



Yearly Status Report - 2018-2019

Part A

Data of the Institution

1. Name of the Institution		MILLAT TEACHERS TRAINING COLLEGE
Name of the head of the Institution		Dr. Naveen Ranjan Ravi
Designation		Principal
Does the Institution function from own campus		Yes
Phone no/Alternate Phone no.		06276225777
Mobile no.		9576388646
Registered Email		info.mttcollege@gmail.com
Alternate Email		nrravi123@gmail.com
Address		Stadium Road
City/Town		Madhubani
State/UT		Bihar
Pincode		847212
2. Institutional Status		

Affiliated / Constituent	Affiliated
Type of Institution	Co-education
Location	Rural
Financial Status	Self financed
Name of the IQAC co-ordinator/Director	Dr. Md. Shahabuddin
Phone no/Alternate Phone no.	+918910576784
Mobile no.	9905930063
Registered Email	iqac.mttc@gmail.com
Alternate Email	mdshahabuddin1237@gmail.com

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	http://millatttcollege.org/PDFs%202023/AQAR%202017-18.pdf
4. Whether Academic Calendar prepared during the year	Yes
if yes,whether it is uploaded in the institutional website: Weblink :	http://millatttcollege.org/PDFs%202023/ACEDMIC%20CALENER%202018-19.pdf

5. Accreditation Details

Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
2	A	3.06	2017	09-Jun-2017	08-Jun-2022

6. Date of Establishment of IQAC

01-Nov-2011

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
Meeting with all stakeholders on quality related institutional	12-Jul-2018 1	50

processes		
Value education classes	21-Aug-2018 1	300
To encourage faculty for paper publication in various Journals and attend seminars and workshops	06-Sep-2018 1	40
participated in thirty fourth youth festivals inter university level in L.N Mithila university darbhanga	03-Jan-2019 3	10
Assesment of M.Ed ,B.Ed ,B.P.Ed D.El.Ed department level	06-Mar-2019 1	20
Capacity building programme for non-teaching staff to enhance work	25-Apr-2020 1	8
Workshop on question bank in M.Ed ,B.Ed, D.El.Ed	14-May-2020 1	30

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8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/ Faculty	Scheme	Funding Agency	Year of award with duration	Amount
No Data Entered/Not Applicable!!!				
No Files Uploaded !!!				

9. Whether composition of IQAC as per latest NAAC guidelines:

Yes

Upload latest notification of formation of IQAC

[View Link](#)

10. Number of IQAC meetings held during the year :

4

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report

[View Uploaded File](#)

11. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
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12. Significant contributions made by IQAC during the current year(maximum five bullets)

- 1.IQAC Monitor teaching learning process for good academic records and to improve students performance...
- 2.IQAC Regulates the function of all committees to increase the participations of students in all the activities .
- 3.IQAC Organized seminar and workshop to enhance research skill, communication skill and life skill of teacher and students
- 4.IQAC Monitor value programme like motivational lectures etc.
- 5.IQAC Organized many other programmes like day celebration and etc.

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13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achivements/Outcomes
Assessment in Different year old even continuous Assessment will be unit based on the all courses	Enhanced Result
SWOT Analysis done to reduce barriers between different Departments and Teaching & non-teaching staff	Reduced barriers between different Departments and Teaching & non-teaching staff. Transparency in different levels achieved by the college
Tree plantation drive	Greener Campus
Work diary for Teachers	Enhanced capabilities of faculty members in teaching learning process
Create Environmental Sensitivity among Staff and students	Students and staff made their neighbouring people aware of Environmental impacts on planet
Ensure all round development of student	Overall upliftment of our students
Enrich the research skill of faculty and students members of faculty and students participated and presented research paper in several seminar.	Six Articles published by faculty members in Different Journals and One Book published by the faculty.
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14. Whether AQAR was placed before statutory body ?	No
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15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	No
16. Whether institutional data submitted to AISHE:	Yes
Year of Submission	2019
Date of Submission	24-Feb-2019
17. Does the Institution have Management Information System ?	No

