



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**HINDI TEACHERS' TRAINING INSTITUTE, CUTTACK**

**HINDI TEACHERS TRAINING INSTITUTE, CUTTACK OLD SECRETARIAT  
BLOCK NO.35 PO-BUXI BAZAR**

**753001**

**[hti.ac.in](http://hti.ac.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**October 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Govt. Hindi Teachers' Training Institute, Cuttack is one of the oldest institution of Odisha state established in the year 1956. It is the only institute of the state which offers the regular/full time B.H.Ed.(Bachelor in Hindi Education) course equivalent to B.Ed.. The institution is situated in Cuttack, the Silver City of Odisha at Old Secretariat campus, Buxi Bazar. It is adjacent to the historic Barabati Stadium. The OPSC office is just 300 mtrs and Cuttack Chandi Mandir is 500 mtrs away from this institution. The world famous Balijaatra field is very nearest to this institution. The institution is affiliated to Utkal University, BBSR and the course B.H.Ed.is approved by NCTE, New Delhi. The institution focus more on its Internship Programme along with all the scholastic and co-scholastic activities to develop its trainees innate potentials. The institution believe in and involves in the process of dissemination of new pedagogical skill and innovative ideas for quality improvement of its trainees and so as the educational development.

The institution is committed towards the betterment and qualitative development of Hindi language in the state. In pursuance of decision taken in the meeting chaired by the Development commissioner come Additional Chief Secretary, Odisha on September 6th ,2005 the Hindi teacher training institute Cuttack revived and started function in the said premises with effect from Dt.26.09.2005 vide office order no.5238/ of Directorate of Teacher Education and SCERT,BBSR, Dtd. 20.09.2005. During the session 2007-08 the State Government started one year B.H.Ed. programme and as per NCTE norms 2015 onwards B.H.Ed. is a full-time regular 2years teachers training programme. The institution is functioning under Dept. of Higher Education, Govt. Odisha from June 2021.

### **Vision**

To provide a unique learning and research experience to enable students for realising their potential and moulding their personality.

- To become a centre of excellence for Hindi Teacher Education in Eastern India.

-To encourage high expectations for success through knowledge creation, development of skills and promotion of values.

### **Mission**

To provide equal opportunity and social support irrespective of gender, class, caste, religion and economic status to ensure inclusive and equality-based education.

- To make intellectually alert, professionally competent, spiritually enlightened, socially conscious and trained teachers.

- To contribute national development through Hindi Teacher Education programme.

- To develop leadership quality among the teacher to face various challenges in their personal and professional life.
- To create conducive environment to conduct research for new innovation in the field of content and pedagogy of education and language.
- To involve stakeholders including the Alumni for institutional building development and state-of-art infrastructure.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

- Well qualified and eligible faculty
- The institution has mechanism in place for performance assessment and using the evaluation to improve teaching, research and service of the staff.
- Institution is situated near by Barabati Stadium resulting in ease of communication to the teacher trainees and staff members.
- Effort to enhance community skills add value to students behavioural learning.

### **Institutional Weakness**

Lack of infrastructure

- Lack of sufficient of Land and Play-ground
- Under developed Library
- Lack of ICT facilities
- Lack of research facility
- Lack of ramp facilities for Divyanga

### **Institutional Opportunity**

- All the trainees can join any kind of School as a regular Teacher with a regular pay scale.
- If MH.Ed is opened, they can join in Higher Educational Institution.
- New innovation is possible, if research facility is provided to both faculty and trainees.

-Encouragement to new ideas, innovation and research to be provided to both faculty members and trainees. The research work and funded project can enhance the quality of the institution.

-Introduction of MHED programme to this institute can be one step forward to new educational and academic achievement for faculty, trainees and institution.

### **Institutional Challenge**

Insufficient construction of building is the major challenges of the institution.

-Inadequate financial support

-Involvement of Alumni for infrastructure development

-Teacher- Student-Parent-Communication

- Limitation to admission seats

- Underdeveloped Library

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Hindi Teachers Training Institute, Cuttack (HTTI) is affiliated to Utkal University, Vanibihar, Bhubaneswar. HTTI offered the course named as B.H.Ed. (Bachelor in Hindi Education). The curriculum of the course is designed and revised by the Utkal University. The institute prepares its curricular activities and academic calendar in keeping view with the Utkal University academic calendar. This institutional preparation involves all the faculties, Governing Body members and other stakeholders. The PLOs and CLOs of the institute are given focus during the preparation of curricular activities and academic calendar.

The teachers training course B.H.Ed. provides a practical knowledge and exposure to teacher-trainees through Internship, teaching-practice and visit to various school. Internship provides the practical application of 5E model techniques in teaching-learning process as well as familiarizes the teacher-trainees with the diversity of school-system. At the same time it helps the teacher-trainees to drive and develop the professionally relevant understanding. Feedbacks are collected regularly from the teacher-trainees, teachers and students of school linked in internship and other stakeholders to maintain and improve the quality of the teaching-learning process. The curricular aspects of B.H.Ed. is to bring out the holistic development of the to be teachers to fulfil the needs of the present education system.

### **Teaching-learning and Evaluation**

HTTI adopt advance tools and techniques for teaching-learning process and evaluation. It is the most effective

variable of teacher education for qualitative training and teaching experience. An effective teaching-learning and evaluation mechanism leads the institution towards its PLOs and CLOs as well towards its mission and vision. Institute provides opportunities for developing competencies and skill in different functional areas through specially designed activities. These activities includes how to organize Lesson Plan through demonstration , application of different tools and techniques in assessment of learning, conducting outreach activities etc. The evaluation process of this Institute is continuous and comprehensive and maintain transparency. Its is conducted by Utkal University, Bhubaneswar. The institute follows the mentoring process for an effective Assessment which result a productive evaluation.

The number of enrolment into B.H.Ed. was 100. From the year 2021 the enrolment is 50nos . The institute follows the State Reservation Policy for admission. The pass-out rate of this Institute is 100%.

The teaching-learning process is based on classroom teaching, curricular and co-curricular activities, use of ICT and constructive approach towards students involvement. Seminar presentation, project work, assignments, debate and discussion are indispensable parts of this process. Student are encouraged and trained to use the ICT tools for preparation of Lesson Plan and also to use different social media / learning apps as an adaptive devices for effective learning.

### **Infrastructure and Learning Resources**

To provide a better learning experience and effective teaching. Institution is under requirement of many infrastructural and learning-resource development. Institution has four classroom from which 3rooms are functioning as classroom. It has 1 ICT enabled computer lab and 1Language lab. The library is the major learning resources with a healthy range of syllabi related books and books of Hindi Language and literature.

### **Student Support and Progression**

HTTI always aims to take initiatives for capacity building and skill enhancement majors among its students-trainees. As it is very important for the student trainees to qualify certain eligibility such as OSTET, CTET and OSST for teachership Institute provides guidance and counselling classes regularly during the Remedial Classes. Many compulsory facilities such as parking, first aid, book bank, safe drinking water facility, toilets are been provided to student trainees as a student support facilities. Committees for Grievance, Sexual Harassment and ragging always act as a transparent mechanism to maintain equality and discipline. From last 5yrs 80 to 90% of teacher trainees are appointed as teacher majorly in Odisha State Govt. schools. At the same time many pass-out trainees opt for higher education courses like M.A., M.Ed., Ph.D. etc. institution has an active Students Council which functions as a bridge between students, faculties and other staffs. Student Council members and other teacher-trainees are members of various committees of the Institution such as Grievance Committee, Sexual Harassment and Anti-ragging committee, Sports and Cultural Association, Curricular Development Committee etc.. Student Council play a major role in conducting the activities of various committees especially Sports and Cultural Association activities.

The co-ordination and co-operation of Alumni Association and HTTI is very vibrant. Alumni Association is always an invitee and an advisory in all the major events of the Institute.

### **Governance, Leadership and Management**

In terms of governance and management HTTI always runs with a collaborative efforts headed by the Principal. Various committees has constructed for effective governance and management which comprising of teaching faculties , non-teaching staffs as well as students representatives. To ensure transparency and democracy in decision making . Institution governance involves decentralization through committees meetings, activities and minutes. IQAC, advisory committee, college development and planning committee, purchase committee, examination committee, academic committee etc. plays a vital role in decision making. For effective and transparent management institute follows online e-Governance in many fields like planning and administration, admission, finance etc.. the institution follows PAR procedure as per the State Govt. norms. The IQAC forms in the year 2023. The institute also monitor the performance of the faculties and attendance of students and faculties managed through bio-matrices attendance. The institute has formulated a comprehensive and progressive strategic plan for every year in tune with the vision and mission of the institute.

### **Institutional Values and Best Practices**

As a teacher-training institute ,HTTI is highly conscious about constructing values and social responsibilities. As a best practice the institute always follows and maintains the procedures of waste management and cleanliness programme. Cleanliness programmes are conducted in every week to inculcate the sense of cleanliness and responsibilities towards a clean and green environment. For energy consumption and power savings institute use 5star electric equipment. Tree plantation programmes, encouragement for e-vehicle and cycle, lesser use of plastic etc are the best practice towards institutional values. E-waste management and paperless work are also the parts of best practices.

### **Research and Outreach Activities**

The research and outreach programme of this institute is progressive. Though till date no such Research Project is funded and no fund were granted for this to the Institution in last 5years from any Govt. or Non-Govt. Agencies. The Institute always motivates its faculties to work forward in the field of research and publication. The faculties has published many articles, book-chapters and research publication. Faculties also participate in FDP, orientation and refresher courses time to time and in this regard Institute always provides official support and approvals. Outreach activities are the integral and vital part of this training institute. All the teacher-trainees, teaching faculties and non-teaching staffs actively participate in all the outreach activities organizes by the Institution. Outreach programmes like Yoga Day celebration, Plantation, Swachh Bharat Abhiyaan and many awareness programmes like Dengue, Sickel Cell etc. Institution conduct many rallies to influence and sensitize students to social issues for community development.

## 2. PROFILE

## 2.1 BASIC INFORMATION

Name and Address of the College	
Name	HINDI TEACHERS' TRAINING INSTITUTE, CUTTACK
Address	HINDI TEACHERS TRAINING INSTITUTE, CUTTACK OLD SECRETARIAT BLOCK NO.35 PO-BUXI BAZAR
City	CUTTACK
State	Orissa
Pin	753001
Website	<a href="http://http.ac.in">http.ac.in</a>

<b>Contacts for Communication</b>					
<b>Designation</b>	<b>Name</b>	<b>Telephone with STD Code</b>	<b>Mobile</b>	<b>Fax</b>	<b>Email</b>
Principal	SATYA NARAYAN PANDA	0671-2305006	9701808149	-	http1956@gmail.com
IQAC / CIQA coordinator	SATABDI BEHERA	0671-235006	9438757112	-	satbdb@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minroity institution	No

**Establishment Details**

State	University name	Document
Orissa	Utkal University	<a href="#">View Document</a>

**Details of UGC recognition**

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	<a href="#">View Document</a>	30-05-2015	24	

**Recognitions**

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

**Location and Area of Campus**

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	HINDI TEACHERS TRAINING INSTITUTE, CUTTACK OLD SECRETARIAT BLOCK NO.35 PO-BUXI BAZAR	Urban	0.98	25200

**2.2 ACADEMIC INFORMATION**



Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	B.A.BEd,Ug, BACHELOR IN HINDI EDUCATION B.H.ED	24	GRADUATION	Hindi	50	50

### Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				16			
Recruited	0	0	0	0	0	0	0	0	7	9	0	16
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				4
Recruited	0	1	0	1
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	0	0	0	0
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	8	0	12
M.Phil.	0	0	0	0	0	0	4	7	0	11
PG	0	0	0	0	0	0	7	9	0	16
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	10	0	0	0	10
	Female	40	0	0	0	40
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	3	4	4	3
	Female	5	6	9	11
	Others	0	0	0	0
ST	Male	2	6	7	7
	Female	8	4	10	8
	Others	0	0	0	0
OBC	Male	3	7	22	14
	Female	12	12	15	18
	Others	0	0	0	0
General	Male	6	1	8	17
	Female	11	10	23	20
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		50	50	98	98

