



## Yearly Status Report - 2019-2020

### Part A

#### Data of the Institution

<b>1. Name of the Institution</b>		MILLAT TEACHERS&#039; 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		iqac.mttc@gmail.com
Alternate Email		nrravi123@gmail.com
Address		Stadium Road, Madhubani
City/Town		Madhubani
State/UT		Bihar
Pincode		847212
<b>2. Institutional Status</b>		

Affiliated / Constituent	Affiliated
Type of Institution	Co-education
Location	Rural
Financial Status	private
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)	<a href="https://www.millatttcollege.org/PDFs%202023/AQAR%202018-19.pdf">https://www.millatttcollege.org/PDFs%202023/AQAR%202018-19.pdf</a>
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### 4. Whether Academic Calendar prepared during the year

Yes

if yes, whether it is uploaded in the institutional website:  
Weblink :

<https://www.millatttcollege.org/PDFs%202023/Academic%20Calendar%202019-20.pdf>

### 5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	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 From all the stakeholder on quality related institutional	01-Jul-2019 1	68

processes.		
To Arrange induction Meet for newly admitted students.	02-Jul-2019 3	600
To encourage faculty for paper publications in various National seminars.	07-Sep-2019 1	40
To create research and development Committee.	26-Aug-2019 1	15
Organized Student Solar Ambassador workshop in Collaboration with IIT Bombay	02-Oct-2019 1	100
Organized Seminar on	11-Nov-2019 1	150

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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
Null	Null	Null	2020 0	0
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**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

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

IQAC Monitor teaching learning process for good academic records and to improve students' performance.

IQAC regulates the function of all committees to increase the participations of students in all the activities.

IQAC organized seminar and workshop to enhance Research skill, communication skill and life skill in teachers and students.

IQAC Monitors value programme like motivational lectures Etc...

IQAC organized more programme 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
Formation of Committees for organizing Various Curricular/ Cocurricular Activities	This Ensured smooth Execution of activites and fostered shared responsibility and team work change the staff
Plan to Enhance Students Attendance accordinally to L.N Mithila University Darbhanga	Students Declration/students Teachers meeting
To Create Research and development Cell	For M.Ed students help
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**14. Whether AQAR was placed before statutory body ?**

No

**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

2020

Date of Submission

26-Feb-2020

**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 college's academic programs follow a crafted curriculum and syllabus, which are developed in collaboration with the affiliating institutions, namely, I.N. Mithila University in Darbhanga and the Bihar School Examination Board in Patna. The Academic Committee of the College plays a pivotal role in implementing these course materials, ensuring they align with the recommendations of the affiliating bodies. To keep the curriculum up-to-date and relevant, the university's Board of Studies periodically updates it, focusing on social relevance and emerging demands. Our college employs effective methods for delivering this curriculum: 1. At the beginning of each academic year, the college Principal conducts a general meeting with the faculty to inform them about essential aspects of curriculum planning. 2. Departments collaborate to identify specific needs within their respective fields and collectively decide on the courses and subjects to be offered. 3. Lectures and topics are structured in accordance with the syllabus guidelines, ensuring a consistent approach to course delivery. 4. The curriculum is thoughtfully organized, with course units scheduled in accordance with the college's timetable. 5. Department Heads distribute lecture assignments among faculty members to optimize teaching expertise and knowledge. 6. Regular progress updates on syllabus completion are collected from each faculty member at the end of every year or semester, ensuring accountability and timely coverage of the curriculum. 7. The college takes great pride in maintaining a well-equipped and resourceful library, which benefits both students and faculty. Through this comprehensive approach to curriculum planning and delivery, our college strives to provide a valuable educational experience that meets the needs of today's world and prepares 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
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
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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
MEd	EDUCATION	02/05/2017

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	20/08/2019	250
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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 ( semester Third )	48
MEd	Disseration & Field Work ( Semester Fourth )	50
BEd	School Internship ( First Yr)	245
BEd	School Internship ( Second Yr )	246
Nill	School Internship D.El.Ed ( First Yr)	195
Nill	School Internship D.El.Ed ( Second Yr Yr)	192
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### 1.4 – Feedback System

