



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

MATA MANJHARO AJAB DAYAL SINGH TEACHERS TRAINING COLLEGE

**PLOT NO. 1321, 1322, VILLAGE- DOLOUR (BARRADPARAWA), P.O.-DOLOUR
TALUK- JAGDISSHPUR, DIST.- BHOJPUR - 802158
802158**

<http://www.mmadayalsinghttcollege.org/>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

MATA MANJHARO AJAB DAYAL SINGH TEACHER'S TRAINING COLLEGE was established in the year 2010 under the Regd. Trust. The Trust has constructed a spacious building as per statutory norms laid down by the NCTE and VKS University, ARA. The college is located at DULOUR (BARADPARWA), JAGDISHPUR, BHOJPUR, BIHAR at a distance of 21KM. The college is situated in an ideal and lush green atmosphere away from noise and pollution of the life.

The fundamental objective of Deomata educational and medical trust is devotion to education as well as to impart holistic education to prepare the leaders of tomorrow.

At the time when rural area woman education was considered superstitious it was the vision of Dr. Madheshwar Singh, Founder Chairman who considered women education in such a rural area essential for their soul, moral and spiritual upliftment. So he started teaching at home, later Dr. Madheshwar Singh became the pioneer reformer who established a High school in year 1997 at ARA. Since then Deomata trust managing council is running several educational institutions in the vicinity of ARA and Bhojpur, Rohtas in the state of Bihar.

MMADS Teacher's Training college is privately self finance college affiliated to V.K.S. University, ARA (BIHAR) and approved by NCTE with a glorious history of 13 years since its inception in 2010. The college is managed by Trust under the dynamic leadership of Madheshwar Singh Secretary and chairman of the college. The college has been accredited by NAAC in the year 2017 with B grade since then the college is endeavouring to up grade in all aspects of quality education. The college has already applied for UGC under section 2F and 12B. The college is a pioneer in co-education in rural area, particularly teacher education known as an option of spirit of selfless service, devotion and patriotism.

The College is affiliated to the VEER KUNWAR SINGH University for imparting instructions leading to B.Ed. & M.Ed. degree. It enjoys a very cordial relationship with the University and University administration.

Vision

Devotion to quality education through value based teaching and to impart holistic education in order to prepare the leaders of tomorrow.

- To achieve academic excellence through hard work, critical thinking and effective decision making.

To facilitate learning among their pupils through appropriate skills and methodologies and to exercise responsible citizenship and render selfless service to the community.

Mission

The mission MMADSTTC is to train a qualitative renewable talent bank of dedicated, committed education who are intellectually well developed, socially concerned, morally upright and spiritually oriented teacher

citizen of India. The result is a wholesome personality that creates value for organization taken while meeting the challenges of the 21st century and bridging the chasm between the haves and have-nots. Faculty staff and administrator facilitate the transformational change that is sought to be brought about the young people who pass through the corridor of teachers training college. People who walk the talk make the vital difference at the college by personal example, they virtues of hard work, preservance and carry a positive attitude.

The institution has the following care value as envisaged by NAAC-

- Contributing to National Development
- Fostering global competencies among the students
- Inculcating a value system among the students
- Promoting the use of Technology

Quest for Excellence

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength

- The college located in rural area, women empowerment and employment provided.
- The complete infrastructures are used exclusively for B.Ed. & M.Ed. Program and not to share any courses.
- Duly qualified highly efficient Teacher Educators.
- Programs, Activities to attain optimum professional development of stakeholders.
- Work culture in accordance with changing environment.
- Harmonious relations between Management and Administration.
- Positive linking with society around.
- Administrative decentralization, Green campus
- Student centric approach
- Eco-friendly campus, greenery every where
- Specious Building and Extra Lands are available for any future plan.
- The campus is safe and secure
- Students are disciplined

The college situated in pollution free area

Institutional Weakness

Institutional Weakness

- The socio economic background of students admitted in the college is responsible for poor language competency.
- Poor enrollment for M.Ed. Programmes in last two years.
- Lack of service units like NCC, Scout and Guide etc.

- Lack of access to ultra-modern innovative technology due to rural area.
- Lack of sufficient interest in research activities, insufficient research project.
- Lack of Patent and Copy-Rights.

Institutional Opportunity

Institutional Opportunity

- The college is located in rural area so the infrastructure is used for mobilization of funds by making it an examination center for various competitive examinations in the college building.
- To start new programmes and revamp existing curriculum in line with National Education Policy 2020.
- As the parents' institutions (DMEMT) provide Degree college, Nursing college, Pharmacy college, Public Schools.
- The student teachers get the experiences in a fast-changing scenario of education.
- The student teachers get an opportunity for their further learning.
- Strengthening Research opportunity for the Faculty in the college.
- Greater focus on improving communication skills.

Mega Workshop, Seminar, Faculty Development Programme are organized with collaboration of many colleges in this vicinity.

Institutional Challenge

Institutional Challenges

- Difficult to attract Doctoral staff members.
- A number of other colleges of education are in the vicinity, it is difficult to get collaborate with them.
- Strengthening Research opportunity for the Faculty in the college

IQAC consistently encourages Faculty to file more patents and to get more Research Projects.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our college has established a curriculum committee in collaboration with designated members of IQAC and staff members. The curriculum of B.Ed. & M.Ed. Course is developed by Veer Kunwar Singh University and same is circulated to the affiliated colleges by the University. Although, there is no direct role of the college in Curriculum Development process. However, the college put forward the suggestion for making improvement in curriculum as and when it is desired by the University. The IQAC reviews the curriculum through a well-documented process, including strategic planning, university academic calendars, college academic calendars, college handbooks, and feedback systems. Suggestions and comments are requested by faculty members and discussed during the meetings. A summary of curriculum opinions is communicated to the university through

faculty members who are members of the Board of Studies and Academic Council. College occasionally hold curriculum review workshops, seminars and conferences. The college is offering two teacher education programmes that are B.Ed and M.Ed. The students at B.Ed and M.Ed. level have open choice to choose optional / elective courses including pedagogy offered by the college. PLOs and CLOs for each programme are clearly stated on the website. By introducing new value-added courses, college provides a platform for talent development. About 800 students registered and completed such courses during last five years. These courses help students build their employability skills, professional abilities, health awareness, technical skills, and personalities. Through involvement in many events and contests connected to various study areas, college gives abundant chances for students to gain and apply information, skills, values, and attitudes to real-life situations. Collaborations with reputed colleges are part of the curriculum enrichment. The college has a well-structured feedback framework that analyses feedback from stakeholders and takes measures based on the findings.

