functioning and infrastructure of the institute. Alumni of the institute play a significant role in providing mentoring, Career guidance, Facilitating

internships, and campus interviews for students with the help of their professional contacts, discussions on different topics for motivating the students to give their best and develop their capabilities. Apart from formal alumni association meetings, the institution also engages the alumni support in many ways such as collecting suggestions, feedback on existing curriculum, updates on emerging trends, etc through various networking platforms like Facebook, Twitter, WhatsApp, etc.

In every meeting of Alumni a talk is arranged on a certain aspect by the alumni for the students related to the field. The topics on which these discussions and talks have been arranged are:

Guidelines for improving communication skills, experience sharing regarding importance of participation in co curricular activities, motivational words for how to become a good teacher, sharing of ideas related to constructivist approach, discussion on challenges in teaching profession, discussion on SWOT analysis, guidelines for how to face an interview, ICT based learning, Talk on how to be creative, lecture on innovations in teaching methods, talk on enhancing teaching skills, lecture on professional ethics. All these talks and discussions are done with the students in regards to motivating the students and nurturing their talents to do their best in this novel profession of teaching.

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the Vision and Mission.

Vision:

We aspire to be a leading institution in the country offering quality teacher education to enlighten, emancipate and empower the students-teacher fraternity and to foster lifelong learning.

Mission:

We are committed to provide trained & committed women teachers with multi-dimensional qualities and professional competencies in the field of Education.

Nature of Governance:

The Institute follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. College is promoted by USHA MAHILA VIKAS SAMITI (UMVS) , has been established with a firm commitment to foster a holistic approach to facilitate and promote studies and research in emerging areas of education, aim being to achieve excellence in the educational field towards development of education in the era of globalization .The governing body delegate authority to Principal and HOD who ,in turn share it with different committees and cells for smooth functioning.

We are on a mission to inculcate versatility in development of the dynamic personality of students through a lot of academic as well as professional preparations.

And in order to accomplish our endeavors our Governing body strictly follows the below:

Appoint teachers with all the rules and regulations of the NCTE and University.

Stringently adhere to the process where we follow the eligibility criteria and take all necessary approvals.

Make sure that the student intake is as per the NCTE rules and regulations.

Follows reservation policy as decided by State University.

Focuses on women empowerment, to make them self-independent.

College with a multi-story, environmentally friendly spacious campus and state-of-the-art facilities, offers a range of short-term and long-term courses to meet the student requirements.

In order to cope with the dynamics of the ever-evolving market and students' requirements, the College Management keeps investing in the latest technology, faculty training and pedagogy and other extra-curricular activities to impart up-to-date education and enable students with a skill-set to meet the requirements of the current environment.

The Teaching System followed by the college is open and liberal to an extent where the students are encouraged to engage more and provide feedback to keep the college improvising on its resources, as and when it is required.

The College Management also keeps participating in industry events and inter-college competitions to provide students with multifarious opportunities to let them realize their true worth and potential.

To empower its students with the latest industry standards skill-set, College often launches short term courses, engaged in research and development, keeps expanding their library, provides seed money to upgrade the computer lab and language lab, and other teaching aids.

And HTTC does not just provide education, rather it focuses on building their students' personality. College arranges self-defense workshops in collaboration with Agragmi India to empower their students with self-defense techniques which can be used during life-threatening situations.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	View Document

6.1.2

Institution practices decentralization and participative management

Response:

The College Development Committee(CDC) is the apex body of the institution that plans and executes the development activities.CDC of the institute was set up in 2019. CDC of GSTTC is a very effective body which serves as a link between the college, students and administration.

Meetings of CDC are held regularly to discuss matters related to college development, students and faculty development.

GSTTC has been decentralized with the help of 18 different cells to look after different types of activities in an efficient way.

College Management encourages its employees and students to provide feedback, and keeps taking their suggestions time to time in order to improvise the college and its facilities.

In order to provide latest and best-in-class courses for academic and non-academic work, College Management keeps a close watch on the industry trends and requirements, by actively interacting with its Alumni and its faculty members.

In the college and plays a pivotal role at academic and administrative level like school participation, outdoor interaction, green initiatives, stage maintenance, regular FDP for teachers. Representatives of the management, Principal, faculty members, staff members, students, eminent personalities and alumni are part of the committees.

Under the supervision of the principal, heads and committee members college prepare plans for organizing curricular, co-curricular and extracurricular activities. These plans are approved by concerned authorities and implemented accordingly, while preparing the plan and its implementation.

Case Study:- The college has a library cell which looks after the functioning of library.

Every year regular meeting of library cell is held. In the meeting, library cell decides the budget for purchase of books, journals and allied items for each programme.

Head of the department after discussion with faculty prepares the list of books and journals to be purchased; the list is submitted to the librarian.

Librarian puts the requirements in the library cell and takes approval for the lists.