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	<p>The Vision of National Education Policy, to provide high quality education to develop human resources in our nation, The key principles of NEP such as diversity for all curriculum and pedagogy with innovative ideas in teaching and learning will be initiated and fit the learners for encouraging logical decision making and innovation, critical thinking and creativity. The Institute is affiliated to Utkal University which provides pre-service two years BH. Ed course to enhance the competency of the student teacher to teach Hindi in Secondary and Higher Secondary Level. The students are admitted to this institution after qualifying entrance examination conducted by Department of Higher Education, Govt.</p>
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	of Odisha. Institution has planned to introduce, MA in Hindi, Translation Course in Hindi, Short Term Course in Hindi. Institution has already sent Letter regarding this matter to the Department of Higher Education, Govt. of Odisha. Besides this, the Institution has also planned to introduce Honors in Hindi, Honors in Odia and Honors in Education as per existing staff position of the institution.
2. Academic bank of credits (ABC):	Regarding the implementation of Academic Bank of Credits, the institution has to wait for the academic council to give a green signal. The pedagogical approach of the institution is student's centric where the faculties' pedagogical approaches are constructivist, inquiry-based, reflective, collaborative and integrative. Summative and Formative assessments and assignments are used to evaluate the Students learning outcome. Academic Bank of Credits which will be done as soon as possible in order to enable student's mobility, academic flexibility, allows students to choose own learning path and to recognize their learning achievements. In this regard the institution will follow the guidelines of our affiliated university i.e., Utkal University. The students can avail a smooth Academic Bank of Credit process on the courses offered in the college with the implementation of New Education Policy. For monitoring ABC, proper technical support system will be created.
3. Skill development:	As the institution provides BH.Ed Course, our motto is to enhance teaching competency and to develop pedagogical skill of the pupil teacher. Besides this, our institution has been working to establish Language Laboratory which enables to develop Language skill like pronunciation, vocabulary etc.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): Regarding the adoption of Indian languages, the college offers various Indian languages like Hindi, Odia in BH.Ed courses. Preservation and promoting of languages is one of the target of the College in future.
5. Focus on Outcome based education (OBE):	The Institution also makes an effort to understand that a pursuit of knowledge is a life-long activity and to acquire positive attitude and other qualities which will lead students to a successful life. To interpret,

	analyze, evaluate and develop responsibility and effective citizenship is one of the programme outcome of the students
6. Distance education/online education:	Our institute is affiliated to Utkal University and thus the Distance mode of education seems not feasible.

### **Institutional Initiatives for Electoral Literacy**

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	YES
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	YES
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	voter awareness program ,voter day celebration, Voter Awareness Rally.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	NO
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	NO

## Extended Profile

### 1 Students

#### 1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50		98	98
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50		100	100
File Description		Document		
Letter from the authority (NCTE / University / R		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	20	30	30	29
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

#### 1.4

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



2022-23	2021-22	2020-21	2019-20	2018-19
50	50		98	98
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50		98	98
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Consolidated result sheet of graduating students		<a href="#">View Document</a>		

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50		98	98
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

**2 Teachers****2.1****Number of full time teachers year wise during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
16	9	7	7	7

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of the appointment orders issued to the tea	<a href="#">View Document</a>

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	8	8	8

File Description	Document
University letter with respect to sanction of p	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**3 Institution****3.1****Total expenditure excluding salary year wise during the last five years (INR in lakhs)..**

2022-23	2021-22	2020-21	2019-20	2018-19
616.50	616.5	0	9.7	4.7

File Description	Document
Audited Income Expenditure statement year wise d	<a href="#">View Document</a>

**3.2****Number of Computers in the institution for academic purposes..****Response: 14**

File Description	Document
Invoice bills of purchase of computers	<a href="#">View Document</a>
Copy of recent stock registers	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Planning

##### 1.1.1

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

**Response:**

The institution is affiliated to Utkal University, BBSR. Though revision of curriculum is not within the purview of the institution to a great extent, still there is a regular in house practice of planning and reviewing the curriculum transaction aspect. In order to implement the assigned curriculum at the institutional level, a Curriculum Planning Committee was formed on 19/11/2022. The committee was having the motto to adapt the curriculum in local context. A detailed plan was developed for the academic section 2022-2023. The distribution of Units to the staff members was done taking the consent of all. It was decided that, different modes of learning engagements like group presentation, seminars, workshops, projects, lecture discussion session, pair work, case-study, SBA (School Based Activities) etc. will be adopted in order to facilitate the teaching learning process. Except that, different types of community activities, awareness programmes etc are organized for maintaining a good school community relationship and to focus locally as well as globally. Our institution has also planned varieties of internal assessment techniques in order to implement 360 degree assessment. In order to act on the track of NEP 2020, different types of optional courses are also made available for the students which will provide them a versatile learning experience. This effort will also help the students to move away from theoretical courses and provide them hand on learning experience for the better understanding of the curriculum. It was decided that the curricular activities will be done according to the academic Calander of the institution and it will be based on the local context. As it is a joint venture, hence all the activities will be done collaboratively.

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

##### 1.1.2

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

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

- 1. Faculty of the institution**
- 2. Head/Principal of the institution**
- 3. Schools including Practice teaching schools**
- 4. Employers**
- 5. Experts**
- 6. Students**
- 7. Alumni**

**Response:** D. Any 2 of the above

<b>File Description</b>	<b>Document</b>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View Document</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	<a href="#">View Document</a>

### **1.1.3**

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

- 1. Website of the Institution**
- 2. Prospectus**
- 3. Student induction programme**
- 4. Orientation programme for teachers**

**Response:** C. Any 2 of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View Document</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View Document</a>
Prospectus for the last completed academic year	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 100

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

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

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

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

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

**1.2.2****Average Number of Value-added courses offered during the last five years****Response:** 0**1.2.2.1 Number of Value – added courses offered during the last five years**

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

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**1.2.3****Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years****Response:** 0**1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

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

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View Document</a>
Course completion certificates	<a href="#">View Document</a>

**1.2.4**

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

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

**Response:** D. Any 1 of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	<a href="#">View Document</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**1.2.5**

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

**Response:** 66.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	49	49	49	0

File Description	Document
List of students enrolled and completed in self study course(s)	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificates/ evidences for completing the self-study course(s)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1

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

**Response:**

- Institution has focused on training, administration, research, academic excellence and student support series. Teacher education or teacher training refers to programs, policies, procedures and provision designed to equip teacher with the knowledge attitudes, behaviour, approach, methodology and skill. They required the perform the task effectively in classroom, school and wider community.
- Procedural knowledge that creates teachers for different level of school education skills that are specific to once chosen specialization.
- It can be the task specific rules, skills and sequences of action to reach goals. Which are students uses in the classroom.
- ICT is available in HTTI to develop computer skills among students.
- HTTI introduce 5E teaching methods to promote skills to students.
- Regular classes are conducting up to more than 95% attendance got by daily basis.
- Teacher and students follow the rules of the institution.
- Students acquire knowledge to lecturer method
- 100% passing score in every year.
- Student directly communicates with teacher
- Have great organization skills
- Teachers regularly motivate students to do their best and come over their hesitations.
- Teachers are humble with students
 

- Previsions for acquired competences.
  1. Communication with student-teacher
  2. Critical thinking and creative thinking
  3. Personal and social collaborating. These skills help students to learn a d compete
  4. Equity is said before all else
  5. Class emphasis measurable competency that helps build skills for life.
  6. Transparency is there for students.



7. Students get the support they need individually
8. Number of completions held every year in HTTI.
9. Teachers assess for growth and mastery
10. Self-awareness program, camp, self-management, social awareness, relationship skills and responsible decision-making areas are provided by HTTI to focus students learning and acquired competency also.

Every year maximum students cleared CTET, OTET, OSSTET and many more exams shows their competencies.

- Skills /Competencies such as emotional intelligence, critical thinking, negotiation and communication skills, collaboration with others etc.
1. Various completion organises, such as debate, essay writing, creative writing.
  2. OCSD food preservation class in 1st year to develop skills of preserve foods about healthy foods.
  3. Hosting in seminar or other programs and asking questions in seminars during internship it develops all skills.
  4. In internship (Practical lesson plan delivered) students-teachers learned and applied abilities that used one's knowledge effectively in performance.
  5. HTTI continuously trying to develop the skills of the student-teachers.
- It prescribed syllabus is continuing to full fill fundamental knowledge of Hindi education as well as Hindi language where student's trainees we acquired knowledge.

File Description	Document
Photographs indicating the participation of students, if any	<a href="#">View Document</a>
List of activities conducted in support of the above	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 1.3.2

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

**Response:**

**Response:**

Diversity in schools refers to the presence of students, teachers, and staff from various backgrounds, cultures, ethnicities, races, religions, genders, and socioeconomic statuses. Embracing diversity in educational settings is essential for creating inclusive learning environments that promote understanding, respect, and equal opportunities for all. By embracing diversity in schools, students are better prepared to thrive in an increasingly interconnected world. It also helps create a more inclusive society that values and respects differences, leading to better social cohesion and cooperation. Schools play a critical role in promoting diversity, equity, and inclusion, fostering an environment where everyone can feel valued and celebrated for who they are. Addressing diversity in the classroom is crucial for creating an inclusive and supportive learning environment where all students feel valued and respected. Here are some strategies to effectively address diversity in the classroom:

1. **Culturally Responsive Teaching:** Incorporate culturally relevant content, examples, and perspectives in our teaching to make the curriculum more relatable and meaningful for diverse students.
2. **Inclusive Curriculum:** Address to visually impaired students' limitations and strength to provide appropriate classroom provision, assistive technology, braille, etc.
3. **Ensure that the curriculum includes diverse perspectives, histories, and contributions from different cultures, ethnicities, genders, and backgrounds.**
4. **Differentiated Instruction:** Recognize and accommodate different learning styles, abilities, and needs among students, providing multiple avenues for learning and expression.
5. **Create a Safe Space:** Foster a classroom culture where students feel safe to express their identities, thoughts, and opinions without fear of judgment or discrimination.
6. **Encourage Communication:** Promote open discussions about diversity-related topics, allowing students to share their experiences and learn from one another.
7. **Address Stereotypes and Biases:** Actively challenge stereotypes and biases that may arise in the classroom and teach students critical thinking skills to question assumptions.
8. **Establish Ground Rules:** Set clear expectations for respectful behavior and communication in the classroom, emphasizing the importance of treating everyone with kindness and empathy.
9. **Engage Families and Communities:** Involve parents, caregivers, and community members in classroom activities, recognizing their diverse contributions and perspectives.
10. **Diverse Literature and Resources:** Use books, materials, and resources that reflect the diversity of our students to create a more inclusive learning experience.
11. **Celebrate Diversity:** Recognize and celebrate cultural events, holidays, and traditions from various backgrounds, fostering an environment of appreciation for diversity.
12. **Professional Development:** Engage in ongoing professional development to enhance our cultural.