Teaching-learning and Evaluation

Mata Manjharo Ajab Dayal Singh Teacher's Training College (MMADSTTC) present admission process is done through Common Entrance Test as per guide line of Veer Kunwar Singh University through Common Entrance Test being conducted by the above said university. The institute adheres on strictly to the rules regulation and norms prescribed by the NCTE and Veer Kunwar Singh University. In order to retain the students with diverse backgrounds the institution provides the facilities like fee concession, bilingual approach by teachers, no gender discrimination in any aspect etc. The faculty members identify, reflect and engage with diverse learners by providing appropriate learning environment that helps to maintain an effective mentoring relationship. The college resorts to various student-centric pedagogical methods for raising the learning levels of the students. Teachers utilize experiential learning, problem-solving methodologies, role-playing activities, classroom seminars, group discussions, project work, assignment work, field visits and case studies for enriching their student's horizon. They also use various ICT resources such as Google Classroom and other e-platforms in providing variety of learning experiences to the students. In order to be well versed with 21st century skills. Students are trained to participate in various activities to gain life-time experiences during their internship. College endeavors to professionally enrich their staff members by providing them chance to be a part of various refresher courses, Induction Training Programme, workshops, seminars and symposiums organized by government and non-governmental organizations. Every faculty member is encouraged to use the latest technologies, so as to keep themselves updated about the latest trends in their subject. The evaluation system is both scientific and objective. It is both formative and summative in nature. The students of all courses are given a clear idea of evaluation at the beginning of the program itself during orientation course and through academic calendar. All records of attendance, internal and external examination are documented. To achieve stated PLOs and CLOs, Continuous internal assessment and suitable pedagogical approaches are utilized. College holds full transparency in dissemination of basic details of each and every enrolled student which further helps in boosting enrolment and upgrading the quality of higher education.

Infrastructure and Learning Resources

Our college has adequate facilities for teaching learning process. We believe that education is continuous and creative process. Its aim to develop the capacity latent in human nature and to Co-ordinate then expression for the enrichment and progress of the sourly by equipping children with spiritual, moral and material knowledge. The college campus has a total Land Area is about 43650 sq.ft. Built up Area is about 60000 sq.ft. The college library is fully automated. It uses Koha software which is open source integrated library management system. The teachers and students have access to e-journals subscribed by the e-book through N-List programme of

INFIBENT. The membership for which is renewed on annual basis by the college library.

The ICT facilities are updated regularly with recent development to meet the new demands as per change in the technology and society like Mooc studio has been developed the college has started online zoom paid version to cater large gathering in Seminar / Conferences / Workshop / Training programme etc. and ERP software facilities. The college has established own system and own procedure for utilizing and maintaining all the infrastructure for which maintenance committee has been constituted.

The IQAC advisory and development committee is responsible for the overall planning and development of physical, academic, accounts and support facilities and all stakeholders' suggestion / improvement are also considered.

Student Support and Progression

The college motivate the students by providing favourable, conclusive environment as per the requirement by giving opportunity for the effective use of library books, internet facilities, interactive sessions, group discussion, organizing meditation, yoga etc.

Classes guiding with psychological skills which improves their self-confidence memory etc. face future challenges successfully.

There is a provision of extra classes and coaching on Sunday and other holiday by the teacher and expert. In addition to that the old student also provided every type of help that is needed by them after passing out from the college. The college is situated in rural area hence academic and personal help are provided. Information regarding academic and activity are inform the old students through website, whatsapp, message, and telephonic call.

However, no formal training is provided to the student by the college after completing their degree but by this year onwards the college management has decided to extent all training to ex-students also.

Institution provides placement source for all students through the placement cell the college, disseminate career guidance and counseling service to all the students. Details of vacancies are communicated to the students by the principal and professors. Students are also provided with job opportunity in neighboring schools.

Further More notification and advertisement are made available to the student by exhibiting them on the notice board. College provide facility for slow learner/gifted children. Alumni Association plays also play a significant role with help of the alumni the college provide activities like rangoli competition, mehndi competition , folk song, pot paintry art and craft, folk dance and other culture activities every year college student association is formed with five members i.e. President, Vice President, Secretary and two Exclusive members.

Governance, Leadership and Management

The college endeavor to encourage and fulfill students' needs with required educational facilities and qualitative by inculcating moral and ethical values. The chairman of the college has whole time affairs with all the institutional activities and provide guidance in uplifting and betterment of the institutional progress as a

back bone meticulously planning and execution of teaching learning activities with constructive remarks and keen observation of the facts. Inspirational quotes about significance, role of teacher and teacher educator by the chairman and principal when meeting are held by implementing the principal of group dynamic participating management and operational planning at management level in providing academic and administrative ambience to the institution.

There are 33 committees have been constitute for academic and administration. All above committee are accountable to ensure their works in their respective committee feedback Performa prescribed by NAAC is provided to outgoing students, based on local condition. A self designed proforma is also prepared and distributed to the students and Feedback is analyzed discussed at length at faculty meeting at internal quality assurance cell and follow up measures are initiated wherever necessary. The best practices in student support and progression are participation in morning assembly and various co-curricular activities is mandatory for all students. After all students act as a catalyst in all activities of the college. Even during the covid-19 the college students took the initiative of spreading awareness regarding transmission and prevention of covid-19 through various online activity.

Teacher's performance is assessed by self-appraisal Performa (Teachers) and comprehensive evaluation Performa by the students. The college analyses these Performa and use information (feedback) to improve teaching. The staff are provided excellent infrastructure facilities to promote efficiency. They have loan facility like festival advance, vehicle advance, emergency advance etc.

The college arrange guest lectures, seminar, workshop, mock assembly, mock parliament orientation program to student teacher. Maximum utilization of library, laboratory, internal facility e-learning digi-Locker, swayam portal course, N-list use of ICT feedback obtained from all stakeholder and action taken report are submitted to the management.

Institutional Values and Best Practices

The college has established internal quality assurance cell in the year 2015 major activating monitoring, administration, examination, teaching learning assessment of quality etc.

The college has adopted a mechanism engaging the achievement of goal objective. The quality assurance cell of college has a proper procedure of execution policies, term evaluation and IQAC for internal audit and evaluation. Self-evaluation of the teachers as well as students continues monitoring and evaluation of process. Academic, non-academic for check-up and feedback of different existence in term of college aim and objective.

The college adhere to the norms and condition and down laid down by concerned regulatory body i.e. NCTE.

The faculty members prepare their teachers diary in which the planning is done month wise and week wise for carrying out academic works.

The Institution has a stated energy waste water and green cover management policy which reflected in its commitment towards maintaining a clean, green , plastic and pollution free environment in the campus keeping in view the sustainable development goals. Dry, wet an E-waste is segregated and disposed off appropriately be following the principal of reduce, reuse and recycle green practices and energy conservation purchase are given highest priority to create eco-friendly rules in the campus. Rainwater harvesting pit, underground water storage tank are being renovated to cater the requirement of day scholar.