Quotations are taken by the librarian from different dealers and comparative charts are made by the librarian and head of the library cell.

The comparative chart and the proposal for purchase is submitted to the principal

Principal forwards this to management for approval.

After approval from the management the purchase or subscription is done by the librarian

Once the books are received in the library along with the bills, the price of each books and discount rates is verifies by the library staff in acquisition section.

Entry of each book is made in the accession Register with all the relevant details of the book like its price, publishers, vendor year of publication etc. then the bills are processed for payment with the accession number entered against each item.

Acquisition section certifies the above procedure before forwarding the bills to the account section.

With the permission of principal, the account section makes the payment to deals.

6.1.3

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

Response:

- **Financial Transparency**

GSTTC maintains transparency in its financial, academic and administration functions by clearly defining its vision mission objectives at all levels.

All important matters relating to budget provision of the college and finance budget proposals to be presented before the Governing body for approval at the beginning of each year.

There is provision of increment in salary every year for employees of the institute on the basis of their performance.

College has an Internal and External audit system which is accessible to all, and the college has annual budget provision for future betterment.

- **Academic Transparency**

GSTTC strictly adheres to the academic calendar that details the various activities in advance. Admission notifications are made through facebook and on its website. Admission forms are processed online and offline with all the relevant details explained in its prospectus and also on its website.

College organizes a campus placement week every year for 4th semester in its premises, this placement drive is open for all students of 4th semester.

College provides advance and innovative approaches of teaching-learning process in various prestigious schools of Patna, Bihar during two years internship proramme, we also take area preference during internship so that students commute regularly without any trouble. We take feedback from students on a regular basis.

The internal assessment comprising various components, ensure that students monitor their performance, progress and fairness in the evaluation.there is provision of remedial classes and grievance redressal system. We have a facility of online library access for all students as well as for faculty members. To make transparency in the academic field GSTTC provides full information of its syllabus, events, upcoming events etc., on its website. We have an active facebook account where we display all the events of the colleges. We also have an active alumni association and alumni facebook page who participate directly or indirectly for college development on a regular basis.

In morning assembly, we provide facilities to every student for reading daily news and presentation of thoughts of the day, so that they learn presentation skills.

- **Administrative Transparency**

College has a College Development Committee (CDC) formulated according to Maulana Mazharul Haque Arabic & Persian University Act, 2016; it acts as a link between the college, students and administration.

Meetings of CDC are helped regularly to discuss matters related to college development, students and faculty development. recruitment and staff promotion are also undertaken with almost transparency.

13 different cells are formed in the college to look after different types of activities. Representatives of the management, Principal, faculty members, staff members, students, eminent personalities and alumni are part of the committees.

College divided academic work in curriculum and co-curriculum activities and administrative work is divided into student welfare and administrative committee.

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The comittees through deliberations with the stakeholders made a perspective plan (2018-2022) in 2018 for the development of academic, administrative and infrastructural facilities and approval was taken from management. The perspective plan is available on the college website which is closely associated with the vision, mission, and goal of the institution. College has regularly enhanced infrastructure and developed capacities for teaching and research of staff according to the changing academic and social environment The purpose of the plan was to strengthen the functioning of institution.

One of the examples of activity successfully implemented based on perspective plan is as follows:

Augmentation of Academic infrastructure and Equipment

Following work is done in relation to infrastructure of the institution and demand of equipment

-Increase in the number of computers

-Increase in the furniture

-Language Lab set up

-Books Rack for library

-Renewable energy devices

-Speakers

-Microphones

-Sports Equipment

-White boards

-Biometric devices

-Construction of Stage

-Increase in the number of lifts

-Laptops

Now the college is well-equipped with all these facilities. The result of these college facilities is reflected in the happiness of students. Teaching-Learning process has become more effective. Furniture in the classrooms, Library has been increased. Koha software has been used for library working. SARAL LMS has been implemented in the institution. Biometric facility for teachers and students is provided in the institution. Language lab has been proved very useful for the students. Sports Equipment are very essential for the holistic development of students.so institution has also worked on it. Management has also worked on increasing the number of lifts. Stage has been constructed in the campus for all types of activities. Renewable sources of energy like solar plant etc. have been implemented in the institution.

50% of the proposed plan has been completed. As we were under the grip of pandemic wave for two years. A lot of action items/deliverables remained unfulfilled which will be tried to complete by March 2023

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

6.2.2

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

Response:

G.S. Teacher's Training College is affiliated to MMHU University, Patna. The administrative Bodies/Councils/Committees/Boards are governed in a

very transparent manner as per the policy of institution. Transparent audit system is one of the best features of our institution. The College has an internal organizational structure that has evolved over years. The system of governance is as follows:

The Statutory bodies of the College are the Governing Council, the Advisory Board and the college development committee. These bodies along with the IQAC play an important role in framing policies and executing them. The Governing Council functions as the Executive Body of the College to take decisions and plan strategies which are appropriate for the development of the institution. The Advisory Board constituted according to the guidelines of the UGC is responsible for scrutinizing the proposals with regard to the programmes of study, academic regulations, curriculum, syllabi and framing evaluation policies.