Competence and improve our ability to address diversity effectively in the classroom. By addressing diversity in the classroom, educators can create an environment that nurtures students' academic, social, and emotional growth, promoting positive interactions and mutual respect among all students.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View Document</a>

### 1.3.3

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

#### **Response:**

#### **Response:**

Hindi Teacher's Training Institute follows the curriculum in a way as to provide experiences to the students. In order to achieve this aim students are given professional training in in teaching by the following measures:

The college follows student-cantered approach, an approach to education focusing on the needs of the students. The collage follows and promotes the teaching methods such as active learning, cooperative learning and inductive teaching and learning: inquiry base learning, problem base learning and discovery learning etc., it seeks to promotes

- Collaborative group learning both inside and outside the classroom.
- Individual student research and discovery
- Research and discovery by students and faculty together. When discussing social development and on the ways in which their teacher influences them. This introspection helps both teacher and students learning development.
- In one programme perspective teachers are asked to look at their own cultural experience and history, think about the match between their family, community, culture and their school culture then discuss ways in which some children home and school culture before.
- Teaching skills are taught through projectors and smart classrooms. All the faculty are trained and serve their duty sincerely. Experts are invited to delivered lecture before commencement of practice teaching. Time to time seminar and workshop are organise by our institutions. Both curricular and cocurricular activities organised by our teachers, some may completion are there, which helps our students to develop our inner talent, speaking and learning capacity.
- Students-teachers develop school profile. They visit allowed schools, observe daily routine delivered lesson which they prepared by self and help from their mentor.
- In course of practice teaching the student teacher participant all the activities of the school and assist by the school teachers in conducting morning assembly, arranging sports events, examination duty and also annual day.
- We arrange training programs, orientation, student teacher interaction, expert visit and research

development for overall improvement of our student-teacher.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

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

**Structured feedback is obtained from**

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

**Response:** E. Any 1 or none of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 1.4.2

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

**Response:** D. Feedback collected

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

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

**Response:** 79.2

File Description	Document
Document relating to Sanction of intake from University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Approved admission list year-wise/ program-wise	<a href="#">View Document</a>
Approval letter of NCTE for intake for all programs	<a href="#">View Document</a>

#### 2.1.2

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

**Response:** 80

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	20	0	30	29

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

**2.1.3****Percentage of students enrolled from EWS and Divyangjan categories during last five years****Response:** 2.7**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

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

File Description	Document
List of students enrolled from EWS and Divyangjan	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of EWS and Divyangjan	<a href="#">View Document</a>

**2.2 Honoring Student Diversity****2.2.1**

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

**Response:****Response:-**

The admission process of the institute comes under SAMS Odisha. Students individually register their name and data to take part in admission process by SAMS. After registration process there is an entrance examination for checking the entry level behavior of the students for the training (B.H.Ed.) programme. After completion of the admission process, the institute provide some orientation programme for the fresh admission. After getting admission in the institution, our all academic staff provides academic support to all the trainees who are enrolled in this course as per their learning needs and try to identify the student's background in their introductory orientation program. So that, they would know the programme very well and prepare themselves to get ready and learn a new professional education programme. Institute provides all types of facilities and arrange all types of activities those are mentioned in their syllabus/curriculum. All types of scholastic and co-scholastic activities are followed as per scheduled time period.

#### **System Adopted For Students:**

Here students are motivated to join different vocational courses for their holistic development. Students are urged to attend college clubs and ceremonies that are associated with youth festivities and inter-college competitions such as deliberations, proclamations, exams, writing articles, collage-production, and so on. They are given additional lab work and additional scholastic tasks to use their abilities and develop them.

<b>File Description</b>	<b>Document</b>
The documents showing the performance of students at the entry level	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **2.2.2**

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

- 1. Mentoring / Academic Counselling**
- 2. Peer Feedback / Tutoring**
- 3. Remedial Learning Engagement**
- 4. Learning Enhancement / Enrichment inputs**
- 5. Collaborative tasks**
- 6. Assistive Devices and Adaptive Structures (for the differently abled)**
- 7. Multilingual interactions and inputs**

**Response:** C. Any 3 of the above

File Description	Document
Reports with seal and signature of Principal	<a href="#">View Document</a>
Photographs with caption and date, if any	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 2.2.3

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

**Response:** As an institutionalized activity in accordance with learner needs

File Description	Document
Photographs with caption and date	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.2.4

**Student-Mentor ratio for the last completed academic year**

**Response:** 3.33

#### 2.2.4.1 Number of mentors in the Institution

Response: 15

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

### 2.3.1

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

**Response:**



**Response:**

Hindi teachers' training institute, Cuttack uses student-centered methods in the teaching-learning process including experimental group discussion, participatory learning, problem-solving method, project method, questionnaire method, online method, etc.

All the trainees are trained by the college itself to become a good teacher. The trainees are made to do practical work in the college viz., going to schools and giving lessons to students and doing various tasks in which various activities like evaluation of students, action research, psychological test, project work and awareness work are conducted. We also provide participatory education to the trainees in the college.

A peer-group has been formed wherein any problem of the student or problem in the study is discussed and helped out. Group-discussions and questioning techniques are one of the regular classroom methods used with the students. sed group discussion, online mode, etc. for enhancing student learning

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	<a href="#">View Document</a>

**2.3.2**

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

**Response: 0**

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

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

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

**2.3.3**

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

**Response:** 100

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

**Response:** 50

<b>File Description</b>	<b>Document</b>
Programme wise list of students using ICT support	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### **2.3.4**

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

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

**Response:** C. Any 2 of the above

<b>File Description</b>	<b>Document</b>
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **2.3.5**

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

**Response:**

**Response:**

In the beginning of the term, the students are oriented about the course, syllabus, evaluation system, practical activities, functioning of the college (rules and regulations) etc. Emphasis is given to the all-round development of the students. We have students from various streams: Arts, Science, and Commerce. The college provides a platform to students to develop their presentation skills in classroom and mentors them to remove their stage fear. The practice-teaching is carried out in groups and the students are mentored about teaching skills, methods of teaching, classroom interaction, practical assignments and various functioning of School. Before practice teaching to school pre-internship i.e. peer teaching was also conducted every year.

Mentor teachers are chosen from their pedagogical area to give model quality teaching practices that cater diversity and create classroom environments that support personal, social and academic success for all students. They are enriched further by arranging talks on the themes like multi-culturalism, inclusiveness and, straight away on mentoring. The teachers are provided with additional space in the college for establishing direct rapport with the needy students. They feel free to suggest any remedial/corrective/reformative steps which the college tries its level best to translate into material success.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

### 2.3.6

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

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

**Response:** E. Any 1 or none of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.3.7

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

**Response:**

**Response:**

**Innovation in education encourages teachers and students to explore research and use all the tools to uncover something new. It involves a different way of looking at problems and solving them. If you are innovating something, it means you are a creative person and you are good in problem solving process. Therefore, innovative, creative and intellectual person's IQ level is higher than normal people.**

**In our Institution, we always try to imbibe moral, ethical, and social values in students along with making them innovative and intellectual to address the educational aspects in society through the following activities like school internship, talk on life skill, debate & sports, group discussion, expert lecture, national level awareness program, industry visit and various competitions.**

**In life skills education, Students are actively involved in a dynamic teaching and learning process. The methods used to facilitate this active involvement include working in small groups and pairs, brainstorming, role play, games and debates. It helps to enhance our thinking and creativity, communication and collaboration, self-awareness and self- management, empathy and sympathy, problem solving and decision making, interpersonal relationship, accepting criticism and stress management. Our institution gives importance on this field to get high response.**

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

## 2.4 Competency and Skill Development

### 2.4.1

**Institution provides opportunities for developing competencies and skills in different functional**

areas through specially designed activities / experiences that include

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

**Response:** E. Any 1 or none of the above

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

#### 2.4.2

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

1. Formulating learning objectives
2. Content mapping
3. Lesson planning/ Individualized Education Plans (IEP)
4. Identifying varied student abilities
5. Dealing with student diversity in classrooms
6. Visualising differential learning activities according to student needs
7. Addressing inclusiveness
8. Assessing student learning
9. Mobilizing relevant and varied learning resources

**10. Evolving ICT based learning situations****11. Exposure to Braille /Indian languages /Community engagement**

**Response:** D. Any 2 or 3 of the above

<b>File Description</b>	<b>Document</b>
Reports and photographs / videos of the activities	<a href="#">View Document</a>
Documentary evidence in support of each selected activity	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Attendance sheets of the workshops/activities with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.4.3**

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

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

**Response:** D. Any 1 of the above

<b>File Description</b>	<b>Document</b>
Details of the activities carried out during last completed academic year in respect of each response indicated	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**2.4.4**

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

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

**Response:** D. Any 1 of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

#### 2.4.5

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

1. Preparation of lesson plans
2. Developing assessment tools for both online and offline learning
3. Effective use of social media/learning apps/adaptive devices for learning
4. Identifying and selecting/ developing online learning resources
5. Evolving learning sequences (learning activities) for online as well as face to face situations

**Response:** E. Any 1 or none of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 2.4.6

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

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

**Response:** D. Any 1 or 2 of the above

File Description	Document
Photographs with caption and date wherever possible	<a href="#">View Document</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**2.4.7**

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

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

**Response:** C. Any 2 of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**Other Upload Files**

1

[View Document](#)**2.4.8**

**Internship programme is systematically planned with necessary preparedness..**

**Response:**

*Internship is related to course in a training field. Trainee acquires knowledge after undergoing training to Internship programmed is arranged for the trainee during one in each year of B.H.Ed. training.*

**Meaning of Internship.**

*As internship is a professional learning experiences that offers meaningful practical work related to a student's field of study or career interest. It prepares a trainee to become a teacher. Internship is a*



*programmed related to the self-development.*

***Objective of Internship.***

***The motives for Internship are as follows :-***

- ***To make theoretical knowledge clear and exact.***
- ***To increase the value of theoretical knowledge***
- ***To expand the span of knowledge.***
- ***To implement the knowledge of practical training in the practical life.***
- ***To know how to Solve managerial problems.***
- ***To innovate new techniques of management.***
- ***To gain first hand exposure to the role of teacher.***
- ***To develop professional capacities, teacher sensibilities and sustained engagement of student-teachers with learner and schools.***
- ***Exposing the student-teacher to multicultural contexts of the society.***

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>

**2.4.9**

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

**Response:** 4.17

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

**Response:** 12

File Description	Document
Internship certificates for students from different host schools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.4.10**

**Nature of internee engagement during internship consists of**

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

**Response:** D. Any 2 or 3 of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	<a href="#">View Document</a>
Sample copies for each of selected activities claimed	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.4.11**

**Institution adopts effective monitoring mechanisms during internship programme.**

**Response:**

- **Response:-**
- **Hindi Teachers' Training Institute, Cuttack adopts effective monitoring mechanism during the internship programme in various local Government schools.**
- **? Subject experts from the institute are detailed to check and approve the lesson plans beforehand. The student- teachers are allowed to deliver the duly approved lesson plans.**

- ? 80-90 percent of lesson in the practice school are observed by the faculty members.
  - ? Subject teachers along with Headmaster of the school are also observed the lessons. They are also giving their suggestions for the improvement of the delivery of the lesson plan.
  - ? Assistant Professors and the subject teachers note down remarks on the lesson plan book. So that on the spot feedback provided to the student teacher.
  - ? More feedback comes in the form of discussion with the observers that was done after immediate completion of the lesson.
  - ? Detailed feedback is also provided in the institution collectively on subsequent days.
- The process of observation and feedback is comprehensive and continues process.

File Description	Document
Documentary evidence in support of the response	<a href="#">View Document</a>

#### 2.4.12

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

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

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

**Response:** C. Any 2 or 3 of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View Document</a>
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View Document</a>

#### 2.4.13

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

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

**Response:** D. Any 1 or 2 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View Document</a>

## 2.5 Teacher Profile and Quality

### 2.5.1

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

**Response:** 92

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 2.5.2

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

**Response:** 86.96

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

**Response:** 8

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View Document</a>

### 2.5.3

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

**Response:** 0.25

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

**Response:** 4

<b>File Description</b>	<b>Document</b>
Copy of the appointment letters of the fulltime teachers	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **2.5.4**

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

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

**Response:**

**Response**

**Teacher community must keep themselves updated to pace the path of changing teaching -learning process. This development of teachers can classify into three categories such as Personal or Self centered, Professional or student centered and social.**

**Personal or Self centered:**

**Teacher can attain the development in two manners- Formal and Informal. Formal development deals with attending conferences, Workshop, Seminars, Webinars, symposiums etc. on latest development in the field of education. Writing articles/books, learning materials, publication of research papers etc are also help a lot in this type of development.**

**Professional or student centered:**

**In order to let Learner, learn in the best possible way teacher have to adopt changes from time to time. Leaner has a different mind set up as compare to the teachers. This gap can be bridged by the teacher only when they reach the mental place of the students. Teachers possess some special characteristics to handle the changing situations and the needs of the situations.**

**Social**

**Man is a social animal. As he is entrusted with the job of shaping the future of the country as it is stated in the Kothari Commission. He has to constantly reflect upon the action as a teacher and make all the necessary changes according to the needs of the society.**

**So to update themselves teachers are continuously attained the professional, personal as well as social centered programmed and discussed all the policies that is important for the benefit of the institution, students and society.**

<b>File Description</b>	<b>Document</b>
Documentary evidence to support the claims	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.6 Evaluation Process****2.6.1**

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

**Response:**

**Response**

**This 2 years BH.Ed program is running with yearly examinations. In each year students are evaluated through various written and practical examinations throughout the year in various papers which are indicated below:**

- **Assignment submission in each paper. 20 marks for 100 marks paper and 10 marks of 50 marks paper is there in each year. Assignment question is provided by each concerned paper teacher.**
- **Class tests are done by different teachers throughout the year to assess students progress.**
- **Group discussion done in live classroom by dividing students in different groups assigning one emerging topic.**
- **Peer teaching before internship to different schools.**
- **Hands on activities in optional (practical) papers time to time like OCSD, physical education and yoga, ICT, community activities etc.**

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View Document</a>

**2.6.2**

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

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

**Response:** C. Any 2 of the above

File Description	Document
Documentary evidence for remedial support provided	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View Document</a>

**2.6.3**

**Mechanism for grievance redressal related to examination is operationally effective**

**Response:**

**Response**

**Examination is the important and essential part of an institution to decides his stand in the society. So, this institution decentralized the power of examination for its smooth conduction by appointing a committee for examination and Examination-in-charge headed by Principal. If any grievance related to examination arises the Principal, Examination-in-charge and examination committee used to solve it. But fortunately, till date there is no issue that has arise in the examination conducting system and marking system and hence no redressal is required to be taken.**

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	<a href="#">View Document</a>

#### 2.6.4

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

##### Response:

##### Response

Academic calendar is like a blueprint for the smooth conduction of whole years Academic activities. Every year our institution prepares the academic calendar in advance as per the university rules. The academic calendar includes list of Exam dates, National days, festivals, vacation dates, seminars, internship dates, study tours etc.