The college encourage use of bicycle and e-riksha to its staff and students. Minimum use of plastic bag, Tree plantation drive, workshop on best out of waste. Use of ceramic and steel utensils and promotion of print little are some initiative taken vermin composting is done to use biodegradable waste. The college are best assemblies, seminar, extension lecture, cleanliness drive, workshop, competition and interactive sessions are organized to make student environment. Significant days awareness programme and camps on Aids awareness, Blood donation, Swachchha Bharat are organized every year. There is code of conduct for students. Prospective teachers, teaching, non-teaching staff and principal and they work as per the code prescribed. Virtual teaching in Covid-19 pandemic and faculty development programme "No Lock Down for creativity" is the best practices of the institution.

Research and Outreach Activities

Our college always motivate the teacher as under:

Study leave are provided, adjustment in teaching schedule are done for attending any research programme. Financial help is provided to the teacher. Typing, photocopy, internet facilities are available in their cabins. Special increment provision to the staff members to attend any Local/national and International seminar/workshop etc. Transport facilities made available to the staffs who are attending the programme. The most area of research prioritized by the institution are emotional intelligent, value education, ICT in teaching learning process, guidance and counseling, stress management, mental health, problem of adolescent, vocational guidance, leadership behavior, disadvantages group, creative thinking, achievement, motivate recent trend in education, instructional technology, multimedia organizational management etc.

The college has in own journal "Gangayan" (Bi-annual) National Journal of Education Research published since 2010.

The college offers access to the library. The college has the action research practice to sort out day to day education concerned problem action research has been done on the problem less attendance, less discipline, lack of subject, interest on a result- all the aspects under gone the result has been improved satisfactorily. Further, college has formed skill development cell, art and craft cell and creative writing club; it is possible to enhance communication, artistic and creative abilities. In addition to that the institute organizes various outreach activities for community development and participates in government initiative such as Swachchha Bharat Abhiyan, Aids Awareness, Road Safety Awareness, Health Awareness, Tree Plantation, Environment Awareness, Cancer Awareness in collaboration with nearby schools, NGOs, Charitable Society namely Mata Manjharo Ajab Dayal Singh Mahavidyalaya, APSAM College of education, Baba Heera Singh Deepa Singh Primary Teacher's Training College, D.K.Carmel School, M.D.Carmel School, Ram Swarath Sahu Uhh Vidyalaya.

MOU have been signed by the several college. In accordance with the college organizes and participates in a variety of events including faculty, student and research exchange programme. Furthermore, The College has committed with other reputable college and schools for internship as well as School Instruction Programme (SIP) and student placement. The college has its own web page with copyright.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MATA MANJHARO AJAB DAYAL SINGH TEACHERS TRAINING COLLEGE
Address	PLOT NO. 1321, 1322, VILLAGE- DOLOUR (BARRADPARAWA), P.O.-DOLOUR TALUK-JAGDISSHPUR, DIST.- BHOJPUR - 802158
City	BHOJPUR
State	Bihar
Pin	802158
Website	http://www.mmadayalsinghtcollege.org/

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Arjun Lal	6181-280216	8210964775	-	mmadsingh@gmail.com
IQAC / CIQA coordinator	Ramu Prasad	06181-280216	8986295090	-	dkcarmelschool@rediffmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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State	University name	Document
Bihar	Veer Kunwar Singh University	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	02-05-2017	300	Permanent Validity

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	PLOT NO. 1321, 1322, VILLAGE- DOLOUR (BARRADPARAWA), P.O.-DOLOUR TALUK- JAGDISSHPUR, DIST.- BHOJPUR - 802158	Rural	4	4056.69

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,B Ed,	24	Graduation	Hindi	200	200
PG	MEd,M Ed,	24	B.Ed.	Hindi	50	9

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	3				2				36			
Recruited	2	1	0	3	2	0	0	2	32	4	0	36
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	3				2				36			
Recruited	2	1	0	3	2	0	0	2	32	4	0	36
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				9
Recruited	7	2	0	9
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				9
Recruited	7	2	0	9
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2
Recruited	2	0	0	2
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	2	0	0	4	0	0	8
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	1	1	0	2	0	0	33	4	0	41
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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		Total
		0	0	0	

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	120	0	0	0	120
	Female	80	0	0	0	80
	Others	0	0	0	0	0
PG	Male	17	0	0	0	17
	Female	9	0	0	0	9
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	4	14	17	23
	Female	7	8	9	5
	Others	0	0	0	0
ST	Male	0	2	1	3
	Female	1	0	0	2
	Others	0	0	0	0
OBC	Male	46	81	82	71
	Female	41	27	25	22
	Others	0	0	0	0
General	Male	32	51	41	55
	Female	23	17	25	19
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		154	200	200	200

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Vision : We envisage our students teacher to achieve academic excellence through hard work, critical thinking and effective making. Facilitating learning among pupils through appropriate skills, methodologies and exercising responsible leadership by rendering selfless service to the community. MMADSTT college is affiliated to Veer Kunwar Singh University, Ara, Bihar and it strictly adheres to the prescribed syllabus by the university. To provide holistic academic growth among students, an Interdisciplinary curriculum has been proposed which gives freedom to the student to choose their preferred options from the range of options offered by the institution as teaching subjects, crafts, and other</p>
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	<p>choice-based subjects offered by the institution. As the institution is a teacher education institution, it acquaints the student teachers with interdisciplinary and multidisciplinary approaches to implement them in their classrooms. An approach to curriculum integration that generates an understanding of themes and ideas that cut across disciplines and the relationship to the real world. Keeping this in view a competition was conducted in the college on “Interdisciplinary Approach to Teaching Environment On World Environment Day (22-05-2022).” Students presented lessons by using an interdisciplinary approach to their respective subjects. They used videos, presentations, and other ICT tools to integrate the environment subject with their teaching subjects. The results were declared based on their understanding of the multidisciplinary approach. The institution also organized a “National Seminar on Inter-disciplinary Approach in the field of Education” on (5.3.22). The focus of the seminar was to spread awareness among teacher educators and teacher trainees regarding the global need of introducing an interdisciplinary approach to education. To promote multidisciplinary / interdisciplinary approach in view of NEP 2020 the institute practices the following: i. Offering multidisciplinary value added courses: i. Personality Development ii. Offering additional short courses: Gardening and Plantation, First Aid Training, Basic computer courses, Art and Craft. Further our college conducted every year 15 days Mega workshop on Various activity and the same has been published in National News paper Named : Hindustan times, Dainik Jagran, Prabhat Khabar and relevant record and photograph has been recorded in college web portal.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Academic Bank of Credit (ABC) I) Our college preparedness for implementing the Academic Bank of Credits depends upon the guidelines of the affiliated university Veer Kunwar Singh and the Higher Education Department of Education of Govt. of Bihar. II) The university is in the process of developing ABC for all the affiliated colleges as they have demanded academic records of the students from all the affiliated colleges. III) For this purpose, a centralized database along with the database of the college is to be established to digitally store the</p>