The Principal as the Head of the Institution is the leader who is responsible for various administrative services of the institution. The principal is assisted by the Head of the department and faculty members. They all discuss the major programmes and issues in the College and supports the principal in the administration of the institution.

The Academic wing of the college lays emphasis on Extension and Outreach Programmes and provides platforms for students and faculty to reach out to the community

College Committees: Various committees are constituted for the planning, preparation and execution of academic, administrative and extra-curricular purposes. Each committee consists of chairman and members. It is through these committees that the college seeks decentralization of power structure. The Curricular aspects are handled by Exam Cell, Library, Research cell. Co curricular activities include Arts, Sports and Literary Clubs.

Student welfare is ensured through Placement Cell, Discipline Cell, Grievance Cell and Alumni Association also contribute to student welfare. The college has a well-defined organizational structure in the administration staff. The College office comprising of Administrative and Support Staff coordinates the administrative activities under the Office

Superintendent in consultation with the principal.

Recruitment and service rules:

All appointments are made through the selection committee constituted by management of Himalaya Educational Trust. In accordance with Bihar state reservation policy, list of vacant posts is prepared. After approval of list, advertisement in newspaper is published for inviting applications along with testimonials. List of suitable candidates is prepared after scrutinization and they are called for interview by selection committee. After interview selected candidates are given appointment letter.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

6.2.3

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

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

Response: A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

6.2.4

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

Response:

G.S. Teacher's Training College constituted different committees and cells for the planning and implementation of various activities. In the beginning of the session, members are assigned (as and when required) in the committees / cells for its proper functioning. The committees/cells regularly conduct meetings to discuss relevant matters/issues and take appropriate decisions thereof, and minutes of the meetings are duly accorded. The objective of the cultural cell is to bring out the various talents of the students, inculcate team spirit and to account for overall personality development of students. To fulfill its objectives, the cultural cell conducts various activities regularly after cell meetings. Here, description of one decision made by the cultural cell is elaborated: The affiliating University; MMHU University, Patna every year.

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Well being of the staff is important for effective functioning of the Institution. G.S. Teacher's Training College has effective welfare measures for teaching and non- teaching staff.

Maternity Leave: Maternity leaves are given to Lady staff members for six months without salary with an agreement of resuming the work as per her convenience after this period.

Promotions :Promotions or salary hikes are given to the teaching and non- teaching staff based on the qualification, services, and outcome of the performance appraisal.

Fee concession to the Wards of the staff members: College also provides fee concession for the wards of the teaching or non-teaching staff.

Research Assistance: Publication Incentives ,cost of the registration and participation in the national or International conferences/Seminars are given to the faculty members. Seed Money is also provided to the research

scholars.

Career Growth: Faculty members are sponsored for attending Short term Courses, Workshops and Faculty Development Programs for up-grading their knowledge.

Faculty Recreation Programs: Recreational Trips are organized for the teaching and non- teaching staff .The cultural programs are also organized where all the teaching and non-teaching staff members have annual get together with their family members.

Miscellaneous: Uniform is provided to peon and security as per season. Free medical camp for the staff

6.3.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Income Expenditure statement highlighting the financial support to teachers	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of participation for the claim	[View Document](#)

6.3.3

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

Response:

0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

6.3.4

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

6.3.5

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

Response:

An effective performance appraisal system works towards the improvement of the overall institutional performance of teaching and non-teaching staff for achieving the overall institutional mission and vision. Adopting the same , the Institute is following an appraisal scheme. In this

scheme, the performances are classified into -Effectiveness of Academic Management (Teaching, Learning and Evaluation related activities),Co-Curriculars, Extension, Professional Development activities ,Research Publications,Academic Contributions and Code of conduct(punctuality and regularity) .

At the end of each academic year, the data pertaining to the above categories are collected from the faculty members and the non-teaching staff in the format provided by the institution mostly in the month of July.

Further, at the end of semester, feedback forms are issued to the students to collect information about the teacher and different aspects pertaining to the teaching process.

A team consisting of the Principal and Head of the Department goes through the feedback forms collected from the students and suggest suitable measures to improve the teaching-learning process. For non-teaching staff ,the feedback are collected from each department and appraisals are given. We can define the following purposes :

1. Providing feedback to employees about their performance.

2. Facilitating decisions concerning pay increases, promotions, layoffs.

3. Encouraging performance improvement.

4. Setting and measuring goals.

5. Determining individual and organisational training and development needs.

6. Confirming that good hiring decisions are being made.

7. Provide legal support for personnel decisions.

8. Improving overall organisational performance . Qualitative and quantitative parameters adopted for Teaching Faculty Appraisal are -

1. Effectiveness of Academic Deliverance –It is evaluated on the basis of teachers' academic deliverance in B.Ed Program- Daily attendance

record of students,Course development and management, coordination with students in terms of subject deliverance, class activities, lab related practical work, attendance issues etc. in due time line and mentoring in co-curriculars like college events,workshops and Guest lectures.