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

The curriculum and syllabus for all academic programmes at our college are meticulously designed by the affiliating University and board, namely, L.N. Mithila University, Darbhanga, and Bihar School Examination Board, Patna. The Academic Committee of the College plays a crucial role in implementing the curriculum and syllabus of courses taught here, aligning them with the recommendations of the affiliating bodies. To ensure relevance and responsiveness to the changing times, the university's Board of Studies periodically updates the academic curriculum with a keen focus on social relevance and emerging demands. Our college boasts a set of effective tools for the efficient delivery of this curriculum:

- At the commencement of each academic year, the Principal of the college organizes a general meeting with the teachers to apprise them of the essential aspects of curriculum planning.
- The various departments discuss the specific needs of their respective fields and collaboratively determine the courses and papers to be offered.
- Lectures and topics are structured in adherence to the guidelines provided in the syllabus, ensuring a consistent approach to course delivery.
- The curriculum is then thoughtfully organized, with the different units of each course allocated according to the college's timetable.
- The Heads of Departments further distribute the lecture assignments among the faculty members in a manner that optimizes teaching expertise and knowledge.
- Regular progress updates on syllabus completion are collected from each faculty member at the end of every year/semester, ensuring accountability and timely coverage of the curriculum.
- The college takes great pride in maintaining a well-stocked and resourceful library that offers significant advantages to both students and faculty members. By adhering to this comprehensive approach to curriculum planning and delivery, our college strives to provide an enriching educational experience that aligns with contemporary needs and empowers our students for a successful future.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entrepreneurship	Skill Development
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Nil Nil Nil 0 0 0

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
Nil	Nil	Nil
No file uploaded.		

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
Nil	Nil	Nil

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	0	0

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
CTET/ TET Course	04/09/2018	300
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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
MEd	College Internship (Sem third)	45
MEd	Dissertation & Field Work (Semester Fourth)	48
BEd	School Internship (First Yr)	243
BEd	School Internship (Second Yr)	247
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Nil
Employers	Nil
Alumni	Nil
Parents	Nil

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained

The institution places significant emphasis on continuous improvement and academic excellence, achieved through a meticulous feedback collection process involving various stakeholders, including students, alumni, faculty, and employers. To ensure and analyze academic excellence at both student and faculty levels, MTTC Madhubani has established an Academic Council. The Academic Council diligently reviews the curriculum each academic year, ensuring its relevance and effectiveness. Moreover, the college is committed to maintaining quality consistency and enhancing educational standards, which is overseen by the Internal Quality Assurance Cell (IQAC). The IQAC supervises various committees, such as the Guidance Counseling Cell and the anti-ragging Cell, to further uphold the institutions commitment to quality. The Academic Council periodically analyzes several key factors, including student performance, faculty performance throughout each academic year/semester, and the utilization of infrastructure. These insights guide the institution in making data-driven decisions to enhance the overall learning experience. Feedback collection on the prescribed curriculum from affiliating bodies is an integral part of the colleges improvement process. Both students and teachers actively participate in providing valuable feedback, fostering a sense of ownership and collaboration in curriculum development. Additionally, alumni surveys are conducted during alumni association meetings, allowing the institution to benefit from the experiences and perspectives of its graduates. These interactions with alumni provide valuable insights that contribute to the ongoing refinement of the colleges educational offerings. By involving all stakeholders and systematically analyzing feedback, MTTC Madhubani strives to create an environment that continually nurtures academic excellence, ensuring its students receive a well-rounded and forward-looking education.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
MEd	M.Ed.	50	118	50
BEd	B.E.d	250	572	250
BPEd	B.P.Ed.	100	31	31

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2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2018	281	50	86	10	16

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-	ICT Tools and resources available	Number of ICT enabled Classrooms	Numberof smart classrooms	E-resources and techniques used

	Resources)				
96	35	6	2	2	4
View File of ICT Tools and resources					
View File of E-resources and techniques used					