#### 1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	No
Employers	No
Alumni	No
Parents	No

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

Feedback Obtained
<p>At the end of each session, a feedback form in questionnaire format is distributed to the trainees, and once completed, these feedback forms are collected. The questionnaire comprises various criteria, including Teaching and Learning, Curriculum, and Communication between teachers and students. Each form is meticulously assessed individually, and the results are communicated to the teachers individually. Diligent efforts are then undertaken to align with the demands and suggestions provided by the students. This practice has manifested in improved performance, as evidenced by the teachers. Additionally, during the internship period, teachers also observe the trainees and share their feedback with the college. Subsequently, the college conveys this valuable input to the students for corrective measures and enhancements.</p>

### 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	135	50
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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
2019	295	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-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Number of smart classrooms	E-resources and techniques used
96	35	10	2	2	5

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

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
545	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	23	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
2019	NILL	Null	NILL

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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	Date of declaration of
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			semester-end/ year-end examination	results of semester-end/ year- end examination
BEd	B.Ed	2nd Year	25/01/2019	25/02/2019
MEd	M.Ed.	4th Semester	26/06/2019	10/08/2019
MEd	D.EI.Ed	2nd Year	31/05/2019	05/07/2019

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#### 2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

The College carefully abides by the guidelines established by its affiliated organisations, particularly those that deal with student evaluation. The College uses a variety of evaluation techniques as part of its Continuous Internal Evaluation (CIE) approach to ensure a thorough and ongoing assessment of students progress. Assignments, internal assessments, unit assessments, quizzes, classroom seminars, and debates are just a few of the academic activities that students participate in. Additionally, the College hosts micro-teaching sessions, giving students beneficial chances to demonstrate their teaching abilities. Each of these exercises is carefully scored, and points are given according to how each student performs. This all-encompassing evaluation strategy promotes better comprehension of the subject matter while also encouraging active student participation. The Continuous Internal Evaluation (CIE) system is a tool the College uses to develop well-rounded individuals who possess both theoretical and practical abilities, so preparing them for possibilities and challenges in the future.

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

At the start of each academic year, the Academic Committee creates the Academic Calendar. This carefully laid out calendar is essential to the colleges efficient operation. It acts as a thorough manual that covers all of the crucial academic pursuits throughout the year. It has been thoughtfully created to incorporate a variety of interesting events and activities, including lectures, workshops, internships, debates, tests, and essay competitions. The Academic Calendar also includes the dates for the Annual Sports Meet, a highlight of the colleges extracurricular activities. The college makes sure that these academic events and co-curricular activities are effectively planned and organized by following to the schedule specified in the Academic Calendar. Both students and teachers can take part actively and gain from a well-rounded education. The Academic Calendar acts as a roadmap for the full academic year, promoting efficient time management and enabling faculty and staff to get the most out of their educational experience. The college community thus prospers in a setting that encourages holistic growth and a great 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



M.Ed	MEd	Master of Education	49	49	100
B.Ed	BEd	Bachelor Of Education	244	244	100
D.El.Ed	BEd	Diploma Of Elementary Education	197	185	93.90
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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%202019-20.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
Nill	0	NILL	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
NILL	NILL	

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
NILL	NILL	NILL	Nill	0
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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsered By	Name of the Start-up	Nature of Start-up	Date of Commencement
NILL	NILL	NILL	NILL	NILL	Nill
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### 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
D.El.Ed	1
B.Ed	1

### 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	4	4.99
National	Education	6	5.94
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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
Nill	0
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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
NILL	NILL	NILL	2019	0	NILL	0
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### 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
NILL	NILL	NILL	2019	0	0	NILL
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### 3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	10	12	0	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
NILL	NILL	0	0
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### 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
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NILL	0	NILL	0
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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
Discussion on Importance of Social Media Platform	Organised by College in Collaboration with Hindustan newspaper	Discussion	2	25
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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
Workshop	100	College funded	01
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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 Schools	21/09/2019	18/01/2020	870
Internship	School Internship	Different Schools	21/10/2019	20/11/2019	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
nill	Null	nill	0
No file uploaded.			