2. Effectiveness of Academic Management(Coordination)– Completion of additional activities allotted in due time line.

3. Academic Development(self as well as the college)– Initiatives taken for self improvement/ enhancement, Development of Best practices at workplace

4. Contribution to other Departmental Functions – Initiatives taken to other Departmental Functions as a whole.

5.Research Work-Involvement in research related activities is also one of the parameters for Appraisal. Qualitative and qualitative parameters adopted for Non-Teaching Staff are

All non-teaching staff are also assessed through annual performance appraisal.The various parameters for staff members are assessed under different categories i.e- Departmental and Cell Activities,academic and administrative coordination- Industry Interaction,Academic Management,Self Development ,Discipline and efficient organisation of work assigned and technical abilities. The overall assessment is based on the cumulative grade by the Reporting Officer/HoD, which is then forwarded to the Chairperson by the forwarding officer. On satisfactory performance, all employees are granted promotions and financial upgradation.

The Performance Appraisal System has significantly helped in the evaluation of the performance of employees, in motivating them, analysing their strengths and weaknesses and ensuring better performance.

File Description	Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Institute conducts internal financial audits regularly on an annual basis by the Chartered Accountant. The institution has computerized its financial management system and all the accounts are managed by the tally software. Any query or explanation asked by the CA are explained. There are no objections reflected as such in the report yet.

File Description	Document
Report of Auditors of last five years signed by the Principal	[View Document](#)

6.4.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

6.4.3

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

Response:

G.S. Teacher's Training College has certain strategies for mobilization of funds and the optimal utilization of resources. The resource mobilization policy and a procedure are displayed on the Institutional website. The budgetary resources are mobilized through various resources such as, tuition fees, and other fees, donations collected through well-wishers, alumni and the gratitude fund donated by the college staff.

Since, G.S. Teacher's Training College is a self-financed college, there are no funds from Government organizations or NGOs till now though we are putting great efforts to attain funds from Government agencies for the quality assurance in the Institution. Due to lack of such funds we accommodate the expenses from two funds which are Tuition Fee and Alumna Funds.

The College utilizes these funds for the following resources:

1.Library Books: The above funds are utilized for purchasing the books for the library so that a rich learning resource centre can be provided to the students. as the Library is the centre of learning. The books are purchased on a regular basis for the library using the above funds in an optimal manner.

1.Infrastructural Improvements: College utilizes the above funds to bring required infrastructural changes in the premises from time to time like addition of Lift for students, additional furniture in the classes, smart boards etc.

1.Learning material for activities: College spends the above funds for purchase of learning material like charts, stationary material etc to conduct various activities in the college like House activities, Competitions, celebrations etc.

1.Gardening Expenses: College utilizes a considerable amount on Gardening which keeps the environment green and healthy. Gardening is the regular practice at HTTC to contribute to local environment.

1.Security Purpose: At HTTC safety and security are primary concerns and is looked after constantly by appointing the security guards ensuring safety and security of each in the college.

1.Housekeeping: College ensures cleanliness and well sanitized premises to the inmates and for this purpose an adequate number of staff is appointed. College utilizes a fine amount of funds on housekeeping to provide clean and hygienic premises.

1.Repair & Maintenance: a considerable amount of funds is utilized on repair and maintenance of on-going wear and tear in the building.

1.Insurance: College utilizes the above mentioned funds for Insurance purposes as well.

1.Building usage charges: The above funds are allocated to cater Building usage charges as well.

1.Electricity: Constant power supply is ensured in the college so that no hindrance occurs in the smooth functioning of the Teaching-learning process.

1.Internet Charges: GSTTC provides Wi-Fi enabled campus to students so that ICT can be integrated in the Teaching-Learning process. The above funds are mobilized to provide the Internet service to all the users.

1.Research & Development: The above funds are optimally utilized to support Research and Development by Faculty and Students. College offers assistance in carrying out Research work by sharing the load like providing seed money.

6.5 Internal Quality Assurance System

6.5.1

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

Response:

An Internal Quality Assurance Cell (IQAC) is a body constituted by higher education institutions in India to ensure that they meet the standards of quality set by the National Assessment and Accreditation Council (NAAC). IQACs play a vital role in improving the quality of teaching, learning, and research in colleges and universities.