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

The College has an effective Mentoring System for students. Mechanism of mentoring system are as follows: 1. Identification of Mentors: We assign experienced and qualified mentors from the colleges faculty who have demonstrated excellence in their teaching and mentoring skills. 2. Orientation and Training: We provide orientation and training sessions for both mentors and mentees. Mentors are equipped with effective mentoring techniques, active listening skills, and understanding the mentees perspective. Mentees are informed about the goals of the program and their role in the mentoring relationship. 3. Establishing Expectations: In-person meetings are held by the mentors and they are available on phone and on WhatsApp during the mentoring program, and specific areas of support (academic, personal, career-related). 4. Regular Meetings: Mentors and mentees meets regularly monthly or bi-monthly basis. These meetings are effective for tracking progress and addressing any challenges. 5. Academic Support: Mentors also provide academic support to mentees by offering study strategies, feedback on assignments, and tips for effective teaching techniques. 6. Professional Development: Mentors guide mentees in seeking professional development opportunities, attending workshops, and staying updated with the latest teaching methodologies. 7. Career Guidance: Mentors provide insights into the teaching profession, advice on job applications, interview tips, and help mentees explore different career paths within education. 8. Monitoring and Evaluation: The progress and effectiveness of the mentoring program are regularly assess through surveys or feedback sessions and improvements are made based on the feedback received to enhance the programs impact.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
531	96	1:6

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
96	96	0	0	11

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
Nil	Nil	Nil	Nil
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2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BEd	B.Ed	Second Year	09/06/2018	14/08/2018
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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

The College diligently adheres to the rules and regulations set forth by its affiliating bodies, especially concerning the evaluation of students. To ensure a comprehensive and continuous assessment of students progress, the College employs a range of assessment methods as part of its Continuous Internal Evaluation (CIE) system. Students are engaged in various academic activities, including assignments, internal tests, unit tests, quizzes, classroom seminars, and debates. Moreover, the College organizes micro-teaching sessions, providing valuable opportunities for students to showcase their teaching skills. Each of these activities is meticulously graded, and marks are assigned based on the individual performances. This holistic evaluation approach not only encourages active student participation but also fosters a deeper understanding of the subject matter. By employing the Continuous Internal Evaluation (CIE) system, the College aims to nurture well-rounded individuals equipped with both theoretical knowledge and practical skills, thus preparing them for future challenges and opportunities.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

The Academic Calendar is prepared by the Academic Committee at the beginning of each academic year. This carefully curated calendar plays a vital role in ensuring the smooth functioning of the college. It serves as a comprehensive guide, encompassing all the essential academic activities throughout the year. Various engaging events and activities, such as seminars, workshops, internships, debates, quizzes, and essay competitions, are thoughtfully included in the Academic Calendar. Additionally, the Annual Sports Meet, a highlight of the colleges extracurricular activities, is also scheduled as per the Academic Calendar. By adhering to the schedule outlined in the Academic Calendar, the college ensures efficient planning and organization of these academic events and co-curricular activities. Students and faculty alike can actively participate and benefit from a well-rounded educational experience. The Academic Calendar serves as a blueprint for the entire academic year, facilitating effective time management and allowing students and staff to make the most out of their educational journey. As a result, the college community thrives in an environment that promotes holistic development and a rich academic experience.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<https://www.millatttcollege.org/Result.html>

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
B.Ed	BEd	Education	238	221	92.85

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2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

<https://www.millatttcollege.org/PDFs%202023/SSS%202018-2019.pdf>

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Nil	0	Nil	0	0
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3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
Nil	Nil	

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
Nil	Nil	Nil	Nil	Nil
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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
Nil	Nil	Nil	Nil	Nil	Nil
No file uploaded.					

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0	0	0

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
Education	2

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
International	Education	2	Nil
National	Education	4	Nil
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3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
Education	1
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3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/

Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
nil	nil	nil	2018	0	nil	0
No file uploaded.						

3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
Nil	Nil	Nil	2018	0	0	Nil
No file uploaded.						

3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	Nil	20	10	5
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3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Nil	Nil	0	0
No file uploaded.			

3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
Nil	Nil	Nil	0
No file uploaded.			