## 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
600000	620000

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Campus Area	Existing
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#### 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	NILL	2016

##### 4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
	Text Books	15099	1634041	26	6698	15125
Reference Books	610	335400	3	1900	613	337300
Journals	16	15660	0	0	16	15660
CD & Video	47	30550	0	0	47	30550
Library Automation	1	75000	0	0	1	75000
Others (specify)	1	5800	0	0	1	5800
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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
NILL	NILL	NILL	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	40	20	34	8	0	4	3	0	6
Added	5	0	0	0	0	1	1	0	0
Total	45	20	34	8	0	5	4	0	6

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

50 MBPS/ GBPS
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#### 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
NILL	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	297626	500000	513000

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 developed a comprehensive policy and set of procedures aimed at ensuring the effective maintenance and optimal utilization of its physical, academic, and support facilities. These facilities encompass cutting-edge laboratories, a versatile multipurpose hall, a modern indoor facility, smart technology-equipped classrooms, a well-organized faculty area, an exclusive alumni space, a comfortable common room for male students, a fully-equipped conference hall, an efficient I.Q.A.C room, and dedicated guidance and counseling rooms for both students and staff. Additionally, the college maintains a lush green campus. The central goal of this policy is to consistently meet the colleges infrastructure needs as they arise. In pursuit of this objective, the college has constituted several committees comprising dedicated faculty members. These committees bear the critical responsibility of overseeing and guaranteeing that the available infrastructure aligns seamlessly with the colleges academic aspirations and is utilized to its fullest potential. Each committee operates with unwavering diligence, thereby ensuring the facilities remain well-maintained and are utilized optimally, thus fostering an environment conducive to learning. By adhering to this policy, Millat Teachers Training College aspires to provide its students and staff with an unparalleled educational experience, nurturing a culture of excellence and advancement within the institution.

### 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	Financial Support from institution	0	0
Financial Support from Other Sources			
a) National	Financial SupMOMA Scholarship	67	415400
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
CTET/STET Classes	10/10/2019	250	Academic Cell of the College
Yoga Classes	10/07/2019	200	Academic Cell of the College
Guidance Counselling	10/07/2019	93	Guidance Counselling Cell of the College

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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
2019	Guidance and Counselling	42	42	29	29

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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, Madhubani	35	9	Central Public School	25	7

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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	Department graduated from	Name of institution joined	Name of programme admitted to
2019	8	B.Ed (MTTC)	Millat Teachers Training College	Millat Teachers Training College	M.Ed. (MTTC)

2019	10	B.Ed (MTTC)	Millat Teachers Training College	R.K. College, Maadhubani	PG
2019	3	M.Ed (MTTC)	Millat Teachers Training College	L.N. Mithila University, Darbhanga	Ph.D
<a href="#">View File</a>					

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	32
<a href="#">View File</a>	

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

Activity	Level	Number of Participants
Annual Sports Meet	Institutional level	52
<a href="#">View File</a>		

### 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
2019	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 having a traditional student council in our college, we employ a distinct approach to engage our students in college activities. The students are organized into various groups, namely sections A, B, C, D, and E. Each group nominates a group captain from among its members. These captains lead their respective groups in participating in college-organized programs and activities. This approach fosters cooperation among students, promoting teamwork and enhancing their competitiveness in both academic and extracurricular pursuits. Additionally, as members of the IQAC committee, they receive early education on matters such as anti-ragging and POCSO, as well as information about various committees at the outset of their academic year.