	<p>academic credits earned by the student from various courses so that the credit earned by the student in the previous classes could be forwarded when the student enters the program again. IV) For monitoring ABC, a proper technical support system is to be created. V) In this regard Govt. of Bihar is collecting all information from all affiliated Govt. and Pvt. Colleges on 09.12.2023 our college has also presented all relevant record through Google Meet. VI) There is, however, little scope to go beyond university norms for an affiliated College.</p>
<p>3. Skill development:</p>	<p>3. Skill development: Our college believes in holistic development of students and ensures highest quality of education and skills being imparted to the students. In view of the same, To strengthen the skill development capacity of student teachers the institution has undergone a number of Memorandum of Understanding MoUs have been signed to enhance the employability and teaching skills of future teachers. In this regard 03 colleges memorandum has been signed i.e. APSAM COLLEGE OF EDUCATION, BABA HEERA SINGH DEEPA SINGH PRIMARY TEACHERS TRAINING COLLEGE, MATA MANJHARO AJAB DAYAL SINGH MAHAVIDYALAYA. A number of valueadded courses have been initiated by the institution on various topics that include communication and personality development, Integration of ICT in Teaching-Learning, Life Skills Education, Soft Skills, Integrating Art in the Teaching-Learning Process, and training in self-defense etc. The institution organizes seminars, webinars, interactive talks of experts and other training sessions and workshops to develop the required skills among the students. The programmes organize every year by the college programmes are organize and offline courses are conducted since August 2021 more than 200 students are registered and pursuing course in Swayam Portal, ABC and Digi Locker. In view of the above our college has organize 15 days Mega workshop with collaboration of other colleges and several offline courses, workshop, seminar have been organize and the same has been published in National News papers. Our college is also planning skill centric curricular and extracurricular activities in order to skill development in view of the NEP 2020. In this regard our faculty</p>

	<p>members are deputed for five days Faculty Development Program on Universal Values conducted by Lions International, ARA.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): Our college strongly believes to ensure appropriate integration of the Indian knowledge system by adopting multilingualism in the classrooms. Students can also attempt papers in English, Hindi, and Bhojpuri. Opportunities are provided to the students to participate Youth and Heritage Festival to inculcate a sense of national integration, love for art, culture, and a civic sense among the student community. Whereas the subject like sociology, and philosophy with a focus on Sankya, Vedanta, and Yoga philosophy as prescribed in the syllabus also acquaint the students with our rich culture. The college boasts of the best Herbal garden. The plants and herbs are tagged QRcoded with information like local names along with scientific names and their benefits for inquisitive minds to explore further. This helps the students to understand the immense potential of herbs and plants as embedded in our ancient Ayurvedic system. The college celebrates different days to integrate Indian knowledge and values among students. The college celebrates INTERNATIONAL MOTHER LANGUAGE DAY (28 -02-2022) GRATITUDE DAY- CELEBRATING “PEOPLE AND OUR BOND WITH THEM” (21-02-2022) MAT PITA SANTAAN DIWAS (28-02-2022) . Teaching these courses and observing various functions through online mode during the COVID pandemic were offered smoothly by the college. ICT-enabled infrastructure is available in the college to offer these courses through online mode when the need arises. Activities conducted under Ek Bharat Shrestha Bharat as initiated by GOI by the institution to promote the integration of the Indian Knowledge system.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>5. Focus on Outcome based education (OBE): I) Our college adhere to all the courses, subjects, and Value-added courses have CLOs and PLOs and all efforts are being made to achieve these objectives by the end of the course. In Faculty Orientation and student Induction Programme the introduction, importance, and tasks to achieve these CLOs and PLOs are</p>

informed to the teachers and students. As a teacher Education Institution, the main focus is to produce teachers that are well trained to meet the demands of the contemporary education system. To fulfill its responsibility, the institution offers opportunities to student teachers to keep their knowledge updated by organizing awareness programs on recent educational policies. II) The College also makes an effort to understand that a pursuit of knowledge is a lifelong activity and to acquire positive attitude and other qualities which will lead students to a successful life. III) To develop confidence, teaching skill, evaluation skill and develop responsibility and effective citizenship is one of the program outcome of the students. The CLOs and PLOs and there attainment has been worked out in accordance with the requirements of the National Council of Teacher Education and Veer Kunwar Singh University, ARA . Exams and other forms of student assessment play a significant part in determining the overall quality of an educational experience. They are required to not just evaluate the accomplishments of the students (and their grades), but also to determine whether or not the specified learning goals have been attained. It is essential to demonstrate that accurate and reliable evaluations have been conducted in order to demonstrate that programme objectives and results have been achieved. The following reforms were introduced in evaluation: • Drafting of question paper by including incorporating Revised Bloom's six levels of competencies within the cognitive domain. • Assessment and attainments of Course outcomes and Programme outcomes and their mapping. The institute's current assessment and evaluation methodology is in line with the requirements of NEP 2020, and any new inputs will be applied in accordance with the recommendations provided by competent authorities. Further Seminar and workshop are being conducted every year. NEP 2020 National Seminar has been conducted, Communication Skill, Professional skill, Universal human value, Two days seminar on NEP 2020, Orientation program on computer aided learning. The faculty of the institution acted as chairperson in the subjects of Curriculum and Pedagogy, Teacher Education, Environmental Education, and Philosophy of Education for the development of position papers for the State Curriculum Framework on based on NEP

	2020. The teachers also participated as members of State Focus Groups of Inclusive Education, Early Childcare and Educational and Foundational Literacy and Numeracy, Value Education, Curriculum and Pedagogy and Vocational Education in schools, Mathematical Education and Conceptual Thinking, Educational Technology, Guidance & Counseling and Adult Education for the development of position papers for State Curriculum Framework.
6. Distance education/online education:	6. Distance education/online education: Our College is also preparing itself to offer Value added courses through ODL (Open Distance Learning) mode in due course of time. Keeping in view the convenience of the student, the various technological tools used by the faculties especially during the pandemic lockdown are Google Classroom, Zoom , Google, Google Meet, Youtube, Guidance and counseling, video conference etc. using videos as teaching and learning aids, Group collaboration and interaction and assignment and revision as well as the assessments have been conducted are some of the institutional efforts towards blended learning.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. Established in the year 2017.
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?	Sr. No Year Faculty Coordinator Student Coordinator 1 2017-18 Sishupal Singh Om Prakash 2 2018-19 Ramu Prasad Mamta Kumari 3 2019-20 Hridaya Ram Dheeraj Kumar 4 2020-21 Vipin Kumar Mithilesh Kumar 5 2021-22 Amir Singh Arun Kumar 6 2022-23 Ashok Kumar Jaishankar Singh
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	Our college students visited village Imbrahimpur, Chaturbhuj Para, Billauti, Madhuwan, Bihia, Ekil and other villages and their vicinity to sensitize the community towards their duties and responsibilities. In this regard Sanjeev Kumar, SDO (Sudivisional District Officer), Jagdishpur along with Rajesh Kumar, BDO (Block Development Officer), Jagdishpur and Touqeer Kibria, Snior Election Officers have visited the college on 03.11.2023 and 08.12.2023 and conducted Voter ID Awareness