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
Samvad	Hindustan	Ab Nari Ki Bari	2	72
Voting Awareness	Prabhat Khabar	Vote karen Desh Gadhe	2	500
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3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
Nil	Nil	Nil	0
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3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
Internship	School Internship	Different School	01/12/2018	30/03/2019	884
Internship	College Internship	Different Colleges	05/01/2019	04/02/2019	48
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3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
Dr. Zakir Hussain Teachers Training College, Darbhanga	15/09/2018	Mobility of resources ie Faculty, Students etc. Collaboration to organize seminars, workshops and other activities.	40
Patliputra Teachers Training College, Patna	17/06/2018	Mobility of resources ie Faculty, Students etc. Collaboration to organize seminars, workshops and other activities.	32
Bibi Aasia Begum Teachers Training College, Patna	20/11/2018	Mobility of resources ie Faculty, Students etc. Collaboration to organize seminars, workshops and other activities.	12
Mithila Teachers Training College, Basuara	17/01/2019	Mobility of resources ie Faculty, Students etc. Collaboration	70

to organize seminars, workshops and other activities.

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CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
500000	560000

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Campus Area	Existing
No file uploaded.	

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automation
Info Lib	Fully	Null	2016

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	15063	1625286	36	8755	15099	1634041
Reference Books	608	334000	2	1400	610	335400
Journals	16	15680	0	0	16	15680
CD & Video	47	30550	0	0	47	30550
Library Automation	1	75000	0	0	1	75000
Others (specify)	1	5900	0	0	1	5900

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4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
Null	Null	Null	Null

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4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/GBPS)	Others
Existing	35	15	34	8	0	3	2	0	6
Added	5	5	0	0	0	1	1	0	0
Total	40	20	34	8	0	4	3	0	6

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

50 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
Nil	Nil

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
250000	284676	500000	532000

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

Millat Teachers Training College has formulated a comprehensive policy and procedure for the maintenance and optimal utilization of its physical, academic, and support facilities. These facilities include state-of-the-art laboratories, a versatile multipurpose hall, a modern indoor hall, classrooms equipped with smart technology, a well-organized faculty room, an exclusive alumni room, comfortable gents common room, a fully-equipped conference hall, an efficient I.Q.A.C room and dedicated guidance and counseling rooms for students and staff. Additionally, the college takes great pride in maintaining a lush campus garden. The primary objective of this policy is to ensure that the infrastructure requirements of the college are consistently met, precisely when the need arises. To achieve this, various committees have been formed, comprising dedicated faculty members. These committees are entrusted with the crucial responsibility of overseeing and guaranteeing that the available infrastructure aligns perfectly with the colleges academic goals and is efficiently utilized. Each committee functions with the utmost diligence, ensuring that the facilities are well-maintained and optimally utilized to create a conducive learning environment. By adhering to this policy, Millat Teachers Training College strives to provide its students and staff with the best possible educational experience, fostering a culture of excellence and growth within the institution.

<https://www.millattcollege.org/INFRASTRUCTURE.html>

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Nil	0	0
Financial Support from Other Sources			
a) National	Post Matric Scholarship	426	2130000
b) International	Nil	0	0
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5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
Yoga Classes	05/09/2018	200	Guest Expert
Guidance Counselling	05/07/2018	142	Guidance Counselling Cell
CTET / TET Classes	04/09/2018	300	Academic Cell
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5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
2018	Guidance Counselling	100	100	72	72
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5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
0	0	0

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
Indian Public School 1, Madhubani	50	8	Central Public School	50	5
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5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to
2018	17	B.Ed (Millat Teachers Training College)	Millat Teachers Training College	Millat Teachers Training College	M.Ed
2018	14	B.Ed (Millat Teachers Training College)	Millat Teachers Training College	R.K. College, Maadhubani	PG

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5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
Any Other	38

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5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Annual Sports Meet	Institution Level	70

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5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2018	Nil	National	Nil	Nil	nil	nil

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5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