The academic calendar provides the total number of working days available in a year. In accordance with the academic-in-charge with the consultation of Principal prepare the time table keeping in mind the given working days and paper in syllabus. Students are reminded by academic in charge about their 80% compulsory attendance. Students with low attendance are notified as per their names and follow up are taken. Inspection of teaching learning activities and regular classes are monitor by principal. Co-curricular activities are conducted simultaneously from time to time. Similarly annual sports, annual functions are held at the end of the academic year. Throughout the whole year different faculties divided into different committees take their own responsibility for smooth conduction of academic activities of the college.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View Document</a>

## 2.7 Student Performance and Learning Outcomes

#### 2.7.1

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

##### Response:

##### Response :

##### Programme Learning Outcomes:



**After completion of Teacher Education Programme the trainee teachers will be able to:**

- **Develop interest, habit and attitudes related to studies.**
- **Develop creative thinking in students and promoting professional learning.**
- **Develop team spirit and decision-making power.**
- **Develop leadership qualities in trainees.**
- **Develop various life skills to solve day to day problems faced in society.**
- **Use acquired teaching skills and methods in daily classrooms effectively.**
- **Mastery over the subjects and pedagogical skills.**
- **To be the part of community service programs to contribute to the society.**

**Course learning Outcome:**

**After completing the entire course, the trainee teachers will be able to:**

- **Explain various theories and models of learning and develop planning for classroom implementation.**
- **Differentiate between assessment, measurement and evaluation.**
- **Compute statistical calculation and interpret its results.**
- **Clarify the concept of ICT and explain its types and make use of it for study purpose.**
- **Implement blooms taxonomy and formulate various questions.**
- **Clarify the concept of guidance and counselling and its different types.**
- **Understand the need of educational guidance and counselling from school perspectives.**
- **Implementing the knowledge of research and educational research in teaching and learning activities.**
- **Understand the concept of inclusive education and explain it to students and other stakeholders.**
- **Understanding curriculum, its types and apply this knowledge in curriculum construction.**
- **Develop and share the knowledge of gender equality in all sphere of society.**

- Differentiate between old and new paradigms of learning and teaching.
- Apply the knowledge of art in preparation of teaching aids.
- Establish the relationship of language subjects with other subjects.
- Aware himself and others about the usefulness of yoga and physical education for healthy livelihood.
- Examine the importance of teaching Hindi as third language.
- Examine the role of language in communication.
- Analyze and examine the influence of policy framework on education.
- Understand the human rights, child rights, fundamental rights and duties of citizens.
- Interpret the theories of sex education, personality, adjustment and motivation.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

### 2.7.2

#### Average pass percentage of students during the last five years

**Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	0	98	98

File Description	Document
Result sheet for each year received from the Affiliating University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	<a href="#">View Document</a>

## 2.7.3

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

**Response:**

The college offers B.Ed programme with clearly defined outcomes. Programme Learning outcomes and course Learning outcomes are in sync with each other. The college has a well-planned and systematic process of collecting and evaluating data on programme and course learning outcomes and uses them to overcome the barriers to learning. Measurement tools such as seminars, tests and assignments are used to assess student learning outcomes. It is used by the college to overcome learning obstacles. As per Continuous assessment, depending on the course style, several methods for continual evaluation include class tests and assignments. Different ways in which the students are made aware of learning outcomes are as follows:

- a) The results of each academic year are analysed thoroughly by the Principal who in turn discuss them with the teachers.
- b) The names of meritorious students are prominently displayed to encourage new learners to work in the right direction.
- c) Such meritorious students are felicitated for their performance during Annual day.
- d) The intended Learning outcomes of other co-curricular and extra-curricular activities are also communicated to students from time to time in classes also so that they understand the importance of developing an all-round personality.
- e) Winners of cultural and Sports events are awarded prizes.

Information about student learning is assessed through both direct and indirect measures. Direct measures may include assignments, exams, essays, action research projects and other performances. Examples of indirect measures include course evaluations, course enrolment information and school placement rates.

**Approaches for measuring students' learning:**

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

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

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.7.4****Performance of outgoing students in internal assessment****Response:** 100**2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year****Response:** 50

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>

**2.7.5**

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

**Response:****Response:-**

**In our institution at the time of admission, Principal interacts with parents and students to assess their needs and the aspirations. Students are notified at the time of admission. Our institution also organises an orientation program for the students at the beginning of new batch every year.**

**New students are familiarised with the B.H.Ed course, internal assessment method and extra curriculum activities, rules and regulation as well as the other facilities available in this institution for the students.**

**A variety of talent seeking programs in various fields such as literature, drama and fine arts are organised to discover the hidden talent and hidden abilities of the students.**

**Teacher instructors assess students learning needs through regular tests. such as-**

**\* Diagnostic test**

**Institute organised diagnostic test of every subject at that entry level. Faculty members understood subject knowledge of the student and guides them properly.**

**\* Micro teaching**

**Institution has arranged workshop on micro teaching. All teaching skills related to lesson are introduced in it. Teacher gives demo on every skills as per schedule prepare for the demo class by the teachers.**

**\* Preparation of teaching aids -**

**There is a workshop on preparing teaching aids. Art instructor with the help of every teaching faculty guides students about preparing teaching aids .Method teachers give demo about creating teaching aids.Students prepared teaching aids related to their method subject.**

**\* EPC-**

**There is a EPC course bracket (Enhancement professional capacities) for students. There are various activities for students in EPC 1, EPC 2 ,EPC 3 ,EPC 4. With the help of that students improve their professional capacities.**

**\*Internship-**

**In both the year there is internship for students. Students understand rules and regulations of the schools. They know about school management teaching skills and develop their planning skills.**

**\*ICT skill-**

**Students also developed their ICT skills in theoritically and practically. They teach lessons with the help of ICT. They prepared PPT with the help of multimedia.**

**These assessment task for students are arranged in institution.**

<b>File Description</b>	<b>Document</b>
Documentary evidence in respect to claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## **2.8 Student Satisfaction Survey**

### **2.8.1**

**Online student satisfaction survey regarding teaching learning process**

**Response: 3.2**

## Criterion 3 - Research and Outreach Activities

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

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

#### File Description

#### Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

#### 3.1.2

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

**Response:** 0

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

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

#### File Description

#### Document

Sanction letter from the funding agency

[View Document](#)

#### 3.1.3

**In-house support is provided by the institution to teachers for research purposes during the last**

five years in the form of:

1. Seed money for doctoral studies / research projects
2. Granting study leave for research field work
3. Undertaking appraisals of institutional functioning and documentation
4. Facilitating research by providing organizational supports
5. Organizing research circle / internal seminar / interactive session on research

**Response:** E. None of the above

File Description	Document
Sanction letters of award of incentives	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 3.1.4

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

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

**Response:** E. None of the above

File Description	Document
Reports of innovations tried out and ideas incubated	<a href="#">View Document</a>

## 3.2 Research Publications

### 3.2.1

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

**Response:** 2.83

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



2022-23	2021-22	2020-21	2019-20	2018-19
3	11	5	3	4

File Description	Document
First page of the article/journals with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 3.2.2

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

**Response:** 1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	4	5	2	1

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	<a href="#">View Document</a>
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

## 3.3 Outreach Activities

### 3.3.1

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

**Response:** 2.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	5	3	0	0

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**3.3.2****Percentage of students participating in outreach activities organized by the institution during the last five years****Response:** 44.93**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
35	26	26	20	26

File Description	Document
Report of each outreach activity with seal and signature of the Principal	<a href="#">View Document</a>
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View Document</a>

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

**Response:** 41.55**3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
25	26	26	20	26

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 500 words.

The college believes in the all round development of the students and in sensitizing them to the prevalent social issues. For harmonious development the college has functional committee/cells like Anti ragging committee, legal cell, sexual readdress cell, IQAC cell. All the significant dates such as Independence day, Yoga Day, Teachers Day, Hindi Divas, Rashtriya Ekta Saptaah, world environment day etc are celebrated to familiarize students with the value of our culture and traditions. The college promotes social consciousness. In our bid to encourage more and more students to be responsible citizens, we organize Rallies on special issues, thereby sensitizing not only our own students but also the immediate community/ neighbourhood. The students are involved in cleaning the campus under Swachhta Abhiyan and are made aware of the menace of vector borne diseases like dengue. In order to sensitize the students about Human Rights, Cancer, Investor awareness, Inclusiveness etc morning assembly is conducted. In order to ensure overall development of the students they are encouraged to participate in various items of Youth festivals like Heritage items, literary items, dance items, fine arts items etc. Educational trips are organized every year to the various places like Kendriya Hindi Sansthan Agra .

File Description	Document
Report of each outreach activity signed by the Principal	<a href="#">View Document</a>
Relevant documentary evidence for the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**3.3.5**

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

**Response:** 0

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

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

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Appropriate certificates from the awarding agency	<a href="#">View Document</a>

**3.4 Collaboration and Linkages****3.4.1**

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

**Response:** 0

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

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

File Description	Document
List of teachers/students benefited by linkage exchange and research	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**3.4.2**

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

**Response:** 0

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

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copies of the MoUs with institution / industry/ corporate houses	<a href="#">View Document</a>

**3.4.3**

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

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

**Response:** C. Any 3 or 4 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

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

#### **Response:**

**Response:** Hindi Teachers Training Institute Cuttack has adequate students' facilities which have the capacity to serve development for students.

- It has four classrooms for teaching (theory class) one room for computer facilities and one room for students' common room are available in our campus.
- Classrooms: campus contain three classrooms having capacity of sixty students seating arrangement, one whiteboard in each classroom. One podium in each classroom. A wash room in every floor, outside classroom. The classroom is well maintained and well furnished with well ventilation. CCTV cameras are installed in every classroom.
- Students Common room: One student's common room is provided for all students at ground floor.
- Drinking Water facilities: Drinking water facilities are available in every floor.
- ICT: campus contains one laboratory having 10 numbers of computers with a large number of seating capacity/ arrangement. One projector installed in ICT classroom, it is well maintained, well-furnished and well ventilated.
- Sports room: Institute is having one sports room which contains number of supports item such as no. of Badminton, Racket, Cork, Ludo, Chess, Carrom, Cricket bats and balls, Volleyball, Shotput, Javelin are available for students' activity. Students regularly visit in it and borrow various items as outdoor and indoor game.
- Sports Filed: Campus has one small sports field of 5000 square feet, this filed is used as cricket playground, Kho-Kho, Kabaddi, Badminton, etc.
- Library- campus contain one library having modern size room, 36 Almirah of books, as well-maintained ventilation. With around 15000 books and one computer for faster assess as online (work in progress). Now library is running manually with having
  - B.Ed. textbooks
  - Biography
  - Dictionary
  - -Encyclopaedia etc.
  -

File Description	Document
List of physical facilities available for teaching learning	<a href="#">View Document</a>
Geo tagged photographs	<a href="#">View Document</a>

**4.1.2**

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

**Response: 25**

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

Response: 1

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

Response: 4

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**4.1.3**

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

**Response: 5.72**

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	56.32	0	12.05	3.02

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

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

**Response:**

The institution has applied for automation of library using Integrated Library Management System (ILMS). The library is going to be automated very soon

File Description	Document
Bill for augmentation of library signed by the Principal	<a href="#">View Document</a>

### 4.2.2

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

**Response:**

Institution has remote access to library resources used by both students as well as faculties.