Here is a possible answer to the question of why a college does not have an IQAC but is looking forward to having one by the end of the year:

Our college does not yet have an IQAC, but we are actively working towards establishing one by the end of the year. We recognize the importance of IQACs in ensuring quality education, and we are committed to providing our students with the best possible learning experience.

There are a few reasons why our college does not currently have an IQAC. First, we are a relatively new institution, and we have been focused on building up our infrastructure and programs. Second, we have been working on developing a strong quality culture within the college. This has involved raising awareness of the importance of quality among our faculty and staff, and developing systems and processes to ensure that our programs and services meet our high standards.

We are now at a point where we are ready to establish an IQAC. We have a team of experienced and dedicated faculty members who are eager to lead this effort. We are also confident that we have the support of our administration and stakeholders. We believe that an IQAC will be a valuable asset to our college. It will help us to continuously improve our programs and services, and to ensure that we are meeting the needs of our students and stakeholders. We are looking forward to establishing our

IQAC by the end of the year, and we are confident that it will play a key role in our future success.

In addition to the above, here are some specific steps that the college can take to establish an IQAC:

- **Form a committee of faculty members and administrators to develop a plan for the IQAC.**

- **Identify the key areas that the IQAC will focus on, such as teaching and learning, curriculum development, research, and student support services.**

- **Develop systems and processes for collecting and analyzing data on the quality of the college's programs and services.**

- **Set benchmarks and goals for improvement.**

- **Implement quality improvement initiatives and monitor their effectiveness.**

- **Prepare a self-study report and submit it to the NAAC for accreditation.**

By taking these steps, the college can establish a functioning IQAC by the end of the year and begin to reap the benefits of quality assurance.

6.5.2

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

Response:

An Internal Quality Assurance Cell (IQAC) is a body constituted by higher education institutions in India to ensure that they meet the standards of quality set by the National Assessment and Accreditation Council (NAAC). IQACs play a vital role in improving the quality of teaching, learning, and research in colleges and universities.

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We believe that an IQAC will be a valuable asset to our college. It will help us to continuously improve our programs and services, and to ensure that we are meeting the needs of our students and stakeholders. We are looking forward to establishing our IQAC by the end of the year, and we are confident that it will play a key role in our future success.

In addition to the above, here are some specific steps that the college can take to establish an IQAC:

Form a committee of faculty members and administrators to develop a plan for the IQAC.

Identify the key areas that the IQAC will focus on, such as teaching and learning, curriculum development, research, and student support services.

Develop systems and processes for collecting and analyzing data on the

quality of the college's programs and services.

Set benchmarks and goals for improvement.

Implement quality improvement initiatives and monitor their effectiveness.

Prepare a self-study report and submit it to the NAAC for accreditation.

By taking these steps, the college can establish a functioning IQAC by the end of the year and begin to reap the benefits of quality assurance.

6.5.3

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: E. None of the above

File Description	Document
Data as per Data Template	[View Document](#)

6.5.5

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

Response:

An Internal Quality Assurance Cell (IQAC) is a body constituted by higher education institutions in India to ensure that they meet the standards of quality set by the National Assessment and Accreditation Council (NAAC). IQACs play a vital role in improving the quality of teaching, learning, and research in colleges and universities.

Here is a possible answer to the question of why a college does not have an IQAC but is looking forward to having one by the end of the year:

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administration and stakeholders.

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In addition to the above, here are some specific steps that the college can take to establish an IQAC:

Form a committee of faculty members and administrators to develop a plan for the IQAC.

Identify the key areas that the IQAC will focus on, such as teaching and learning, curriculum development, research, and student support services.

Develop systems and processes for collecting and analyzing data on the quality of the college's programs and services.

Set benchmarks and goals for improvement.

Implement quality improvement initiatives and monitor their effectiveness.

Prepare a self-study report and submit it to the NAAC for accreditation.

By taking these steps, the college can establish a functioning IQAC by the end of the year and begin to reap the benefits of quality assurance.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Energy is the capacity to do work. According to the law of conservation of energy, energy can neither be created nor destroyed. It can only be transformed from one form into another. This means that the loss in one form of energy leads to the rise in the other form of energy.

Energy conservation is the practice of reducing the consumption of energy by humans or Energy conservation means making the most of our energy resources by using our natural endowments wisely, getting the greatest return from our energy investments, and investing in clean energy. Energy is conserved to reduce the cost of consumption and to preserve the limited existing resources of energy. Energy can be conserved by using energy-efficient devices and other methods to consume energy and reduce the use of energy when there is no requirement. We know that energy can neither be created nor destroyed. It can only be transformed from one form to another. So, it is important to conserve energy.

Energy conservation is an inevitable requirement for sustainable development for higher education institutes. The institute has developed framework and energy guidelines adhering to national policy for energy conservation on 20th October, 2020

Saving Energy -The Institute Building has adopted passive design principles. The building is designed and constructed parallel to north south directions to ensure less relative heat inside thus saving energy. The exterior walls of the building consist of red sandstone as cladding which is a high SRI material thus keeping internal climate controlled. In the bigger picture the total energy demand from operation is reduced.