Instead of students council in the college we have different strategy to make part of our students in college activities. Students are divided in multiple groups such as section A,B,C,D E respectively. Each group selects one group captain from the students. Under the leadership of each captains students participate in programmes and activities organized by the college. It helps them in building cooperation among them and work as a team. It also helps them to become more competitive in curricular and co-curricular activities. As a member of IQAC committee they are made aware of anti-ragging, POCSO different committees at the beginning of their academic year.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

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5.4.2 – No. of enrolled Alumni:

0

5.4.3 – Alumni contribution during the year (in Rupees) :

0

5.4.4 – Meetings/activities organized by Alumni Association :

0

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

At Millat Teachers Training College, a strong foundation of decentralization and participative management is upheld through the establishment of various departments and committees, fostering a seamless and efficient functioning of the institution. The college firmly believes in distributing tasks and responsibilities across different departments, valuing the expertise and capabilities of its faculty members, while upholding transparency at every level. The Principal, as the overall in-charge of the institution, plays a pivotal role in overseeing the day-to-day operations of the college. This includes the formation of committees and delegation of responsibilities to respective in-charges, as well as coordinating and communicating effectively with all stakeholders. The Principal also takes charge of the administrative processes, monitors progress, and ensures the successful implementation of assigned tasks. The institution recognizes human resources as three distinct categories: teaching staff, non-teaching staff, and students. The allocation of duties is based on individuals interests and expertise in their respective fields. The faculty members, responsible for the academic functioning of the college, meticulously plan the academic schedule and contribute to the delivery of high-quality education and efficiency within the institution. A collaborative approach is fostered by dividing tasks among various teams and committees, promoting a cooperative environment where every member of the college community is actively involved in the growth and success of the institution. This teamwork ensures that Millat Teachers Training College thrives as a center of excellence in education.

6.1.2 – Does the institution have a Management Information System (MIS)?

Partial

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Curriculum Development	Curriculum is developed by the affiliating bodies ie L.N. Mithila University, Darbhanga and BSEB, Patna. College has very less scope in development of the curriculum. College implies curriculum very effectively in the college through our curricular and co-curricular activities.

<p>Teaching and Learning</p>	<p>The faculty members Experiment with innovative and creative pedagogies for the execution of the curriculum. The faculty also tries these methodologies in their teachers learning process depending on the need of the subject and topic. Comprehensive scientific methods, learning through games such as sort it an action, newspaper activities, seminar method, consensus method, case study method, concept mapping technique role playing methods are used in teaching learning process. Documentaries and movies are also shown to students as a part of teaching learning process.</p>
<p>Examination and Evaluation</p>	<p>The college follows the examination scheme given by the Affiliating body. Internal Examination, Unit test, Assignment are given to students for evaluation purpose. The college conduct tutorial cycles in every years/semester. self and peer reviews are used for assessment of trainees during Micro Teaching . We conduct sent up test and terms examination as internal examination process.</p>
<p>Research and Development</p>	<p>The college offers an M.Ed. course, where students are required to undertake a research project or dissertation as part of their curriculum. Under the guidance of supervisors, M.Ed. students conduct their research, which is actively encouraged by the institution. Both faculty and students are motivated to engage in research and innovations. The colleges IQAC plays a crucial role in inspiring and supporting research endeavors among faculty and students alike.</p>
<p>Library, ICT and Physical Infrastructure / Instrumentation</p>	<p>The college is well equipped library as an important learning resource. With the positive learning environment library of the college provides all important facilities to the students. College library is fully automated. The college has esestablished an E-Library equipped with e-books and other e-resources. The library is updated with the latest books and journals. The college has also subscribed to N-list service provided by the INFLIBNET.</p>
<p>Human Resource Management</p>	<p>The institution has various committees that help in the administration of college like the Time</p>