<p>citizens, etc.</p>	<p>Program and Value of Voters and directed the students for Voter Registration camp for the eligible students in the campus. Voter awareness camp conducted at various Tehsil places in Bhojpur District. Voter awareness camp conducted for disabled persons & senior citizen at various villages of Jagdishpur. Voter awareness guest lecturers conducted for in-house students. Consequently 48 students voter ID forms have been submitted on 10.12.2023 in District Election Officer and their Voter Id is under process.</p>
<p>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.</p>	<p>(i) Graduate Constituency voter awareness & registration drive conducted in Bhojpur District. Teachers Constituency voter awareness & registration drive conducted in Bhojpur District and Data collected. (ii) Social, Economical and Educational Survey has also been conducted by our college student.</p>
<p>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.</p>	<p>Voter registration drive conducted in multipurpose hall and more than 100 students forms along with relevant record like Aadhar card, Proof of Date of Birth, Parents Aadhar Card, Duly filled forms have been submitted to BDO, Jagdishpur for further action. All the students old and new had been inform through website/messages to participate in ELCs campaign.</p>

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
226	209	227	179	108
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		
Other Upload Files				
1		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
250	250	250	250	250
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
161	144	150	106	64
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
227	179	108	224	100
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
227	179	108	224	100
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
226	209	227	179	108
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1**

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

2022-23	2021-22	2020-21	2019-20	2018-19
41	40	40	40	40
File Description		Document		
Institutional data in prescribed format		View Document		
Copy of the appointment orders issued to the tea		View Document		

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
41	41	41	41	41
File Description		Document		
University letter with respect to sanction of p		View Document		
Any other relevant information		View Document		

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
1997202	1555990	3101961	2646702	2585432
File Description		Document		
Audited Income Expenditure statement year wise d		View Document		

3.2

Number of Computers in the institution for academic purposes..

Response: 50

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

The college strictly follows the curriculum prescribed by the Veer Kunwar Singh University and gives its valuable input by participating in curriculum revision workshops and in the meetings of the Board of Studies. Here are certain “Quality Enhancing Academic Strategies” of our institution, which add value to the effectiveness of teaching-learning process of prospective teachers. These are detailed as below:

Induction meeting by the Academic Council headed by the principal to plan out the detailed schedule of curricular and co-curricular activities in the session.

Daily Planners are maintained by the staff members, in which they enter their weekly planning, and the head of the institution does periodic reviews and if any drawback is traced, it is reported to the concerned person for remedial purposes.

National level workshops/seminars are organized to discuss the revision of curriculum construction as per the requirements of the contemporary global world.

The faculty contributed actively in critically analyzing the section related to Teacher Education in National Policy of Education 2020, and attended the meeting with the higher authorities to discuss the agenda.

Educational tours with the purpose of supplementing theoretical knowledge with practical ones are frequently organized by the institution.

Workshops regarding the planning of lessons with the latest methods are organized, where subject experts from different institutes put forward their valuable inputs, which are further forwarded to the concerned.

Inviting experts or resource persons for disseminating the latest knowledge regarding evaluation techniques and methodology in various subjects.

Moral & Value Education is an integral part of our curriculum. Classes are held twice a week taken that are by the head of the institution.

The latest technology is used for the transaction of the curriculum. Training in soft skills (developing In

the teaching practice, it is now mandatory to make ICT-enabled digital lesson plans and to deliver them as well. ICT lab and Language lab have been upgraded for the same.

Exposure to technology (Latest methodology using PowerPoint presentations, access to online courses, MOOCS, using smart boards, and the latest technology in classroom teaching is given to students.

Experts are invited to conduct workshops or deliver lectures to develop various life skills namely, body language mastery, develop IQ, EQ and SQ, communication skills, personality development, stress management, leadership skills, interview skills, public speaking, time management, and organizational skills in students.

Value Added courses are offered to the students from time to time to supplement and update their knowledge along with the prescribed syllabus.

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

1.1.2

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

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

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

6. Students**7. Alumni**

Response: A. Any 5 or more of the above

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

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all 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: B. Any 3 of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Paste link for additional information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 78.95

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
30	30	30	30	30

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
38	38	38	38	38

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

1.2.2

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

Response: 2.4

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
4	2	2	2	2

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.2.3

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

Response: 100

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
226	209	227	179	108

File Description	Document
Upload any additional information	View Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document
Paste link for additional information	View Document

1.2.4

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

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

Response: A. All of the above

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

1.2.5

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

Response: 100**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
226	209	227	179	108

File Description	Document
List of students enrolled and completed in self study course(s)	View Document
Data as per Data Template	View Document
Certificates/ evidences for completing the self-study course(s)	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.3 Curriculum Enrichment**1.3.1**

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

Response:

A fundamental or coherent understanding of the field of teacher education

Our college student teachers are exposed to the latest teaching methodologies by inviting experts, conducting seminars and workshops, demonstrations by teachers, and discussion lessons by students. Every year Mega Workshop are conducted with collaboration of 03 other colleges. Exposure to technology (Latest methodology using PowerPoint presentations, access to online courses, using smart boards, LMS technology in classroom teaching. The college celebrates various days of national and international importance with the sole aim to instill in them the spirit of enthusiasm to contribute in national & international understanding.

Procedural knowledge that creates teachers for different levels of school education skills that are specific to one?

In the beginning B.Ed. 1st Year and 2nd Year the school observation program is designed for the students to gain early field experience in observing and assessing students, teachers, and classroom

behavior. The students have to observe the following listed components and submit the report of the same:

After getting oriented the pupil teacher of First Year visit rural schools for 30 days and Second Year Students visit schools for Internship for Four months and submit the report to the concerned teacher-in-charge simultaneously all students are encouraged to submit the report to the concern teachers –in-charge .

In paper C-3 (Learning & Teaching) of B.Ed. 1st Year the students are imparted, theoretical knowledge of different models of teaching, and components of various micro-skills involved in teaching. In the pedagogy papers, the pupil teachers are taught to use these skills practically in their subject of specialization.

In the 2nd Year of B.Ed. student teachers are required to visit urban schools and observe the difference between the functioning of rural and urban schools and submit a report on the same parameters. The demonstration of model lessons is done by teachers as well as the B.Ed. students and the students of are familiarized with the components which are to be critically analyzed. The discussion lessons are delivered by B.Ed. students in a simulated teaching environment in order to prepare them for 16 week School internship program, which provides them practical exposure to real classroom teaching. At the end of the internship period, each student is required to submit Files A& B,(comprising of the detailed report of activities conducted, school infrastructure, and teaching aids used, etc..) developed specifically for the school internship program, Learning Plan transaction in classroom, Assessment by Mentor, External Assessment and Project work.