The use of energy efficient equipment is promoted in the institute. The

institute uses Installation of energy star products for electrical and HVAC upgrades to reduce energy consumption. Promotion of energy efficient lighting systems by using LED Lamps instead of using incandescent lamps in the campus which require 1/8th of the energy to light the same room.

Thermostat controlled system for the air conditioning unit is used in the campus. Also master switches are installed at every floor to shut down power in non working hours to reduce transfer loss of electricity.

Implementing Alternative Energy

Harnessing the Sun:- The institute utilizes total energy consumption. This requirement is met by state power supply as well as by harnessing solar energy. The total capacity of the Solar Panel system installed to harness the renewable energy . The institute utilizes the solar energy on campus.

Wheeling to the grid:- The institute also shares excess of the solar generated electricity to the Bihar Power Corporation back to the grid.

The institute has an energy conservation administrator to coordinate and implement the sustainable practices, taking care of periodic maintenance of the building facilities.

The institute also caters to general efficiency techniques and methodologies that can be implemented in day to day function.

Reducing energy consumption in the institute is a continuing priority which is ensured through an awareness program involving student's mentors and institute staff

File Description	Document
Institution energy policy document	[View Document](#)
Any additional information	[View Document](#)

7.1.2

Institution has a stated policy and procedure for implementation of waste management

Response:

Waste Management is a joint responsibility of local government as well as of private organizations and individuals. Institute has designed an integrated Waste management system for optimizing and analyzing waste. It is based on the concept that all aspects of waste management should be analyzed together. The concept of waste as 'a material which has no use' has changed to 'resource at the wrong place'. The institute is conscious of its activities generating waste and ensures that all the waste is used & disposed responsibly.

Managing waste in an environmentally sound & socially satisfactory manner is sustainable waste management. In institute waste management practices are differentiated into three parts:

- Solid Waste Management

- Liquid Waste Management

- E- Waste Management

The entire spectrum of solid waste generation, segregation and collection is processed systematically in the campus. Mixed waste is useless as a resource until waste separation at source is practiced thus the waste generated by the institute is separated in three separated streams namely biodegradable, non-biodegradable and domestic hazardous wastes in suitable bins.

- Biodegradable waste is generated in the institute from raw material & leftovers of food items from kitchen/pantry and hostel mess. Also the tree droppings from the campus green area contribute to it. These are treated through organic waste composter and waste is created into manure.

- Non biodegradable solid waste is handed over to the municipal approved landfill site.

- Hazardous waste generated in the institute is in negligible amounts of waste oil from D.G sets fixture which is sold to authorized recyclers.

Liquid Waste Management involves Grey water and Black water. The institute uses water efficient fixtures in the campus which generate less discharge of grey water. The waste water generated from R.O treatment in the institute is reused to recharge ground water tables through a network of lines. Institute also conserves the rainwater through harvesting the runoff water from previous surfaces to the rain harvesting pit.

This in return reduces the load on municipal sewage lines and also recharges the ground water table.

- **E-Waste of electronic waste broadly describes discarded, surplus, broken or obsolete electronic devices and machines. The rapid growth of technology, up gradation of innovation and high rate of obsolescence have led to one of the fastest growing waste streams of E- waste. The E-waste is managed in the institute through collection of items from staff, faculty & students at common places and conducting an auction to authorize recyclers.**

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

7.1.3

Institution waste management practices include

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

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geo-tagged photographs	[View Document](#)
Documentary evidence in support of each selected response	[View Document](#)

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting

2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geotagged photographs	[View Document](#)

7.1.5

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

Response:

Sanitation is considered as basic determinant in quality of life and human development index. Ensuring that college is well maintained is not only conducive to productivity, it also increase the likelihood of expecting more students. The institute promotes and aligns goals to national mission of Swatch Bharat or Clean India Campaign which bring about change in behavioral and attitudinal aspect of habitants. The institute strongly believes in emphasizing on Information, Education and Communication (IEC) for effective participation of campus users.

The institute highlights and takes care of every basic parameter of maintenance of cleanliness likepersonal hygiene, safe water, waste water disposal, solid waste disposal, food hygiene and environmental sanitation. The Institute has framework in terms of Policies since Oct, 2020 for Waste Management- (Solid, Liquid and Hazardous), Water Management and Green Cover Management to maintain and check all the basic parameters.

In a quest for healthy, livable and sustainable campus, spaces with plantation have a vital role. To add to the green cover of the Institute many tree plantation drives have been conducted by the institute. The Institute also adopts saplings distribution program as an act of promoting environment and sustainability in events and functions. In order to reduce the pollution which are alarming in the region the institute observe a cycling day once in a month for all the students, faculty and staff members. The institute also prohibits intra movements of vehicles as to enhance the indoor air quality of the campus which in return reduce the air pollution.