The library has internet facilities. By using internet students and teacher access a variety of resources like accessing free journal pdf from DOAJ and many other sites and gaining knowledge from various open database like Google Scholar, Librarian etc. and finding many free e-books through online from e-Gyankosh, Internet Archive, open library, ICDL and many more.

Teachers use computers and internet to access various tools information about teaching topic, teaching-learning process, teaching strategies, various innovation in teaching aids and research related to educational development.

It helps them to access data compare them and modify to them into new one to develop their knowledge and our educational system.



File Description	Document
Details of users and details of visits/downloads	<a href="#">View Document</a>

**4.2.3**

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

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

**Response:** D. Any 1 of the above

File Description	Document
E-copy of the letter of subscription /member ship in the name of institution	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>

**4.2.4**

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

**Response:** 0.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0.2	0	0.5

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**4.2.5**

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

**Response:** 6.08

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

**Response:** 74

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

**Response:** 84

**4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year**

**Response:** 53

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

**Response:** 80

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

**Response:** 110

**File Description****Document**

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

[View Document](#)

**4.2.6**

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

**1.Relevant educational documents are obtained on a regular basis**

2. Documents are made available from other libraries on loan
3. Documents are obtained as and when teachers recommend
4. Documents are obtained as gifts to College

**Response:** B. Any 3 of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 4.3 ICT Infrastructure

### 4.3.1

#### Institution updates its ICT facilities including Wi-Fi

##### Response:

It's great to hear that the Hindi Teachers Training Institute is updating its ICT facilities, including Wi-Fi. This enhances connectivity and improve technology resources for everyone (teachers, students and other non-teaching staff members) involved. Upgrading ICT and Wi-Fi facilities in the college can significantly benefit both students and teachers. Improved technology resources and connectivity can enhance the learning experience, facilitate research, and streamline administrative tasks. This update reflects the institution's commitment to providing a modern and efficient learning environment. Implementing advanced ICT and Wi-Fi facilities in a BH.Ed. training college can greatly enhance the learning and teaching experience. Students and educators will have better access to online resources, research materials, and interactive learning tools. This can lead to more engaging lessons, efficient administration, and improved student outcomes.

ICT facilities, including Wi-Fi, in a Hindi Teachers Training College play a vital role in creating a modern and effective learning environment. These facilities typically include:

**High-Speed Wi-Fi:** Reliable and high-speed Wi-Fi coverage across the campus, allowing students and teachers to connect their devices and access online resources seamlessly. **Computer Labs:** Well-equipped computer labs with modern desktops or laptops, pre-installed with essential software for educational purposes.

**Interactive projectors:** Classrooms equipped with an interactive

projector that enable dynamic and engaging teaching methods, such as multimedia presentations and real-time collaboration.

**Online Learning Platforms:** Access to online learning management systems where teachers can share resources, assignments, and conduct assessments, enhancing the learning experience.

**24/7 Tech Support:** Dedicated technical support to address any IT-related issues promptly and ensure

uninterrupted access to resources.

**Cybersecurity Measures:** Robust cybersecurity measures to protect sensitive data, personal information, and maintain the integrity of the network.

These ICT facilities empower both students and teachers, fostering innovation, collaboration, and the adoption of modern teaching practices.

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 4.3.2

**Student – Computer ratio for last completed academic year**

**Response:** 3.57

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 4.3.3

**Internet bandwidth available in the institution**

**Response:** 100

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

**Response:** 100

File Description	Document
Receipt for connection indicating bandwidth	<a href="#">View Document</a>
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>

#### 4.3.4

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

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

**Response:** E. None of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 4.4 Maintenance of Campus and Infrastructure

##### 4.4.1

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

**Response:** 9.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	52.02	36.65	19.65	12.32

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

##### 4.4.2

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

**Response:**

Hindi Teacher Training Institute check stock annually in which the equipment available in various laboratory and in library and physically checked and verified. Library committee and purchase

committee along with academic and support staff conduct this work and identified the damaged items and books procured on the demand of the concerned teacher-in-charge. All formalities related to the purchase and disposal of all damaged equipment and books as laydown in the store and porches rules.

All related committees regularly keep a check and takes follo0w the available resources and equipment use in the collage. It cheeks and updates the stocks and requirement and communicate with the management bodies accordingly.

The library and reading room are available in the collage the library committee along with the managerial staff looks after the procedure and identify the weak area, if found any prepares the report and communicate to the principal taking permission they identify the damage items, books and recommended new purchasing and writing again after the scrutiny the items and books are procured on the demand and the concerned teacher instructed on the same to, all formalities related to porches and disposal and books laydown on the shelf are regularly performed.

The physical laboratories along with computers software and equipment are utilized, cheeked and verified with a good frequency to manage and utilize the resource facilities, ICT and computer lab, printers and other IT resources, music and dance related instruments are well developed utilized, and maintained in our collage.

The maintenance of Indore games, sports ground and functioning of gym equipment are regularly checked and maintained under the in-charge.

The collage has a building maintenance committee to unkept the infrastructure. Teachers' technicians and in charge submit the requirements and report6 to the principal the collage ensure allocation and utilization of the available financial resources for maintenance and the different facilities by holding regular watch and meetings. The quarterly reports are being prepared and maintained by the collage are be communicated to the management. The management is keen and quicker to check back, communicate and approve the reports and calls from the collage for the smooth and clean functioning between the institute and management.

File Description	Document
Appropriate link(s) on the institutional website	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

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

**Response:** D. Any 1 of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 5.1.2

Available student support facilities in the institution are:

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

**Response:** E. Any 4 or less of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>

**5.1.3**

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

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

**Response:** D. Any 2 of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template for the applicable options	<a href="#">View Document</a>

**5.1.4**

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

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**
- 5. Concession in tuition fees/hostel fees**
- 6. Group insurance (Health/Accident)**

**Response:** E. None of the above



File Description	Document
Data as per Data template	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

**Percentage of placement of students as teachers/teacher educators**

**Response:** 86.49

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

2022-23	2021-22	2020-21	2019-20	2018-19
40	45	60	56	55

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Appointment letters of 10% graduates for each year	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 100

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

**Response:** 50

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

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

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

### 5.2.3

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

**Response:** 64.19**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
40	35	15	50	50

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

**5.3 Student Participation and Activities****5.3.1****Student council is active and plays a proactive role in the institutional functioning****Response:**

Hindi Teachers Training Institute, Cuttack has a Student Council in a selection method . The formation and construction of Student Council is to give students an opportunity to develop leadership by organizing and carrying out various activities. It aims to create an environment where every student can represent their voice through the council . Thus it is a link between student ,faculties and the institution.

Selected Students Council has a proactive role in each and every institutional activity takes place time to time. The council and its representatives are always a part of preparatory meeting of each activities. In this process Student Council can provide suggestions and present feedbacks from the students. Whether its any seminar, workshop, various competitions, National festivals, celebration of Saraswati and Ganesh puja, any student outreach programme Student Council plays the key role in the arrangement, succession and completion of all the activities . The Council's collaborative organization culture represent the unity and discipline of this institution.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View Document</a>
Copy of constitution of student council signed by the Principal	<a href="#">View Document</a>

**5.3.2**

**Average number of sports and cultural events organized at the institution during the last five years****Response:** 3**5.3.2.1 Number of sports and cultural events organized at the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	15	0	0	0

File Description	Document
Reports of the events along with the photographs with captions and dates	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**5.4 Alumni Engagement****5.4.1**

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

**Response:****Role of Alumni Association:-**

HTTI, Cuttack is established in the year 1956 and embodied with a enduring tradition of alumni. It is acknowledge that alumni are important to the continued development of their alma matters. The involvement of Alumni Association is a positive and progressive efforts towards the development of the institute. The active participation of Alumni Association in various activities of this institute helps the current teacher-trainees to gain information about the world of practice and experience. The association helps the institute to add quality measures to its various mechanism like career and guidance, in-house curriculum development, sports and cultural activities, Annual Day celebration, etc. Alumni Association also helps the teachers-trainees to understand how to maintain discipline in professional and personal life and also how to pursue different career option through this course. Alumni are loyal supporter and best ambassador offering invaluable marketing and promotion across their personal and professional networks. Alumni are asset to every institution.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of office bearers and members of alumni association	<a href="#">View Document</a>

**5.4.2**

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

1. **Motivating the freshly enrolled students**
2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

**Response:** E. None of the above

File Description	Document
Documentary evidence for the selected claim	<a href="#">View Document</a>

**5.4.3**

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

**Response:** 3

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

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

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View Document</a>

#### 5.4.4

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

#### **Response:**

#### **Alumni Association- effective support system to the institution**

HTTI, Cuttack is established in the year 1956 and embodied with a enduring tradition of alumni. It is acknowledge that alumni are important to the continued development of their alma matters. The involvement of Alumni Association is a positive and progressive efforts towards the development of the institute. The active participation of Alumni Association in various activities of this institute helps the current teacher-trainees to gain information about the world of practice and experience. The association helps the institute to add quality measures to its various mechanism like career and guidance, in-house curriculum development, sports and cultural activities, Annual Day celebration, etc. Alumni Association also helps the teachers-trainees to understand how to maintain discipline in professional and personal life and also how to pursue different career option through this course. Alumni are loyal supporter and best ambassador offering invaluable marketing and promotion across their personal and professional networks. Alumni are asset to every institution.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### Response:

The governance of this institutions is reflective of an effective leadership and participatory mechanism based on accountability, transparency and participation. The governance of this institutions in tune with the mission and vision follows the active participation of all stake-holders for enhancing the quality of education, to promote leadership and it broadly relates to institutions matters social fairness and inclusiveness. The quality of participation is essential for governance process. Its is very much responsible to attain sustainable development.

#### Vision

1. To provide a unique learning and research experience to enable students for realizing their potential and molding their personality.
2. To become a center of excellence for Hindi Teacher Education in Eastern India.
3. To encourage high expectations for success through knowledge creation, development of skills and promotion of values.
4. To make Hindi as link language
5. To provide students adequate infrastructure for enhancing teaching learning process.

#### Mission

- 1.To provide equal opportunity and social support irrespective of gender, class, caste, religion and economic status to ensure inclusive and equality-based education.
2. To make intellectually alert, professionally competent, spiritually enlightened, socially conscious and trained teachers.
- 3.To contribute national development through Hindi Teacher Education program .
4. To develop leadership quality among the teacher to face various challenges in their personal and professional life.

5. To create conducive environment to conduct research for new innovation in the field of content and pedagogy of education and language.
6. To involve stakeholders including the Alumni for institutional building development and state-of-art infrastructure.
7. To reach out and provide quality education to teacher-trainee.
8. To carry out teaching and training programmes as per NCTE and State govts.
  - The Principal takes periodic meetings for both teaching and non-teaching staff for smooth functioning of the institution.
  - Various committees are formed for making the system transparent as well as decentralization.
  - As per the guidelines of university, annual academic calendar is made. The weekly timetable and classes run as per the annual academic calendar.

File Description	Document
Vision and Mission statements of the institution	<a href="#">View Document</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View Document</a>

### 6.1.2

#### Institution practices decentralization and participative management

##### Response:

- Decentralization plays an important role in taking decisions and implementing them. Hindi Teachers' Training Institute, Cuttack promotes decentralization in academic and cocurricular activities involving staff members and students.