Capability to extrapolate from what one has learned and apply acquired competencies

The teacher educators focus on educating the minds and spirit of student teachers by providing them value based education and provide such a learning environment (Blood donation camp, visit to various outdoor clubs mentioned in the prospectus) that fosters character building and helps them to lead a life of learning and service. The tree plantation campaign, anti-cracker drive, etc. enhance the capability of the pupil teachers to practically apply the knowledge attained. The activities like celebration of important days of national and international importance; competitions like rangoli making, poster making, poetry recitation are conducted to mark the occasion. During the internship period, the students organize chattr puja decoration, debates, preparation of cost effective teaching aids teaching calligraphy etc. The student teachers are encouraged to use latest techniques of teaching and assess the students using innovative evaluation tools like Swayam Prabha and Swayam Portal for online activity.

Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

Our college provide opportunity to develop critical thinking skills among students to use research findings through assignments and meaningful projects as a basis for improving their teaching. The college aims to produce competent teachers with theoretical knowledge and understanding, combined with practical skills, proficiencies, and commitment to work to enhance the quality of education. The curriculum also aims to provide them exposure of diverse people and cultures through youth festivals, seminars/workshops, indoor club activities etc. to bring peace and harmony. The craft subjects facilitate them in enhancing their aesthetic sense and make them vocationally competent for their future endeavors. The institution provides well-resourced infrastructure having a clean, warm, comfortable, and attractive

ambiance and acquaints the student teachers with the impact of globalization on education and prepares the students to imbibe such qualities which would prove beneficial to them to meet the emerging needs.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.3.2

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

Response:

As per the syllabus of the Veer Kunwar Singh University, ARA of B.Ed. In first year, the teacher educators familiarize the students with the concept of contemporary Indian schools with respect to types of schools; general types, schools by means of ownership, schools by means of educational board affiliation, their functioning and problems, through the Paper titled 'Education in Contemporary India'. Further, they are also sensitized regarding different assessment criteria adopted in schools, norms, and standards being followed in different schools. During their pre-internship programs of 30 days each, the prospective teachers are able to identify the existing differences prevailing in urban and rural schools with respect to differences in the social background of students, medium of instruction, and the methodology adopted by the teachers, infrastructure, scholarships offered, etc. The post-graduate students visit Rural, Urban, Smart, and Alternate schools and write a full report and submit in the college.

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

1.3.3

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

Response:

Mata Manjharo Ajab Dayal Singh Teachers Training College student teachers are deputed in 15 govt. and private schools undergo training programmes in different schools. With the introduction of two year B.Ed. course the internship programme is divided into two parts i.e., 30days in First year and 16 weeks in Second year. Before going to the schools for practice teaching, the prospective teachers are familiarized with the teaching learning process through simulated teaching and are provided with feedback by their peers and the concerned subject teachers. The college gives ample opportunities to students to expose themselves fully to classroom teaching and the school environment to make them refined teachers. To foster the attitude of respect for people of all walks and to promote the spirit of oneness in students, community Service forms an integral part of the curriculum. This is addressed in our objectives as well. To inculcate the feeling of social responsibility, various indoor and outdoor clubs have been formed which the student joins according to their own interest. These include Legal Awareness and Human Rights Club, Environment Club, Red Ribbon Club, Music Club, Press Club, etc. To assist with career advice and progression as appropriate, the College strives to place its students in premier institutions. The students get training in resume writing, life skills, soft skills and also get acquainted with tips about facing interviews with courage. Placement drive is the annual feature of the college. To provide well-resourced infrastructure having a clean, warm, comfortable, and attractive ambiance.

Keeping in mind the recommendations of NCF (2005), we understand the importance of protecting and conserving the environment. Environment education and gardening have been offered as optional subject and craft respectively in the B.Ed. curriculum. To promote awareness regarding issues of ecology and environment, the college has very active environment club in addition to Herbal garden, rain harvesting, solar plant, and segregation of e-waste in addition to dry and wet waste. In the college the Moral education classes are regularly conducted to inculcate human values among teachers. With the introduction of NEP 2020, the college has been holding seminars and talks to make teachers and students aware of the main features of NEP 2020. Keeping in mind the recommendations of NCF (2005), we understand the importance of protecting and conserving the environment. Environment education and gardening have been offered as optional subject and craft respectively in the B.Ed. curriculum. To promote awareness regarding issues of ecology and environment, the college has very active

environment club in addition to Herbal garden, rain harvesting, solar plant, and segregation of e-waste in addition to dry and wet waste. In the college the Moral education classes are regularly conducted to inculcate human values among teachers. With the introduction of NEP 2020, the college has been holding seminars and talks to make teachers and students aware of the main features of NEP 2020.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4.2

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Any other relevant information	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 75.92

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

2.1.2

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

Response: 100

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
161	144	150	106	64

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

2.1.3

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

Response: 0

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
0	0	0	0	0

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	View Document
Any other relevant information	View Document

2.2 Honoring Student Diversity

2.2.1

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

Response:

The learning levels of the students are assessed by teachers using Entry behaviour tests in the initial classes of every subject. After appropriate assessment of the test, Specific teaching-learning methodologies to cater the different needs of students are then implemented. The faculty follows an integrated approach. Traditional teaching methods are aided by new age technological methods to make learning more engaging and relatable. Tutorials, value added courses and extra classes are organized for students so as to provide special coaching in areas where they need support.

Additional reading material and books are suggested and online course on Swayam Portal are made available to increase their understanding of the subject. Web- links are also suggested to the students to help them gain an in-depth knowledge of the subject. Bilingual approach is adopted for explanations and discussions in the class with the aim of reaching out to each and every learner so that they can be brought at par with the rest of the class. Personal, academic and career-related counselling is given from time to time. Assignments and group projects are given and evaluated on a regular basis.

Peer learning is encouraged through group discussions and presentations. This aids in building a culture of team work and helps to develop leadership as well as interpersonal skills. The teachers assess the calibre of the students in informal settings such as during tutorials, classroom behaviour and interaction outside the class.

At the onset of session to know the talent in area of Drama, Art, Music, Dance, Folk Art, Heritage and Literary items. Various academic and co-curricular activities are organized to optimize the potential of learners. Students are encouraged to participate in Inter College, Intra College. A part from the above student teachers are also encourage to participate in value added courses as well as activity as per their interest potential and capabilities. All the faculty involve to help the needy students. Student are motivated to join indoor and outdoor clubs of the College which help to inculcate the values of service in them. They are made aware about their roles and responsibilities towards the society in general and nation in specific.

The faculty helps the students (M.Ed.) to select relevant research areas and publish papers in the field of their choice. They are suggested advanced readings in the relevant topics to enhance their understanding of the subject. They are encouraged to help and provide support to the weaker students by engaging in group discussions and presentations. They are given an opportunity for micro teaching.

The College library has the KOHA Library software facility and inflibnet facility and other e-resources has already been started to help the advanced and weaker learners to broaden their horizons.