The institute has a robust network of sewage disposal system which also act as a guiding force to implement hygiene and cleanliness in the campus

Institute is resilient in deployment of dedicated team for maintenance of water system, drainage system and waste management system in the campus. The periodic maintenance practiced in the campus induces sense of cleanness and also cut off extra expense on wastage.

Access to sanitation facilities is a fundamental right to safeguard health. Separate and safe sanitary facilities for females in the campus are also an encouraging factor of the institute. Dedicated safe drinking water sources are present at many places throughout the campus which comes from storage tank. The water purifier (RO System) is installed at common level to ensure water quality. The institute believes in the fact that precaution is better than cure and abides to it thoroughly. Many promotional signage's are put in the campus area to promote and aware students to avoid littering in open spaces. Use of Color coded dustbins to segregate solid waste at the source is deployed in the campus which safely collect, confine and dispose waste.

Document Required:

1.Waste Segregation (Dustbin Pictures)

2.Signages

3.Bills

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: A. All of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Income Expenditure statement highlighting the specific components	View Document

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7.1.7

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

7.1.8

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

Response:

INSTITUTION PUTS FORTH EFFORTS LEVERAGING LOCAL ENVIRONMENT, LOCATIONAL KNOWLEDGE AND RESOURCES, COMMUNITY PRACTICES AND CHALLENGES

Maulana Mazharul Haque Arabic & Persian University, affiliated to MMHU University, Patna is located at the rural location of Patna providing all facilities to students & visitors and is easily accessible for all. College is at an advantageous location in every aspect and provides lush green locality to students.

LOCATIONAL ADVANTAGES:

1.Bus Stand in the vicinity (within 1km)

2.College is located near State highway; connecting states for easy access of students from other states like West Bengal & Jharkhand.

3.Sufficient Green Area in vicinity of college

4.Community Park in Proximity

5.Easy Accessibility to College with Connectivity via Public Transport

6.Police station is located in a range of 500m for safety and security purposes.

7.24/7 CCTV Surveillance inside and outside the college assists the community to control any anti social activity in the nearby area.

8.Utmost care is taken to maintain cleanliness and greenery in and around the college.

9.Many awareness programmes are organised for public awareness

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)

7.1.9

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

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

Response: A. All of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	[View Document](#)
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	[View Document](#)
Any additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Two best practices implemented by the Institution

Himalaya Teacher's Training College is affiliated to Aryabhatta Knowledge University . The college constantly works towards excellence in Education and for the welfare of students associated with the Himalaya family. We endeavor to offer best experiences to students and involve all the activities. required for the quality assurance in Education. Although at Himalaya we have all our practices at best but to list any two practices considered being the best practices of the Institution the following are listed:

Best Practice I

1. Title of the practice: Empowering Women Through Education

1.Objective of the practice:

1. To equip students with all required life skills

2. To avail students an exposure to real field situations before completing their course.

3. To provide students good opportunities to observe, learn and empower themselves.

The Context: Women empowerment is a far off dream in our country and constant efforts are required for the upliftment of women. Education plays an important role in empowering women not completely but at least partially. Himalaya Teacher's Training College puts this into consideration and plans activities to instill life skills in teacher trainees so that they can become self dependent and empowered to an extent.

Practice: Himalaya Teacher's Training College adopts a rigorous and well-organized pattern of ensuring empowerment of all its students by planning a number of activities like Self Defense workshop to equip female students with basic techniques of self defense. The workshop is being organized each year working for women's upliftment and safety. Students actively participate in the workshop and learn tactics in case of any emergency thus empowering women physically.

Best Practice II: Scout & Guide Camp

1. Title of the practice: Scout & Guide camp Each Year

1.Objective of the practice:

1. To provide assistance to students for life skills

2 To provide students good opportunities for practicing intrinsic discipline

3. To collaborate with schools of repute for future alliance

7.3 Institutional Distinctiveness

7.3.1

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

Response:

GSTTC aspires to be a leading Institution in the country offering quality

teacher education to enlighten. emancipate and empower the student-teacher fraternity and to foster lifelong learning. It is believed that our future is a link to the present, so it is our duty to sensitize the young generation of the country about personal, social, local & global issues. We are ready with our girl students as support engine-reviving the momentum to bring holistic concepts to classrooms.

The college is located in the rural area i.e., Awadhar, Dhanarua well connected with region with the mission to provide quality education to the studendts of Eastern Patna Region.

Another evidence of the college's effectiveness is the increasing number of our alumni who are getting appointed as faculty members in different schools of neighbouring areas.

It is our vision and priority to provide our students a healthy and quality environment that helps to develop their core skills which in turn develops their critical thinking skills.