	<p>table management, campus Development, maintaining discipline, Admission, Internal and other Examination, etc. Attendance of Teaching and non-teaching staffs and students are made through biometric attendance system. Salary to the staffs are disbursed as per biometric attendance report.</p>
Industry Interaction / Collaboration	<p>The College boasts fruitful partnerships with 32 government schools, fostering an enriching internship program that provides valuable practical experience to our students. Furthermore, we have established MOUs with various esteemed institutions, facilitating collaborative efforts in resource mobilization and creating a conducive and improved teaching-learning environment. Our collaboration with government schools ensures that our students gain hands-on experience and exposure to real-world educational settings, enhancing their skills and understanding of the teaching profession.</p>
Admission of Students	<p>College in nature is a Muslim Minority institution and 50 seats are reserved for candidates belonging to Muslim Minority community. The college has its own online admission management system. Admission in the B.Ed, D.El.Ed and M.Ed. B.P.Ed. course is conducted through an entrance test at College level. The College invites application for admission through online mode and admit card for the entrance test are made available to the registered candidates online. Entrance test result, merit list and other details of the admission are also published online on college website. On the basis of Merit list admission are made in all the courses running in the college.</p>

6.2.2 – Implementation of e-governance in areas of operations:

E-governance area	Details
Planning and Development	<p>E-governance in the college utilizes digital technology and electronic platforms such as whatsapp and college website to enhance planning and governance processes within the institution. E-governance tools such as Google spreadsheet and docs assist in curriculum design, timetabling, and allocation of faculty resources.</p>

Administration	<p>The College has Implied Biometric Attendance system for Teaching Non-Teaching Staffs and Students. This E-Governance tool has made college enable to track record of its staff and students. Digital Platforms such as WhatsApp is being used to communicate with staffs and students. Various WhatsApp groups are created for this purpose and notices and circulars, class room routines and other information are communicated through it. The College has Implied Biometric Attendance system for Teaching Non-Teaching Staffs and Students. This E-Governance tool has made college enable to track record of its staff and students. Digital Platforms such as WhatsApp is being used to communicate with staffs and students. Various WhatsApp groups are created for this purpose and notices and circulars, class room routines and other information are communicated through it.</p>
Finance and Accounts	<p>College has adopted Tally as a Digital financial systems that streamlined budgeting, expenditure tracking, and auditing, ensuring better financial governance.</p>
Student Admission and Support	<p>The college has its own online admission management system. This E-governance tool has facilitated the College to invite online applications, document verification, and fee payments easier. It has made the admission process seamless for students and management. This reduces paperwork and expedites the enrollment process.</p>

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
2018	Dr. N.R. Ravi	National Seminar organized by PG Dept. Patna University	PG Department, Patna University	4000
2018	Dr. N.R. Ravi	UGC Sponsored Natonal Seminar, University	UGC funded	2000

Dept. of
Sociology, L.N.
Mithila
Universsity,
Darbhanga

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6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2018	Orientat ion Programme on MS Office.	Orientat ion Programme on MS Office.	05/12/2018	07/12/2018	12	8

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6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
Nill	0	Nill	Nill	0

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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
0	0	0	0

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
EPFO and Group LIC	EPFO and Group LIC	NILL

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

The College uses Tally software to maintain its books of accounts. The college has provision for internal and external audit of college accounts at regular basis. CA and accountant of the trust audit books of accounts on monthly basis. At the end of every financial year appointed CA firm do the external audit. After minutely audit of accounts final audit report is prepared.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
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Nil	0	Nil
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6.4.3 – Total corpus fund generated

0

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	Nil	Yes	IQAC
Administrative	No	Nil	Yes	IQAC

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

NILL

6.5.3 – Development programmes for support staff (at least three)

1. 3 days Orientation Programme on MS Word. 2. Meditation Programme. 3. 2 days Tally workshop

6.5.4 – Post Accreditation initiative(s) (mention at least three)

1. Biometric Attendance System Implemented .2. Online Admission System Implemented 3 MIS Partially implemented
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6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b) Participation in NIRF	No
c) ISO certification	No
d) NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2018	Nil	Nil	Nil	Nil	Nil
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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
AB NARI KI BARI	18/02/2019	18/02/2019	72	10
VOTE KAREN DESH GADHEN	08/04/2019	08/04/2019	200	100

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources

We have fostered an environmentally conscious ethos among the faculty and students at Millat Teachers Training College, Madhubani, through the diligent efforts of our IQAC. The institution has enthusiastically embraced a series of eco-friendly practices on our campus, all spearheaded by the IQAC, to promote environmental awareness and sustainability. Our college building has been thoughtfully designed to maximize natural lighting and ventilation, thereby reducing our reliance on electricity. To further our commitment to energy conservation, we have replaced traditional lighting with energy-efficient LED lights throughout the campus. Additionally, our campus has been transformed into a green campus through plantation of a diverse array of plants. These measures collectively reflect our dedication to cultivating an environmentally conscious community within our college.