Advanced learners are encouraged to upgrade their knowledge and skills through add-on courses.

Students are given recognition for their achievements at various forums in terms of cash awards, medals, appreciation certificates and scholarships. They are also motivated to secure rank and distinction in university examination.

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

2.2.2

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

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

Response: A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Relevant documents highlighting the activities to address the student diversities	View Document
Photographs with caption and date, if any	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 5.51

2.2.4.1 Number of mentors in the Institution

Response: 41

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.3 Teaching- Learning Process

2.3.1

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

Response:

MMADSTT College encourage the student teacher to realize their potential and evolve as good teachers and transforming agents of society. College is ensuring the use of student-centered methods such as experiential, participatory learning and problem-solving methods in the teaching-learning process.

The M.Ed. programme has a Research Project or a Dissertation as a mandatory component in the final semester. The students are supervised by faculty members. These are avenues for the students to apply their classroom learning into practice. These exercises have underpinnings of experiential and participative learning. Copy of each such output is kept in the library for the reference of other students. Students are guided to conduct independent research in survey methods, data collection, and social

outreach.

Students are provided with an opportunity to work in schools during their internship 30 days in first year and 16 weeks in second year so as to understand school systems and infrastructure and gain experience of on-going activities, classes, exams, PTM's, vision of the school, policies, practices, decision-making system of the school, teaching-learning processes and human resource system etc. of the host institutions. These pre-internship and internship programs are structured on the premise that students need to gain experiential learning and hands-on training for respective work areas.

Students are participative learning is embedded in the courses through a variety of learning methods, tools and mechanisms, such as field-based assignments, field visits, group presentations, hands-on group exercise, workshops, training sessions, home assignments, quizzes, seminars, brain-storming interaction with experts and various other stakeholders and role-play-based learning.

MMADSTT college has entered into various collaborative arrangements and MOU's like MMADS Mahavidyalaya, APSAM College of Education, BHSDSP Teacher Training College. This year M.D.Carmel School, Jagdishpur and D.K.Carmel School, Zeromile, Ara has also agreed to share the facilities with Lion's International, ARA unit which facilitate joint-projects and academic activities such as courses, seminars, conferences, lectures and other exchange initiatives.

Visits to villages/ slums located in the peripheral area of Jagdishpur Sub division are organized outreach activity to gain an understanding of the geographical, socio-political and economic factors of the lives of the people living in rural areas. The college has also started NSS Unit and the file is pending in Veer Kunwar Singh University, ARA.

Our Guidance and Counseling Cell helps to combine theoretical knowledge with practical through talks, visits, presentations and career counseling. It gives students a platform to enhance their interpersonal skills and provide an insight regarding various career options.

Field trips to biodiversity parks, heritage sites, etc. are organized to promote grass root understanding of concepts.

Short-duration MOOCs, Workshops, Value added and Add-on Courses are conducted to fill the gaps in knowledge and give students a competitive edge.

Special lectures/seminars/conferences are organized to encourage and motivate students to become participative agents and not just passive recipients of knowledge. Use of ICT & E-resources by students is encouraged.

College Magazine is published to nurture creativity and other skills of the students. For more details kindly visit the college website <https://www.mmadayalsinghttcollege.org/>

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.3.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
41	40	40	40	40

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

2.3.3

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

Response: 100

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

Response: 226

File Description	Document
Programme wise list of students using ICT support	View Document
Landing page of the Gateway to the LMS used	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Any additional Links	View Document

2.3.4

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

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

Response: A. Any 4 or more of the above

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

2.3.5

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

Response:

Mata Manjharo Ajab Dayal Singh Teacher Training College provides a variety of provisions to support and enhance the effectiveness of the faculty in teaching learning and mentoring of students.

Our work culture of the college is quite conducive for the professional growth and competence of the faculty as well as the prospective teachers (students). Along with these various opportunities are provided to the teacher and students for the professional growth and enhancing their ability.

Continual mentoring is provided by teachers to imbibe quality teaching practices that honour diversity and create classroom environments. A warm and conducive environment is provided that supports personal, social and academic success for all students. They are enriched further by arranging talks on the themes like Communication Skills, New trends in teaching methodologies, role of ICT, personality development, inclusiveness and Life skills. Webinars, workshops and seminar are planned and organized to inculcate soft skills as well as professional skills in the students.

A faculty member is a mentor for a group of students whom he/she consistently monitors for academic and personal issues over their academic period. The mentor looks into matters regarding the academic performance, discipline, completion of academic requirements, health issues and grievances if any. The mentor is the first person whom the student approaches for any personal or academic guidance. They provide their guidance and counsel the students time to time. The mentor interacts with the parents for a comprehensive understanding of the problems faced by the students if needed. Students from rural background are motivated to boost their confidence levels and be part of the main stream. Ample opportunities are provided through out the session to identify their interest and enhance their abilities.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.6

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

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

Response: A. Any 5 or more of the above

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

2.3.7

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

Response:

All the time students are encouraged to make best use of various opportunities provided to them in the teaching learning process and otherwise as well to nurture their creativity e.g. there was this student Sweta, very talented in music and art skills but due to some personal reasons she didn't have enough confidence to come forward and moreover would start crying at small instances, But with the encouragement of her mentor, college counsellor and few other teachers she not only participated in various music and art events but gave some solo performances also. Moreover she had come for B.Ed Course only , but liked the college so much and because of affection and inspiration of teachers has joined M.Ed also this year. In M.Ed. also , she is now leading the class in everything. Her notes are always ready. Sometimes she will remind the teachers if they forget anything. She is so good in Technology always comes forwards to help the teachers for making online brochures and invites etc. But for this the counselor and other teachers had to spend hours at length to get her out of the hole. She was facing complexes as she had no experience of face-to-face formal education before B.Ed. Also, there were few students from B.Ed. who were keenly interested in music, folk and sports but coming from a minority community or rural area, they never had any exposure in this area. The teachers encourage them trained them and now they are represented the college in these fields. Hers is a true example of nurturing creativity, life skills, empathy and everything. In addition to this our college has been providing guidance to not only present students but also who have passed out. There are various examples of the students who didn't have much confidence but today are place in esteem schools organizations.

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

2.4 Competency and Skill Development

2.4.1

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

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

Response: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.2

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**

6. Visualising differential learning activities according to student needs**7. Addressing inclusiveness****8. Assessing student learning****9. Mobilizing relevant and varied learning resources****10. Evolving ICT based learning situations****11. Exposure to Braille /Indian languages /Community engagement**

Response: B. Any 6 or 7 of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.3

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

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

Response: A. All of the above

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

2.4.4

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

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

Response: A. All of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.5

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

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

Response: A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.6

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

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

Response: A. All of the above

File Description	Document
Report of the events organized	View Document
Photographs with caption and date wherever possible	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

Other Upload Files

1

[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Internship programme

1. Selection/identification of schools for internship: participative/on request

Before each internship programme, the list of identified schools has been sent to 15 Govt. and Pvt. Schools Principal for permission and DEO, ARA for approval and allotment of schools for internship programme. On receiving the approval, the school principals, teacher incharges, and the concerned students are also notified.