We at GSTTC use to celebrate National Days along with the Environment day/Earth Day/ National Girl Child Day to make students aware of our surroundings...

Vision of the college is to empower students with health issues and workshop was organised WORLD AIDS DAY & spread awareness about sexually transmitted infections and use of condoms.

As the world has faced severe challenges related to pandemic or due to COVID-19 so GSTTC organized stress related issues in a workshop that

covered all psychological aspects of students.

GSTTC also organized Digital Literacy Week to equip students with digitalization as this is the need of the hour. Workshop on 'PLANT LIFE CYCLES and International Translation Day were also organized.

Every year GSTTC also organizes a Talent -Hunt Programme for students to showcase their talent in different fields like Dance/Singing/Poster Making /Cooking without Fire etc.

As GSTTC is committed to all round development of students so every year Field Trips are also organized to enhance their team work, & coordination and visit places like Mother Dairy,National Science Center/Nehru Planetarium /NCERT Campus/World Book Fair etc.

To manage the Stress a programme on Heartfulness is also organized.

To enhance the Professional growth and skills of students in their respective field, a Workshop on Resume Writing/CV writing is also organized.

Moreover GSTTC is instrumental in building peer-to-peer relationships while shaping their perspectives, opinions and identity.So it uses every tool and technique for effective classroom upliftment and appreciates the students' efforts on each level.

The college inculcates value added courses like Computers Career Guidance workshop on self defense are provided to felicitate economic

security and financial independence of women. And cooperation of Parents, Principal and faculties are included in this.

Remedial classes for slow learners is another step to pull up the students lagging in their studies. The students are given scholarships also.

Relentless efforts of the college in the direction of realization of its vision have fructified in the upsurge of its academic achievements.

5. CONCLUSION

Additional Information :

1. **G.S. Teacher's Training College is affiliated college of Maulana Mazharul Haque Arabic and Persian University, and as such follows a predetermined syllabus. However, the college innovates within these established academic structures, committed to providing holistic development for its all student body.**
2. **G.S. Teacher's Training College is at prime location with metro station in close vicinity of the college that enables students to commute from different parts of the Bihar.**
3. **The college campus has facilities like photocopy, gym and canteen for students.**
4. **In spite of being located in the thriving part of the city, G.S. Teacher's Training College campus is extremely verdurous. It has a maze of tall trees, lush green lawns and pruned hedges.**
5. **The college conducts several cultural, sports and community-based outreach programmes to provide students with holistic education and experience so that they become assets to their professions and to the society.**
6. **We take pride in making the college campus a green zone. We have numerous environment friendly practices like green policy, waste management policy and water conservation policy etc.**
7. **We limit the use of non-renewable resources and rely on alternative sources like solar panels, Rain water-harvesting etc. Sanitary hygiene is given due importance.**
8. **At GSTTC, education is dialogic, and it is the feedback system that gives it this transparency and accountability. Channels for communication with different stakeholders are kept warm by responding to diverse needs.**
9. **Different cells and committees have been formed for the effective functioning of the department.**

Concluding Remarks :

G.S. Teacher's Training College, B.Ed. college in Patna BIhar, India promoted by Usha Mahila Vikas Samiti (UMVS), is affiliated to the Maulana Mazharul Haque Arabic and Persian University, Patna. It has been established with a firm commitment to foster a holistic approach to facilitate the process of Education.

The Institute offers an outstanding learning environment for students by providing state of the art, infrastructure, facilities, effective course curriculum and use of innovative teaching methodology. Academic processes in GSTTC are streamlined, with timetables and other administrative tasks prepped well in advance of teaching session. The teaching at GSTTC is supported by relevant ICT facilities. The college enjoys technologically enabled and inclusive infrastructure including a well-equipped library, which makes it possible for students to participate in modern teaching-learning process. Experiential learning through internships projects and field trips is specifically facilitated.

All these are designed, in view of its commitment to achieve excellence in the field of Education under the guidance of trained teachers. Our teachers regularly update their disciplinary knowledge through active involvement in faculty development programmes, curriculum reviews, evaluation, and participation in different decision-making bodies of the University. MOUs with different organizations have been signed to keep them abreast of the latest trends.

G.S. Teacher's Training College has come a long way from its humble beginnings and moderate facilities to a campus equipped with impressive amenities. Right from admission, the college follows a well-administered and transparent procedure with ease of availability of information on our website. Newsletter of the college is issues bi-annually. Students would get opportunities to participate in numerous co-curricular activities on and off the campus, to realize their true worth and potential. College is proud of many of its alumnae who have made a mark for themselves in various spheres of academics.

GSTTC focuses on development of its students not only by imparting quality education in teacher training but also in instilling a sense of self-worth and discipline. The college strives to fulfil its vision and mission by imparting transformative education for the empowerment of women and promotion of a more just add humane society.