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Ramp/Rails	Yes	3

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2018	Nil	Nil	Nil	Nil	Nil	Nil	Nil
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7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
Code of conduct for Faculty	12/03/2019	Nil
Code of conduct for Non-Teaching Staff	12/03/2019	Nil
Code of conduct for Students	12/03/2019	Nil

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Samvad (Gandhian thoughts on Non-violence and Education)	02/10/2018	02/10/2018	300
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7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

Plantation drive run in campus. Social Service Programme for campus clean-up. Installation of more dustbins for segregation of waste. Installation of energy efficient lighting. Plastic banned in campus

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Millat Teachers Training College (MTTC) recognizes the immense value of hands-on teaching practice in preparing future educators for real-world classrooms.

At MTTC, practical experience is an integral part of the teacher training program, allowing pre-service teachers to apply their theoretical knowledge and develop essential teaching skills under the guidance of experienced mentors. 1.

Purpose and Importance of Hands-On Teaching Practice The primary purpose of hands-on teaching practice at MTTC is to bridge the gap between theory and practice. Pre-service teachers acquire a solid foundation of pedagogical knowledge through coursework, but practical experience in real classrooms is essential for honing their teaching abilities and understanding the complexities of the teaching profession. During hands-on teaching practice, aspiring educators are exposed to diverse student populations, varying learning styles, and classroom dynamics. This exposure enables them to adapt their teaching approaches, develop classroom management strategies, and cater to the individual needs of their students effectively. 2.

Structured Practicum in Real-World Classrooms MTTC collaborates closely with local schools and educational institutions to provide pre-service teachers with structured practicum opportunities. Under the supervision of experienced mentors, pre-service teachers gradually assume teaching responsibilities, starting with observation and gradually progressing to planning and delivering lessons. Throughout the practicum, pre-service teachers receive continuous feedback and support from their mentors, helping them identify areas for improvement and build on their strengths. The mentorship relationship fosters a sense of camaraderie and encourages pre-service teachers to seek guidance and support whenever needed. 3.

Reflective Teaching Practices At MTTC, reflective teaching practices are integrated into hands-on teaching practice. Pre-service teachers are encouraged to engage in self-reflection and self-assessment after each teaching session.

Through reflective exercises and discussions, they critically analyze their teaching experiences, identify successful strategies, and consider alternative approaches for addressing challenges. Reflective teaching practices instill a growth mindset in pre-service teachers, allowing them to embrace continuous improvement and develop resilience as they navigate the dynamic and ever-evolving landscape of education. Collaborative Learning at Millat Teachers

Training College MTTC recognizes the power of collaborative learning in nurturing future educators who can work effectively in teams and foster a collaborative spirit in their classrooms. Collaborative learning at MTTC is designed to promote cooperation, active engagement, and the exchange of ideas among pre-service teachers. 1. **Collaborative Projects and Workshops** MTTC incorporates collaborative projects and workshops into its curriculum to encourage pre-service teachers to work together on educational challenges. These projects might involve designing interdisciplinary lesson plans, creating teaching materials, or developing innovative teaching methodologies. Working in groups, pre-service teachers learn to leverage each others strengths and diverse perspectives to develop comprehensive and creative solutions.

Collaborative projects also foster communication skills, critical thinking, and problem-solving abilities, which are vital traits for effective educators. 2.