### 5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

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 :

Nil

## 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)

Millat Teachers Training College (M.T.T.C.) embraces a participative management style that decentralizes decision-making and empowers various departments and committees. This ensures a smooth and effective functioning of the institution. The college values the skills and competencies of its faculty members and assigns tasks and responsibilities accordingly. The Principal, as the head of the institution, supervises the daily operations of the college. He forms committees, delegates duties, coordinates with stakeholders, and oversees the administrative processes. He also monitors progress and guarantees the completion of assigned tasks. The institution categorizes human resources into three groups: teaching staff, non-teaching staff, and students. The distribution of duties is based on individuals preferences and expertise in their domains. The faculty members, in charge of the academic affairs of the college, carefully plan the academic calendar and deliver high-quality education and efficiency. The college fosters a collaborative approach by dividing tasks among various teams and committees, creating a cooperative atmosphere where everyone participates in the development and success of the institution. This teamwork enables M.T.T.C. to excel as a center of excellence in education. M.T.T.C. also adopts e-governance to leverage digital technology and electronic platforms to enhance planning and governance processes within the institution. E-governance helps to streamline operations, improve efficiency, and foster transparency.

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	The affiliating bodies, namely L.N. Mithila University in Darbhanga and BSEB in Patna, develop the courses of study. The curriculums potential for development at colleges is very limited. Through our extracurricular and co-curricular activities, college effectively connotes curriculum.
Teaching and Learning	The academic staff Utilize cutting-edge and original pedagogies as you implement the curriculum. Depending on the requirements of the subject and topic, the faculty also employs these approaches in their teachers learning processes. In the teaching and learning process, extensive scientific methodologies, learning through games



	<p>like sort it out and newspaper activities, seminar method, consensus method, case study method, concept mapping technique, and role playing methods are employed. Students are also exposed to documentaries and videos as part of the teaching and learning process.</p>
<p>Examination and Evaluation</p>	<p>The college adheres to the affiliating bodys examination schedule. Students receive assignments, internal exams, and unit tests for evaluation purposes. Every year or semester, the college holds tutorial sessions. For the purpose of evaluating trainees during micro teaching, self and peer reviews are utilized. As part of our internal examination method, we run sent up tests and terminology checks.</p>
<p>Research and Development</p>	<p>The college provides a masters degree in education program in which students must complete a research project or dissertation as part of their coursework. M.Ed. students do their research under the supervision of supervisors, which is actively promoted by the organization. Faculty and students are driven to conduct research and develop new ideas. The colleges IQAC is essential in encouraging and assisting staff and student research projects.</p>
<p>Library, ICT and Physical Infrastructure / Instrumentation</p>	<p>The colleges library is a well-stocked educational asset. The college library offers all necessary amenities to the students in a supportive learning atmosphere. The college library is totally automated. The college has set up an e-library with e-books and other electronic resources. The most recent books and journals are available at the library. The college has also signed up for the INFLIBNETs N- list service.</p>
<p>Human Resource Management</p>	<p>The college has a number of committees for smooth administration of the institution, including those that oversee the timetable, campus development, maintaining discipline, admission, internal exams, and other exams. A biometric attendance system is used to track the attendance of both teaching and non-teaching staff members and students. The staff members salaries are paid based on the biometric attendance report.</p>

Industry Interaction / Collaboration	<p>The College is proud of its successful relationships with 32 government schools, which have helped to establish an enriching internship program that gives our students useful real-world experience. Additionally, we have signed MOUs with a number of prestigious colleges, supporting cooperative efforts to mobilize resources and provide a supportive and better teaching-learning environment. Our partnership with government schools guarantees that our students receive practical training and exposure to authentic educational environments, boosting their abilities and knowledge of the teaching profession.</p>
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6.2.2 – Implementation of e-governance in areas of operations:

E-governance area	Details
Administration	<p>The college features an implicit biometric attendance system for students, faculty, and non-teaching staff. The institution is now able to track the records of both its employees and students thanks to this e-government application. Using digital platforms like WhatsApp, employees and students may connect. For this aim, several WhatsApp groups are made, and announcements, circulars, lesson plans, and other information are shared through them. The College Implied Biometric Attendance System for Students and Faculty. The college is now able to track the performance of its staff and students thanks to this E- Governance technology. WhatsApp is employed as a communication tool between staff and students. For this aim, several WhatsApp groups are made, and announcements, circulars, lesson plans, and other information are shared through them.</p>
Finance and Accounts	<p>Tally is a well-known digital financial system and our college has adopted this tool to simplify budgeting, expense tracking, and auditing while providing greater financial governance.</p>
Student Admission and Support	<p>The college has its own online admissions administration platform. This eGovernance platform has made it easier for the College to invite online applications, verify documents, and accept fee payments. It has simplified</p>

	the admissions procedure for both students and administration. As a result, the enrollment procedure is sped up and paperwork is reduced.
Planning and Development	To improve planning and governance procedures within the college, e-governance makes use of digital technologies and electronic platforms like WhatsApp and the college website. E-governance tools like Google docs and spreadsheets help with faculty resource allocation, time management, and curriculum creation.