Various ways in which all teachers participate in the management process

- Being the head of the institution, the Principal overall looks the academic plans of all faculty members.
- Teachers have right to make adjustments in timetable and Teachers have liberty to introduce creative and innovative measures for the benefit of students and institution.
- Both teachers and student council representatives have played an important role in planning seminars, workshops, career counselling sessions, remedial measure, outreach activities and study tour etc.
- Teachers sit together to discuss the various types of problems and find measures for solution.
- To maintain decentralization and participative management different committees form and its meetings with student council conducted regularly to take decisions democratically .

- Faculty members of this institutions take the lead in organising seminar, workshop, career-guidance counselling session etc.

File Description	Document
Relevant documents to indicate decentralization and participative management	<a href="#">View Document</a>

### 6.1.3

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

##### Response:

**Financial Affairs-**Hindi Teachers' Training Institute, Cuttack is a government institution. Salary of staff are paid through govt. treasury. Fees collected from students such as admission fee, examination fee and readmission fees are collected as per the instruction of Utkal University, BBSR. Audits related to library are conducted to ensure complete transparency. Purchase committee are set up for withdrawal money to meet the expenditure of institute. Students scholarships are directly credited to their bank accounts as per the State govt. norms.

**Academic Affairs-**The institute offers B.H.Ed. course . Admission is taken on the basic of entrance examination conducted by state govt. Admission related work is done as per the guidelines issued by the Dept. of Higher Education, Odisha from time to time. The institute conducts seminar, workshop, special lecture, internship etc for enhancement of teaching learning process from time to time.

**Administrative Affairs-** The college administration is consisting of both teaching and non-teaching staff along with other dignitaries such as Ex MLA, Collector & D.M, D.E.O, Retired Principal, Alumni members. Each employee is given some additional duty in addition to their normal duty. Each employee is committed to complete their assigned task. The college administration formed various committees to look into different activities such as scholarship, admission and re-admission fees collection etc.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment



**6.2.1****The institutional Strategic plan is effectively deployed****Response:**

Strategic plan plays an important role to achieve the desired results. At first our institute has set a target of timely completion of syllabus coverage. It is essential for teaching learning process. All the staff attended the meeting for syllabus coverage. As a result of which, it was unanimously decided to complete the syllabus well in advance before fifteen days of annual examination which will be held on the month of April. Teachers are committed to perform their assigned task in a time bound manner. Teachers were served a notice to know the status of syllabus coverage in the month of March. The institution has been affiliated to Utkal University and follows the academic syllabus prescribed by the University. The institute applies and functions with the following strategic plans –

**1st Year**

1. Student Induction programme and faculty introduction
2. Subject paper distribution
3. Committee formation
4. Micro teaching and stray lesson are given to teacher trainees.
5. TLM workshop and lesson-plan demonstration by faculties.
6. Internship of 60 days in different Govt. of Odisha High school.
7. Final Exam (conducted by U.U)
8. Various co-curricular activities are carried out along with the academic work throughout the year.
- 9.

**10. 2nd year**

11. Prescribed syllabus and academic calendar are followed.
12. Co-curricular activities are organised.
13. Lesson Plan demonstration, TLM workshop are conducted as per the academic calendar.
14. Internship of 90 day in 2nd year practiced in different Govt. Schools near to the Institute.
15. Workshop of Internship programme is conducted.
16. Student submit an overall experience report to institute after the completion of internship.
17. Final year exam organised by the university.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**6.2.2****The functioning of the institutional bodies is effective and efficient as visible from policies,**

**administrative setup, appointment and service rules, procedures, etc.****Response:**

Organisational structure of Hindi Teachers' Training Institute is framed in which the principal is the academic and administrative head of the institution. The principal is assisted by Asst. Professors . All faculties are appointed as per the norms of UGC/NCTE/State govt . All faculties follow the rules and regulations of UGC/NCTE/State govt./ Utkal University. All faculties are committed to enhance the teaching learning process . Various committees are formed for smooth functioning as well as decentralization of power for this institute . Each committee consisting of various faculties .The member convenor of the committee calls for a meeting at the time of need and reported about the said meeting before the principal for final approval. It is pertinent to mention that each year an entrance examination takes place under SAMS portal, Odisha .Merit list is prepared based on their entrance results. Finally students are get selected to admit in B.H.Ed. Course . There are more than fifteen committees are running in our institute. Some of the committees name are as follows.

1-Curriculum planning committee

2-Academic advisory committee

3-Examination committee

4-Finance committee

5-Library advisory committee

6-Admission committee

7-Grievance redressal committee

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

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

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

**Response:** E. Any 1 or none of the above

File Description	Document
Screen shots of user interfaces of each module	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual e-governance report	<a href="#">View Document</a>

#### 6.2.4

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

**Response:**

Hindi Teachers Training Institute functions with various committees and governing body. The institute conducted various activities as per the guidelines issued by UGC/Higher Education Dept./Utkal University from time to time. Resolutions are prepared for every meeting. Decisions taken by the governing body and committees are properly documented. The college also provides information through notice board . The college administration also publishes significant achievement related to Sansthan in daily newspaper of Odisha.

The institution has formed different committees to deal with various hurdles and to take effective measures to solve them. The Office of the Principal conduct Staff Council Meets on a regular basis. Planning of Academic Calendar, formation of committees, coordination of Internship, planning of celebration of Annual Day and Annual Sports Meet etc are the key point discussion of such meets. Along with these issues such as shortage of student attendance, Examination briefing sessions are also the focus points of such meets. The effective implementation measures of any such issues are based on the minutes of the meets.

The minutes of various Bodies/ cells/ Committees meetings are written in Resolution Register. On Dtd.18/06/2022, Session No. 03/2022an all staff meeting was conducted by the Office of the Principal and IQAC. Various matters has been discussed among which completion of course was the first proposal. In view of the 1st year B.H.Ed. Final Examination all teaching faculties are instructed to complete their course by the end of the month of May,2022. As a resolution it is passed that the completion and revision of the syllabus by Dtd.30/06/2022. It is implemented effectively and positively.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

In the present scenario. The Institute ensures the professional development of the staff by:

1. Encouraging faculty members for participating in seminar, workshops orientation and refresher courses.
2. Encouraging the faculty to publish research papers in national and international journals.
3. Encouraging the faculty to take up membership of various state and local level research.
4. The administrative/non-teaching staff also needs training in advanced skills related to their work.
5. Training in computer and software management is provided to the staff members as per requirement.
6. Staff members of our institute are also referred to faculty development programs for their own development.
7. The staff members of our institute are also felicitated for their good professional work.
8. Institutions has prescribed and given a well defined Performance Appraisal System.

### 6.3.2

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

**Response: 0**

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

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

**File Description**

**Document**

Data as per Data Template

[View Document](#)

### 6.3.3

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

**Response: 1****6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

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

**File Description****Document**

Data as per Data Template

[View Document](#)**6.3.4**

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

**Response: 58.7****6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
8	6	13	0	0

**File Description****Document**

Data as per Data Template

[View Document](#)

Copy of Course completion certificates

[View Document](#)**6.3.5**

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

**Response:**

The institution has a Performance Appraisal System for teaching and non teaching staff.

Response-PAR stands for Performance Appraisal Report. It works under HRMS which refers to Human

Resource Management System. HRMS is the flagship project of CMGI, a society under General Administration, Govt. of Odisha . It (PAR) Is the way of confidential reporting that has been recognized as a tool of human resource development, confidential rolls provide basic inputs for assessing the performance of official concerned for his/her career advancement. There are three levels of assessment in the confidential reporting process namely

i-Reporting Authority - Principal

ii-Reviewing Authority – R.D, BBSR

iii-Accepting Authority -Principal Secretary /Commissioner cum Secretary, Higher Education Department, Odisha

Reporting Authority will submit remarks to Reviewing Authority about the received PAR from officer reporting upon employee concerned.

Reviewing Authority will submit the remarks to Accepting Authority about the received PAR from officer reporting upon employees.

Accepting Authority will submit the final PAR to the concerned administrative department that is Higher Education Department.

The timeline for submission of PAR is between 1st April to 30th April

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	<a href="#">View Document</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

**Institution conducts internal or/and external financial audit regularly**

**Response:**

Hindi Teachers Training Institute, Cuttack as set up a system for directing AG audits for ensuring proper accounting for receipts and payments of the students fees is looked after by the management/ Higher Education department govt. of Odisha. All vouchers are being examined and audited by AG audit

party interested from time to time. The expenses incurred under various head are completely checked by confirming the bills and vouchers. In the event that any discrepancy is discovered, the same is brought to the notice of the Principal. A similar cycle is being followed throughout the previous years.

The mechanisms to monitor the effective and efficient use of financial resources are follows.

The Institute budget includes recurring expenses such as salaries, electricity, internet charges, maintenance costs, stationary, other consumable fees and non-recurring expenses such as lab purchases, furniture and other development expenses.

The expenditure will be monitored by the branch of the Higher Education Department Government of Odisha as per the allocated budget.

File Description	Document
Report of Auditors of last five years signed by the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 6.4.2

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

**Response:** 0

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

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

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

#### 6.4.3

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

**Response:**

Budgeting and auditing procedures are regular and standardized.

The sources of income of the Institute are legitimate and known. Financial planning is done to ensure allocation of required funds for all the Institute activities. The Institute follows financial regulations based on the approved procedures of financial management by the Government of Odisha order. It budgets all items of expenditure which remain transparent. In the financial sphere it honors all the legal limits and maintains transparency in transactions.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

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

**Response:**

IQAC is actively functioning in Hindi Teachers Training Institute Cuttack. IQAC has contributed to the quality assurance strategy in the teaching learning process. In the beginning of the academic year, IQAC organizes a meeting with the members. During the meeting IQAC discusses and plans for the entire academic year. IQAC gives a proper mechanism for quality assurance, College calendar, student council, day celebration, competitions, seminars, workshops.

The important function of this cell is to develop new methods and systems for conscious continuous and catalytic improvement and to promote developmental steps towards learning. This Cell works to improve the quality of Institutional and students. The Cell always works relentlessly for the progress and development of students. Under this cell, development oriented and quality oriented programs of students are organized in which expert subject related lectures and motivational lectures are also arranged through which the academic and non-academic aspects of the trainees are strengthened and the process of overall development of the students is carried out.

This cell also undertakes practical education work for the professional development of the trainees in which school lessons and internship programs are organized through which the trainees are motivated to become teachers.

The work is done in such a way that the trainees participate enthusiastically to advance in the professional field and the trainees are encouraged and endeavored to learn through their own experience.

This cell monitors the progress of the trainees by appointing mentors and advisors for the trainees and if any defects are found, necessary steps are then taken to remove them through corrective suggestions.



Thus every activity of the trainees is kept under observation.

This cell evaluates and monitors various aspects of the functioning of the institute . Under this cell, facilities of conducive environment for quality education, organization of faculty workshops for adoption of knowledge and technology required for participatory learning, seminars on quality related themes are also held.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View Document</a>

### 6.5.2

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

**Response:**

The Faculty in Hindi Teachers Training Institute teaches the trainees through different methods and techniques. Also, teachers use different reference literature to do the teaching work. They also use different active learning methods they also update their teaching work so that the trainees get some new information and expert lectures are also held for the trainees. The trainees are given in-depth information on the subject matter along with more books related to the course from the library for the trainees to get better education. It is also suggested to use various reference books to be found Career guidance programs are also held for the preparation of various

exams like OSSTET, OTET, CTET, NET. So that the students can make their career excellent.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View Document</a>

### 6.5.3

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

**Response: 6**

**6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality**

during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	4	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

#### 6.5.4

**Institution engages in several quality initiatives such as**

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

**Response:** C. Any 2 of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to the minutes of the meeting of IQAC	<a href="#">View Document</a>

#### 6.5.5

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

**Response:**

Hindi Teachers' Training Institute reviews its teaching learning process, operations and learning outcomes. The IQAC continuously reviews and takes steps to improve the quality of the teaching-

learning process. The academic calendar is prepared in advance, displayed and circulated at the institute and is strictly adhered to Admission to B.H.Ed. Program, summer, winter and mid-term holidays, examination schedules and results are announced in the academic calendar. All newly admitted students are compulsorily involved in Induction programs, in which they have philosophy, specificity of education system, teaching learning process, system of continuous assessment, compulsory core curriculum, various cultural activities, discipline and culture of the institution. All students are also given a guided tour of the campus and various facilities. Students are made aware of time table, program structure, syllabus of courses before the semester starts. Class committees are held regularly to seek feedback with students and appropriate steps are taken for the teaching-learning process. The approach of IQAC has always focused on the process of learner-centered teaching learning and it has formulated policy to evaluate and evaluate it from time to time. Accordingly, the IQAC complies with teaching, learning activities and reviews, and modifies after taking suggestions. To see the learning outcomes, the IQAC periodically reviews the teaching -learning process and suggests gradual and regular expansion, upgrades and addition of expected materials, equipment, infrastructure and more.