Virtual Learning Communities To extend the scope of collaborative learning beyond the physical classroom, MTTC leverages technology to create virtual learning communities. Online platforms, discussion forums, and video conferencing tools connect pre-service teachers from different locations, enabling them to collaborate and share ideas regardless of geographical barriers. Virtual learning communities facilitate ongoing communication and idea-sharing, promoting a sense of camaraderie and support among pre-service teachers. They also expose future educators to various teaching practices and perspectives from diverse educational settings. 3. **Inclusive and Supportive Learning Environment** MTTC fosters an inclusive and supportive learning

environment that encourages open dialogue and the respectful exchange of ideas.

Faculty members act as facilitators, guiding collaborative discussions and ensuring that all voices are heard. By promoting inclusivity, MTTC prepares pre-service teachers to create inclusive and welcoming classrooms for their future students, fostering an environment where every learner feels valued and supported. Conclusion Millat Teachers Training College embraces two crucial best practices in teacher training: hands-on teaching practice and collaborative learning. The college recognizes the importance of practical experience in real classrooms to complement theoretical knowledge. Through structured practicum and mentorship, pre-service teachers at MTTC develop essential teaching skills, classroom management strategies, and reflective practices. Additionally, collaborative learning empowers pre-service teachers to work effectively in teams, share ideas, and learn from diverse perspectives. The incorporation of collaborative projects, workshops, and virtual learning communities fosters cooperation, critical thinking, and communication skills among future educators. By combining these best practices, Millat Teachers Training College ensures that its graduates are well-prepared to make a positive impact in the lives of their students and contribute to the advancement of the education field. The colleges commitment to hands-on teaching practice and collaborative learning sets a high standard for teacher training institutions and prepares educators to excel in the dynamic and evolving landscape of education.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

<https://www.millatttcollege.org/NEWS%20UPDATES.html>

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

At our institution, we are deeply committed to promoting quality education and striving for academic excellence through research, training, and innovative activities. Our pre-service training goes beyond merely providing B.Ed./M.Ed./B.P.Ed. and D.El.Ed.degrees our aim is to cultivate excellence in all aspects of our trainees lives, molding them into individuals who embody the true humane face and become men and women for others. To enrich and empower our trainees, we organize various seminars and workshops throughout the academic year. One such seminar is focused on Microteaching, which aims to highlight the intricacies of teaching as a complex process that influences the learning experience. Through these kind of seminars, our trainees enhance their self-confidence, improve their in-class teaching performances, and develop effective classroom management skills. Another significant workshop we conduct is the Integral Pedagogical Paradigm (IPP). This goes beyond mere academic excellence and emphasizes human excellence, incorporating competence, conscience, and compassionate commitment. The IPP strives for the holistic development of students, calling for a process of radical transformation in the way they think, act, and live in the world. It involves a constant interplay of experiences and reflections, leading to meaningful and fruitful actions. The impact of the IPP is evident in the significant positive change observed in our teacher-trainees, as reported by our alumni and the institutions they are now serving. In addition to academic development, we also focus on instilling civic responsibilities in our trainees. To achieve this, we organize awareness campaigns on various critical issues, such as Environment Awareness, Gender Awareness, and Anti-ragging initiatives. We also actively participate in fundraising efforts to promote Communal Harmony. Cultural enrichment is also a vital aspect of our approach to education. Throughout the academic year, our students, guided by our faculty members, organize and participate in cultural

functions like International Womens Day, College Day, and Annual Sports meets etc. These events foster greater self-confidence, cooperation, camaraderie, and an appreciation for the diverse cultural heritage of our nation. At our institution, we firmly believe that education is not confined to classrooms and textbooks. We are dedicated to nurturing well-rounded individuals who possess academic excellence, critical thinking skills, and a strong sense of social responsibility. By providing a holistic and transformative learning experience, we prepare our trainees to become compassionate and effective educators, committed to making a positive impact on the lives of their future students and the community at large.

Provide the weblink of the institution

<https://www.millatttcollege.org/NEWS%20UPDATES.html>

8.Future Plans of Actions for Next Academic Year

Campus Beautification To Encouraging Teachers and students to publish research articles. To Encouraging Faculty and students to do research works. To conduct more Extra-curricular activities such as Quiz, Seminars, Hand on Trainings.