### 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
2019	Dr. N.R. Ravi	Dept. of Education, L.N. Mithila University, Darbhanga	Dept. of Education	2000
2019	Dr. N.R. Ravi	Dr. Zakir Hussain Teachers Training College, Laheriasarai, Darbhanga	Dr. Zakir Hussain Teachers Training College, Laheriasarai, Darbhanga	2000
2019	Dr. N.R. Ravi	Dept. of Education, L.N. Mithila University, Darbhanga	Dept. of Education	2000
2019	Dr. N.R. Ravi	University of Mumbai and SZSP Mandals Sri Pancham Kamraj Mahavidyalay	IQAC Organised	1000

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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)
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2019	3 days online orientation programme on meeting platforms such as ZOOM and GOOGLE MEET	3 days online orientation programme on meeting platforms such as ZOOM and GOOGLE MEET	26/03/2020	28/03/2021	80	10
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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
Refresher course in Teacher Educators-Learning Outcomes and Educational Reform Pedagogy, Assesment and Quality Assurance	1	14/08/2020	27/08/2020	14
Refresher Course in Teacher Educator(School Education)	1	07/09/2020	20/09/2021	14
Refresher course in Teacher Education	1	01/12/2020	14/12/2020	15
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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
23	23	0	0

6.3.5 – Welfare schemes for

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

## 6.4 – Financial Management and Resource Mobilization

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

Tally software is used by the college for thorough bookkeeping. It maintains an internal and external auditing system for its financial records on a regular

basis. The colleges financial records are audited each month by Chartered Accountants (CAs) and the trusts accountants. A designated CA company conducts the external audit at the end of each fiscal year, carefully going over the books. Then, a thorough audit report is painstakingly created.

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
NILL	0	NILL
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6.4.3 – Total corpus fund generated

0
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## 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	NILL	Yes	IQAC
Administrative	No	NILL	Yes	IQAC

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

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

1. 5 days hands on training on MS Excel. 2. One day yoga workshop. 3. Two days online orientation programme on LNMU rules and regulations related to Examination and Admission.
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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
2019	Meeting From all the stakeholder on quality related inst itutional processes.	01/07/2019	01/07/2019	01/07/2019	68
2019	Induction	01/07/2019	01/07/2019	03/07/2021	600

	meet for newly admitted students				
2019	Faculty meet to encourage faculty for paper publications in various National seminars.	07/09/2019	07/09/2019	07/09/2019	40
2019	Created Research Development Committee	26/08/2019	26/08/2019	26/08/2021	15
2019	Organized Student Solar Ambassador workshop in Collaboration with IIT Bombay	02/10/2019	02/10/2019	02/10/2019	100
2019	Organized Seminar on ???? ?????? ????? ?????? on National Education Day	11/11/2019	11/11/2021	Nil	150
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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
Classroom Seminar on Women Empowerment through Education	19/09/2019	19/09/2019	31	12
Discussion in Gender Equity with M.Ed.	15/10/2019	15/10/2019	34	24

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

through the persistent work of our IQAC, we have promoted an eco-friendly mindset among the teachers and students at Millat Teachers Training College, Madhubani. To encourage environmental awareness and sustainability, the school has eagerly adopted a number of eco-friendly practices on our campus, all of which were initiated by the IQAC. In order to maximize natural lighting and ventilation while minimizing our dependency on power, our college facility has been carefully planned. We have replaced inefficient old lighting with energy-efficient LED lighting across the campus to further demonstrate our dedication to energy saving. Additionally, by planting a wide variety of plants, our campus has been transformed into a green campus. Collectively, these actions demonstrate our commitment to fostering an environmentally conscious culture inside our campus.