File Description	Document
Relevant documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

**Response:**

**Response:**

**In the future, the college for alternative sources is poised to formulate a systematic energy policy of energy conservation methods and has considered working seriously on it. Solar Energy is our long term goal and is one of the easy ways to cut down electricity costs at institutions. As we know and believe that Education Institutes must balance with limited budgets while creating a safe and productive environment for our students, college activities, different methods of teaching, and increased use of technology have strongly developed in past decades. It's high time that lighting is updated as well.**

**There is no better example of the effects of the right lighting on people than in college. LED lighting solutions significantly support today's pedagogical concepts. Upgrading to LEDs can decrease energy and maintenance costs, while also improving campus safety for students, faculty, and staff. The positive influence of the LED light on the ability to concentrate, well-being, mental health, and safety has long been scientifically proven. In our institute we use LED electronics to conserve energy.**

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

#### 7.1.2

**Institution has a stated policy and procedure for implementation of waste management**

**Response:**

**Response:**

**Policy Statement**

HTTI will adopt the principles of the "MAXIMUM SUSTAINABLE WASTE MANAGEMENT" in the delivery of its waste management services. The College will apply a "squander various levelled approach", to diminish, reuse, reuse and recuperate by products in preference to the removal of waste to landfill. The institution recognizes the importance of meeting these legal prerequisites and deal with its waste responsibly, diminish the volume of waste sent to landfill and boost reuse and recycling where possible.

The institution needs all the teaching and non-teaching staff, students, making use of the premises to comply with this Policy. Any solid waste generated in the campus hall be overseen and taken care in accordance with the compliance criteria and the procedure laid down by the CPCB. There is a legal requirement for all who produce, keep or dispose hazardous/radioactive waste/chemical waste of any type to comply with the various regulations under national and international environmental protection legislation.

### **Implementation Procedure**

It will be compulsory with respect to the Principal Investigator to report changes/additions in unsafe waste generation and step taken to decrease generation of waste per unit of production.

According to the Hazardous Waste guidelines, institution can store dangerous waste for a period not 6 exceeding 90 days and will manage a record of sale, shifting, storage, reusing and reprocessing of such wastes except if the concerned State Pollution Control Board has broadened the specified period.

The waste could either be reused or discarded in captive or regular treatment, storage and disposed facilities available in the campus, as proposed in the following waste hierarchy.

- **Prevention**
- **Minimization**
- **Reuse**
- **Recycle**
- **Energy Recovery**
- **Proper Disposal (Landfill/Incineration)**
- **Avoiding waste at source and minimizing waste utilization**

In the hierarchy of waste management, waste avoidance and waste reduction must first be attempted, for which the dissemination of information on technical options should be a continuous practice. Promote the implementation of recovery of resources such as solvents, other reagents and by-products, as well as the re-generation of spent catalysts within the time limit.

**Reuse, retrieval and recycling of non-hazardous waste**

HTTI will explore opportunities / opportunities for reuse, recovery and recycling of waste in an environmental manner. Paper waste will be recycled to make paper boards and packing materials. The paper's toxic inks and dyes will be treated with enzyme technology, which is environmentally benign.

#### Safe disposal of hazardous waste

For waste that cannot be recycled, safe and environmentally sound disposal will be adopted based on the waste category. The design and operation criteria of disposal facilities should be strictly followed as per the guidelines laid down by the State Pollution Control Board (CPCB).

#### Setting up of general treatment, storage and disposal facilities

General treatment plant for departmental and house hold waste will be set up and rotatable and non-biodegradable waste will be separated and treated according to their physical nature.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 7.1.3

#### Institution waste management practices include

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

**Response:** D. Any 1 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Documentary evidence in support of each selected response	<a href="#">View Document</a>

### 7.1.4

#### Institution has water management and conservation initiatives in the form of

1. Rain water harvesting
2. Waste water recycling
3. Reservoirs/tanks/ bore wells
4. Economical usage/ reduced wastage

**Response:** E. None of the above

#### 7.1.5

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

**Response:**

**Response:**

Education is the best weapon to educate the people and change the society. Through this people can try to preserve nature and help in protecting the environment. World Environment Day observed on June 5 worldwide creates awareness around how the how to conserve nature and save the environment in order to reduce natural calamities.

our institution is the best example for cleanliness, green cover and pollution free healthy environment. students and faculty members are the part of plantation in our Garden. Maintenance of Garden is taken care of by non-teaching staffs and students time to time. Cleanliness of garden, classrooms and other places inside the campus are also taken care of time to time by concerned members and students to set an example of pollution free healthy environment.

File Description	Document
Documents and/or photographs in support of the claim	<a href="#">View Document</a>

#### 7.1.6

**Institution is committed to encourage green practices that include:**

1. Encouraging use of bicycles / E-vehicles
2. Create pedestrian friendly roads in the campus
3. Develop plastic-free campus
4. Move towards paperless office

**5. Green landscaping with trees and plants****Response:** B. Any 4 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View Document</a>
Snap shots and documents related to exclusive software packages used for paperless office	<a href="#">View Document</a>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Circulars and relevant policy papers for the claims made	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.7**

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

**Response:** 10.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
32.02	88.3	0	9.7	4.7

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.8**

**Institution puts forth efforts leveraging local environment, locational knowledge and resources,**



community practices and challenges.

**Response:**

**Response**

In Hindi teachers' training institute, educational materials are available and the environment of the institute is completely healthy. The qualified staffs and faculty are constantly striving for various activities and programs under the academic and committee work. The well occupied environment of the institute makes the trainees enthusiastic in the study work. The library of the institute has books available for continuous enhancement of the knowledge and easy access to all the information's.

The campus environment is full of natural beauty. Exercise equipment for physical education and various programs and cultural activities are conducted throughout the year keeping in view of the interest of the students.

Academic and administrative are two sides of the same coin. Every employee of this organization makes an important contribution of the development of the organization achievements and goals. Activities like health treatment, plays, role play, rally, cleanliness programs

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

#### 7.1.9

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

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

**Response:** A. All of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View Document</a>
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	<a href="#">View Document</a>
Details of the Monitoring Committee, Professional ethics programmes, if any	<a href="#">View Document</a>
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

Describe at least two institutional best practices (as per NAAC format given on its website)

**Response:**

**Response:**

#### Best Practice – 1

##### Blood Donation Camp

Hindi Teacher's Training Institute is organizing blood donation camps since last two years. These camps are organized in association of Central Red Cross Centre, Cuttack, State Branch of Odisha. For organizing such blood donation camp this Institute is an ideal place as CDMO office is situated within a radius of 100 mts. Blood donation camps have become a regular feature of this institute and every year at least one camp is organized in the Institute. The students generally feel enthusiastic to donate blood and not even boys but girls also participate in this noble mission voluntarily. Besides this, the principal and teachers also donate blood during these camps. This practice is being continuously observed every year without fail.

#### Best Practice – 2

**Title of the Practice: "INTERNSHIP PROGRAMMES TO DEVELOP TEACHING -LEARNING METHODS, PROMOTING SKILL-BASED EDUCATION AND USE OF TEACHING LEARNING MATERIALS"**

### **Objectives of the Practice:**

The objectives of internship programmes are to develop teaching -learning methods by promoting skill-based education and use of teaching learning materials for learner-centred, participatory, innovative teaching-learning methods are as follows:

- To engage students in the learning process, in an individual level as far as possible.
- To respect the learner as an active participant as opposed to a passive recipient.
- To encourage co-operative learning.
- To empower the students to build self-confidence.
- To enable students to extend their knowledge into the community.
- To have students reconstruct knowledge and take ownership of ideas.

### **The Context:**

The Institution stands for a socially relevant education that awakens the students' sense of social responsibility to reach out and share their knowledge and skills in society. The vision of the Institution focuses on inculcating values of respect, commitment, and concern for the service of others, thereby enabling students to make a positive contribution to society in the 21st century, through their extension services and entrepreneurial ideas.

### **The Practice :**

The Innovative Processes adopted by the institution in Teaching and Learning to promote Internship programme to develop teaching -learning methods, promoting skill-based education and use of teaching learning materials in the following ways.

- Experiments and demonstrations; Simulation techniques; PowerPoint presentations; Using Movies, documentaries and videos; Mind Maps which help students to picturize the information and facilitates clear understanding and quick review – These provide the know-how as a theoretical basis for Skill-Based Education.
- To engage the students in the internship programme at various schools.
- Value-added computer course for all students to make it most relevant to the current needs.
- Value-added courses enhance the students' creativity, entrepreneurship and help develop skills.
- Evidence of Success : Creative, student-centered, participatory teaching-learning methods are used at all levels of the course. The students are exposed to the latest developments in the field and requirements of the education. Students have got a lot of exposure to conduct activities and

develop soft skills, communication skills, and leadership qualities.

File Description	Document
Photos related to two best practices of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

### 7.3.1

**Performance of the institution in one area of distinctiveness related to its vision, priority and thrust**

**Response:**

**Performance of the institution in one area of distinctiveness related to its vision, priority and thrust ---**

The Hindi Teachers Training Institute in Cuttack stands out in its commitment to fostering a strong foundation in Hindi language education. One distinct area of excellence is its emphasis on integrating modern pedagogical techniques with traditional teaching methods. This approach aligns with the institute's vision of producing proficient Hindi teacher-educators who are well-versed in contemporary educational practices while respecting cultural heritage.

**Key Areas of Distinctiveness:**

- 1. Curriculum Innovation:** The institute regularly updates its curriculum to include multimedia resources and technology-enhanced learning, ensuring that future teachers are equipped to engage students effectively.
- 2. Cultural Immersion:** The program prioritizes cultural and literary appreciation, organizing workshops and seminars with prominent Hindi authors and scholars, fostering a deeper understanding of the language's rich heritage.
- 3. Community Engagement:** The institute emphasizes community service and outreach programs, encouraging trainees to apply their skills in local schools, which helps reinforce their teaching capabilities and impact the community positively.
- 4. Research and Development:** Encouraging faculty and students to engage in research related to Hindi language teaching methodologies enhances the institute's academic rigor and contributes to the field of education.
- 5. Professional Development:** Continuous professional development programs for teachers ensure that the faculty remains updated with the latest trends and practices in language teaching.

By focusing on these areas, the Hindi Teachers Training Institute Cuttack effectively aligns its initiatives

with its vision and educational priorities, ultimately enhancing the quality of Hindi education in the region.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

# HTTI is the only Institute to produce Hindi teachers in Odisha.

# Most of our trainees almost 99% got placement in different government and private schools after completion of the course.

# HTTI has a vital role in empowering women as we have more girl students in comparison to boys.

# HTTI has hostel facility for girl students which ensure their safety and security.

# HTTI publishes an yearly magazine "SHRUSTI" to promote and ensure the creativity among the staff and students

# Student Achievement Appreciation is another practice at our institute. The student who have cleared the exams like NET, CTET, OTET, OSSTET competitive exams and/or got government jobs are congratulated and appreciated. Our students Aishwarya Badapanda, Sabana Badapanda and Sabina Ara Begum qualified and got the post of Asst. Professor are the pride of HTTI and well appreciated.

### Concluding Remarks :

In spite of few challenges and weakness still HTTI lays stress on overall development and provide quality education. Staff members continue to work hard and whatever the barriers and hurdles come on the way are being gradually solved out. In a fast changing environment the institute is well poised to take on future challenges of higher education. HTTI strives to maintain and sustain standard of teaching-learning and innovation which continue to guide curricular and co-curricular thrust of institute. The institute continuously upgrade its facilities and infrastructure to respond to the changing pedagogy. The HTTI faculty and students have responsibly engaged with people and community. It lives up to the vision and mission of the institution and stood the test of time. Marching ahead for national development.