#### 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
2019	Nill	Nill	Nill	Nill	Nill	Nill	Nill
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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	NILL
Code of conduct for Non- Teaching Staff	12/03/2019	NILL
Code of conduct for Students	12/03/2019	NILL

#### 7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Discussion on Impact of Western Educational Thinkers on Indian Education System	16/01/2020	16/01/2020	200
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#### 7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

1. Environmental Education
2. Green Spaces
3. Energy-efficient Lighting
4. Promotion of Reusable Utensils
5. Reduce Paper Usag

### 7.2 – Best Practices

#### 7.2.1 – Describe at least two institutional best practices

Millat Teachers Training College (MTTC) places a paramount emphasis on practical teaching experience as a crucial aspect of preparing future educators for the dynamic and demanding real-world classroom environment. In the MTTC teacher training program, hands-on teaching practice is integrated seamlessly, providing pre-service teachers with the opportunity to apply their theoretical knowledge and cultivate essential teaching skills under the mentorship of experienced educators. This approach is underpinned by several key principles and practices: **Bridging the Gap Between Theory and Practice:** The central purpose of hands-on teaching practice at MTTC is to bridge the divide between theory and practice. While pre-service teachers acquire a foundational understanding of pedagogical principles through coursework, it is the practical experience in authentic classroom settings that hones their teaching abilities and exposes them to the complexities inherent in the teaching profession.

**Structured Practicum in Real-World Classrooms:** MTTC has forged strong partnerships with local schools and educational institutions to offer pre-service teachers structured practicum opportunities. This progression begins with observation and gradually evolves to involve planning and delivering lessons under the watchful eye of experienced mentors. Throughout this process, pre-service teachers benefit from continuous feedback and support, nurturing a sense of camaraderie and encouraging them to seek guidance when needed.

**Reflective Teaching Practices:** MTTC integrates reflective teaching practices into hands-on teaching experience. Pre-service teachers are encouraged to engage in self-reflection and self-assessment after each teaching session. These reflective exercises and discussions enable critical analysis of teaching experiences, the identification of successful strategies, and the exploration of alternative approaches to address challenges. This fosters a growth mindset among pre-service teachers, promoting continuous improvement and resilience in the ever-evolving education landscape.

**Collaborative Learning at MTTC:** Recognizing the power of collaborative learning, MTTC prepares future educators to work effectively in teams and instill a collaborative spirit in their future classrooms through the following initiatives:

**a. Collaborative Projects and Workshops:** The curriculum at MTTC incorporates collaborative projects and workshops, where pre-service teachers collaborate on educational challenges. These projects often involve designing interdisciplinary lesson plans, creating teaching materials, and developing innovative teaching methodologies. Working in groups allows pre-service teachers to leverage each others strengths and diverse perspectives, fostering skills in communication, critical thinking, and problem-solving.

**b. Virtual Learning Communities:** To extend 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, facilitating ongoing communication and idea-sharing. This approach exposes future educators to various teaching practices and diverse perspectives, breaking down geographical barriers.

**c. Inclusive and Supportive Learning Environment:** MTTC maintains an inclusive and supportive learning environment that encourages open dialogue and respectful exchanges of ideas. Faculty members act as facilitators, guiding collaborative discussions to ensure that every voice is heard. This commitment to inclusivity prepares pre-service teachers to create welcoming and inclusive classrooms for their future students, emphasizing the importance of every learner feeling valued and supported.

In conclusion, Millat Teachers Training College sets a high standard for teacher training institutions by embracing two essential best practices: hands-on teaching practice and collaborative learning. By combining these approaches, MTTC ensures that its graduates are well-prepared to positively impact the lives of their students and contribute to the advancement of the education field. This commitment to practical experience and collaborative learning equips educators with the skills and mindset needed to excel in their careers and make a meaningful difference in 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 events of 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 Women's 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

To encourage faculty and students to use more ICT resources in teaching learning. 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.