The college carries out academic as well as non-academic activities in accordance with the vision and mission of the institution. The teachers prepare their sessions before going to the class, students are regularly assigned tasks and assignments, a regular follow-up on submission, attendance and performance are practiced. The institute directs the energy on a healthy balance between student and staff satisfaction by various interactive methods. The regular meetings, talks, seating's and Prayer Assembly help us coordinate transparently and improve our communications with staff, parents and students. Directive efforts are made to develop the professional cadre of faculties, staff and students. Guidance and encouragement for writing, communication, ethics, professionalism, relation-building, cooperation, research and publication are the hands of the institute with which different needs are feeded. The institution emphasizes on all-round development of the trainees to make them confident and ready to cope with challenges in the professional world. Inspired by several challenges, we have known that cooperation and adjustment is the key to a happy professional life and we relegate the same in our students



## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p><b>While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through</b></p> <p><b>1. Website of the Institution</b></p> <p><b>2. Prospectus</b></p> <p><b>3. Student induction programme</b></p> <p><b>4. Orientation programme for teachers</b></p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made the changes as per shared report.</p>																				
1.2.4	<p><b>Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through</b></p> <p><b>1. Provision in the Time Table</b></p> <p><b>2. Facilities in the Library</b></p> <p><b>3. Computer lab facilities</b></p> <p><b>4. Academic Advice/Guidance</b></p> <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has made the changes as per shared report.</p>																				
2.3.2	<p><b>Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years</b></p> <p><b>2.3.2.1. Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>7</td><td>6</td><td>6</td><td>6</td><td>0</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	7	6	6	6	0	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
7	6	6	6	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	0	0	0																	



	Remark : DVV has made the changes as per shared clarification.
2.3.4	<p><b>ICT support is used by students in various learning situations such as</b></p> <ol style="list-style-type: none"> <li>1. Understanding theory courses</li> <li>2. Practice teaching</li> <li>3. Internship</li> <li>4. Out of class room activities</li> <li>5. Biomechanical and Kinesiological activities</li> <li>6. Field sports</li> </ol> <p>Answer before DVV Verification : B. Any 3 of the above  Answer After DVV Verification: C. Any 2 of the above  Remark : DVV has made the changes as per shared report.</p>
2.3.6	<p><b>Institution provides exposure to students about recent developments in the field of education through</b></p> <ol style="list-style-type: none"> <li>1. Special lectures by experts</li> <li>2. 'Book reading' &amp; discussion on it</li> <li>3. Discussion on recent policies &amp; regulations</li> <li>4. Teacher presented seminars for benefit of teachers &amp; students</li> <li>5. Use of media for various aspects of education</li> <li>6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global</li> </ol> <p>Answer before DVV Verification : D. Any 2 of the above  Answer After DVV Verification: E. Any 1 or none of the above  Remark : DVV has made the changes as per shared report.</p>
2.4.1	<p><b>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</b></p> <ol style="list-style-type: none"> <li>1. Organizing Learning (lesson plan)</li> <li>2. Developing Teaching Competencies</li> <li>3. Assessment of Learning</li> <li>4. Technology Use and Integration</li> <li>5. Organizing Field Visits</li> <li>6. Conducting Outreach/ Out of Classroom Activities</li> <li>7. Community Engagement</li> <li>8. Facilitating Inclusive Education</li> <li>9. Preparing Individualized Educational Plan(IEP)</li> </ol>

	<p>Answer before DVV Verification : D. Any 2 or 3 of the above</p> <p>Answer After DVV Verification: E. Any 1 or none of the above</p> <p>Remark : DVV has made the changes as per shared report.</p>
2.4.2	<p><b>Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as</b></p> <ol style="list-style-type: none"> <li><b>1. Formulating learning objectives</b></li> <li><b>2. Content mapping</b></li> <li><b>3. Lesson planning/ Individualized Education Plans (IEP)</b></li> <li><b>4. Identifying varied student abilities</b></li> <li><b>5. Dealing with student diversity in classrooms</b></li> <li><b>6. Visualising differential learning activities according to student needs</b></li> <li><b>7. Addressing inclusiveness</b></li> <li><b>8. Assessing student learning</b></li> <li><b>9. Mobilizing relevant and varied learning resources</b></li> <li><b>10. Evolving ICT based learning situations</b></li> <li><b>11. Exposure to Braille /Indian languages /Community engagement</b></li> </ol> <p>Answer before DVV Verification : C. Any 4 or 5 of the above</p> <p>Answer After DVV Verification: D. Any 2 or 3 of the above</p> <p>Remark : DVV has made the changes as per shared report.</p>
2.4.3	<p><b>Competency of effective communication is developed in students through several activities such as</b></p> <ol style="list-style-type: none"> <li><b>1. Workshop sessions for effective communication</b></li> <li><b>2. Simulated sessions for practicing communication in different situations</b></li> <li><b>3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’</b></li> <li><b>4. Classroom teaching learning situations along with teacher and peer feedback</b></li> </ol> <p>Answer before DVV Verification : C. Any 2 of the above</p> <p>Answer After DVV Verification: D. Any 1 of the above</p> <p>Remark : DVV has made the changes as per shared report.</p>
2.4.5	<p><b>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</b></p>

	<ol style="list-style-type: none"> <li><b>1. Preparation of lesson plans</b></li> <li><b>2. Developing assessment tools for both online and offline learning</b></li> <li><b>3. Effective use of social media/learning apps/adaptive devices for learning</b></li> <li><b>4. Identifying and selecting/ developing online learning resources</b></li> <li><b>5. Evolving learning sequences (learning activities) for online as well as face to face situations</b></li> </ol> <p>Answer before DVV Verification : D. Any 2 of the above  Answer After DVV Verification: E. Any 1 or none of the above  Remark : DVV has made the changes as per shared report.</p>
2.4.7	<p><b>A variety of assignments given and assessed for theory courses through</b></p> <ol style="list-style-type: none"> <li><b>1. Library work</b></li> <li><b>2. Field exploration</b></li> <li><b>3. Hands-on activity</b></li> <li><b>4. Preparation of term paper</b></li> <li><b>5. Identifying and using the different sources for study</b></li> </ol> <p>Answer before DVV Verification : B. Any 3 of the above  Answer After DVV Verification: C. Any 2 of the above  Remark : DVV has made the changes as per shared report.</p>
2.4.10	<p><b>Nature of internee engagement during internship consists of</b></p> <ol style="list-style-type: none"> <li><b>1. Classroom teaching</b></li> <li><b>2. Mentoring</b></li> <li><b>3. Time-table preparation</b></li> <li><b>4. Student counseling</b></li> <li><b>5. PTA meetings</b></li> <li><b>6. Assessment of student learning – home assignments &amp; tests</b></li> <li><b>7. Organizing academic and cultural events</b></li> <li><b>8. Maintaining documents</b></li> <li><b>9. Administrative responsibilities- experience/exposure</b></li> <li><b>10. Preparation of progress reports</b></li> </ol> <p>Answer before DVV Verification : C. Any 4 or 5 of the above  Answer After DVV Verification: D. Any 2 or 3 of the above  Remark : DVV has made the changes as per shared report.</p>
2.4.13	<p><b>Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include</b></p> <ol style="list-style-type: none"> <li><b>1. Effectiveness in class room teaching</b></li> <li><b>2. Competency acquired in evaluation process in schools</b></li> </ol>

3. Involvement in various activities of schools
4. Regularity, initiative and commitment
5. Extent of job readiness

Answer before DVV Verification : C. Any 3 of the above

Answer After DVV Verification: D. Any 1 or 2 of the above

Remark : DVV has made the changes as per shared report.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	14	5	4	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	11	5	3	4

Remark : DVV has made the changes as per shared report.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	5	9	4	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	4	5	2	1

Remark : DVV has made the changes as per shared report.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	4	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	5	3	0	0

Remark : DVV has made the changes as per shared report.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
45	46	46	40	46

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
35	26	26	20	26

Remark : DVV has made the changes as per shared report.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
45	46	46	40	46

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
25	26	26	20	26

Remark : DVV has made the changes as per shared report.

4.1.3	<p><b>Percentage of expenditure excluding salary for infrastructure augmentation during the last five years</b></p> <p>4.1.3.1. <b>Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>0</td><td>6165500 0</td><td>0</td><td>975200</td><td>471800</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>0</td><td>56.32</td><td>0</td><td>12.05</td><td>3.02</td></tr></table> <p>Remark : DVV has made the changes as per shared reports.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	0	6165500 0	0	975200	471800	2022-23	2021-22	2020-21	2019-20	2018-19	0	56.32	0	12.05	3.02
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	6165500 0	0	975200	471800																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	56.32	0	12.05	3.02																	
4.2.4	<p><b>Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)</b></p> <p>4.2.3.1. <b>Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>0</td><td>0</td><td>25000</td><td>0</td><td>50175</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>0</td><td>0</td><td>0.2</td><td>0</td><td>0.5</td></tr></table> <p>Remark : DVV has converted the value into lakhs.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	25000	0	50175	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0.2	0	0.5
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	25000	0	50175																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	0.2	0	0.5																	
4.4.1	<p><b>Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)</b></p> <p>4.4.1.1. <b>Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>0</td><td>847566</td><td>1001805</td><td>1463220</td><td>1463220</td></tr></table> <p>Answer After DVV Verification :</p>	2022-23	2021-22	2020-21	2019-20	2018-19	0	847566	1001805	1463220	1463220										
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	847566	1001805	1463220	1463220																	

2022-23	2021-22	2020-21	2019-20	2018-19
0	52.02	36.65	19.65	12.32

Remark : DVV has made the changes as per shared reports.

5.1.1	<p><b>A range of capability building and skill enhancement initiatives are undertaken by the institution such as:</b></p> <ol style="list-style-type: none"> <li>1. Career and Personal Counseling</li> <li>2. Skill enhancement in academic, technical and organizational aspects</li> <li>3. Communicating with persons of different disabilities: Braille, Sign language and Speech training</li> <li>4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two</li> <li>5. E-content development</li> <li>6. Online assessment of learning</li> </ol> <p>Answer before DVV Verification : C. Any 2 or 3 of the above          Answer After DVV Verification: D. Any 1 of the above          Remark : DVV has made the changes as per shared report.</p>
5.1.2	<p><b>Available student support facilities in the institution are:</b></p> <ol style="list-style-type: none"> <li>1. Vehicle Parking</li> <li>2. Common rooms separately for boys and girls</li> <li>3. Recreational facility</li> <li>4. First aid and medical aid</li> <li>5. Transport</li> <li>6. Book bank</li> <li>7. Safe drinking water</li> <li>8. Hostel</li> <li>9. Canteen</li> <li>10. Toilets for girls</li> </ol> <p>Answer before DVV Verification : C. Any 6 of the above          Answer After DVV Verification: E. Any 4 or less of the above          Remark : DVV has made the changes as per shared report.</p>
5.4.2	<p><b>Alumni has an active role in the regular institutional functioning such as</b></p> <ol style="list-style-type: none"> <li>1. Motivating the freshly enrolled students</li> <li>2. Involvement in the in-house curriculum development</li> <li>3. Organization of various activities other than class room activities</li> </ol>

**4. Support to curriculum delivery****5. Student mentoring****6. Financial contribution****7. Placement advice and support**

Answer before DVV Verification : C. Any 2 or 3 of the above

Answer After DVV Verification: E. None of the above

Remark : DVV has made the changes as per shared clarification.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6165500 0	8834552	0	975200	471800

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
32.02	88.3	0	9.7	4.7

Remark : DVV has made the changes as per shared reports.

**2.Extended Profile Deviations**

ID	Extended Questions																				
1.1	<p><b>Total expenditure excluding salary year wise during the last five years (INR in lakhs)..</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>61655000</td><td>61655000</td><td></td><td>975200</td><td>471800</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>616.50</td><td>616.5</td><td>0</td><td>9.7</td><td>4.7</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	61655000	61655000		975200	471800	2022-23	2021-22	2020-21	2019-20	2018-19	616.50	616.5	0	9.7	4.7
2022-23	2021-22	2020-21	2019-20	2018-19																	
61655000	61655000		975200	471800																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
616.50	616.5	0	9.7	4.7																	