2. Orientation to school Principal/Teachers

Teachers personally visit the schools to meet the principals and school mentors regarding distribution of time table and other activities to be carried out in the school. Students and school mentors are oriented regarding various assessment criteria.

3. Orientation to students going for internship

A brief orientation programme is carried out for the student teachers before sending them to schools to acquaint them with the objectives and modalities of such programme. All students are oriented to be disciplined, regular and to follow the regulations and guidelines given by the school authorities.

4. Defining role of teachers of the institution

In pre-internship-1 the school exposure programme is carried out in local/nearby schools located in the rural areas of Jagdishpur. For this, a group of 10 to 12 student teachers are placed in various types of school such as Government, Government Aided etc.

A 'School Observation Booklet' is provided to the students in which they are supposed to make and

analyses their respective allocated school on following parameters:

- i. Philosophy, aim and vision of the school.
- ii. Organization & Management
- iii. The school/classroom environments
- iv. Various co-curricular activities
- v. Morning Assembly
- vi. Evaluation procedures, library resources, stock register
- vii. Visit to innovative centre of pedagogy and learning.

5. Streamlining mode/s of assessment of student performance

The supervisor during internship coordinates the activities of the mentor teachers of the school and assess students on their performance on following parameters:

1. Preparing and delivering 400 lesson plans in two teaching subjects - (200 + 200)

- Macro Lesson Plans-200
- Diary form Lesson Plans- 200
- ICT Based Lesson Plans- 05
- Unit Test Based Lesson Plans- 06
- Lessons Plans based on Models of Teaching - 03 (B) Peer teaching observation - 10 +10 in each subject

(C) Micro lesson plans – 5 + 5 in each subject

2. Discussion lesson – 02 (one in each teaching subject)

3. Participation in School Activities

- Co-curricular activities i.e. Literary, Quiz, Dramatics, Fine arts and sports.

Post-Practice and Evaluation is done in the form of discussion lessons, and preparation of final Skill in Teaching examination.

6. Exposure to variety of school setups

The internship programme is carried out in different school setups i.e. rural as well as urban for 4 Weeks

and its implemented in First Year B.Ed. and 16 Weeks in Second Year B.Ed.

Here, student teachers are oriented to write and demonstrate micro lesson, mega lesson, discussion simulated lesson, school teaching practice, criticism lesson, observation lesson and school plant report, diary, ICT, test based and teaching model-based lesson plans. Various audio-visual aids are shown to them.

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

2.4.9

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

Response: 15.13

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

Response: 15

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document
Any other relevant information	View Document

2.4.10

Nature of internee engagement during internship consists of

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**
- 4. Student counseling**

- 5.PTA meetings
- 6.Assessment of student learning – home assignments & tests
- 7.Organizing academic and cultural events
- 8.Maintaining documents
- 9.Administrative responsibilities- experience/exposure
- 10.Preparation of progress reports

Response: A. Any 8 or more of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	View Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Our college for proper monitoring purposes, each school is designated to a teacher. He/ She is the one who coordinates with school principal, school mentors and the internee students. The teacher is in constant touch with the school, visits the school intermittently. The school mentors also keep the college teachers informed about the performance of interns. Moreover, one or sometimes two students are made leaders of the group who also keep tab of time table adjustments or other aspects like any challenges they face in the school, they also keep the TEI's teachers informed.

The interns are prepared how to plan and conduct the activities in the college, beforehand. School Principals on their part instruct their subject teachers whose classes are being taken by the interns to sit in the class while the intern is taking it so as to monitor and aid the intern in case, she faces any issues. They observe the class and give their feedback for better teaching learning process and also for the professional growth of interns. In addition to this college teacher and the school teachers along with their staff helps the intern to plan and organise curricular and co-curricular activities for the students.

Subject teachers guide them with the material as well; they develop teaching aids for better teaching learning process. Interns are encouraged to organise rallies and seminar on social issues to increase the awareness of the students. Interns attend morning assemblies and prepare students for it. They take part in the parent teaching meeting with the subject teacher to understand the school and parent coordination for the students.

Moreover, if any student is facing a problem academics or personally, interns are motivated constantly and guided too respect individual difference of the student and act as a counsellor to make them feel at ease. They coordinate with the school for CWSNs and others with some problem. The internship in charge also takes care of the interns if they come across any student with problems or special needs. Together this helps the interns to understand inclusive education and get prepared according. The school staffs also give them practical and experimental exposure by conducting lab sessions for the students. The interns actively participate in the examination work by giving examination duties, helping in preparing and making of question papers, adjusting seating plans etc.

Throughout the internship program, various opportunities are provided to the intern to experience the environment and functioning of a school. So, mentoring of internship is quite active and robust.

File Description	Document
Documentary evidence in support of the response	View Document
Any additional information	View Document
Link for additional information	View Document

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: A. All of the above

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

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: A. All of the above

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

2.5 Teacher Profile and Quality

2.5.1

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

Response: 98.05

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
English translation of sanction letter if it is in regional language	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.5.2

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

Response: 19.9

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	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document
Any other relevant information	View Document

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

Response: 6.27

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

Response: 257

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

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

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

Response:

The teachers are keep on attending various seminars, conferences, workshops, FDPs (online and offline), present papers at various forums. All the activities are conducted with collaboration of three colleges namely MMADS Mahavidyalaya, APSAM College of Education, BHSDSP Teacher Training College.

Teachers have attended seminar and faculty development programmes on Leadership and management- 7days, Communication skills- 4days, Professional skills- 7days, Workshop on value added course- 2 days, Workshop on ICT- 1day. Apart from the above according to NEP2020 a mega workshop are conducted in multipurpose hall and activity like Swayam, Swayam Prabha, Digi Locker, ABC

They are invited to various forums to present papers, chair the sessions, give expert lectures. All these experiences help the teachers to grow professionally. In addition to this many teachers have written and are writing books, articles, papers in journals, even contributing chapters to books. Most of the teachers are members of various online libraries. The institution has subscribed to various online journals which are a great source of the latest information to teachers. Teachers also make physical visits to the library on regular bases to keep themselves updated with the new educational trends. Teachers are exploring different digital technologies to make offline and online teaching effective and expand learning opportunities for students as well as for themselves. The teachers of Mata Manjhao Ajab Dayal Singh Teacher Training College of Education put in their best efforts to grow professionally. Teachers implement the advancement of professional education which provides an advantage to teachers and students.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6 Evaluation Process

2.6.1

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

Response:

Our college has a strong continuous internal evaluation system. The salient features being the monthly class tests of each subject, snap tests, during the class interactions, group discussions seminars and presentations by students and rubrics used for the evaluation of the same. The most important features of the CIE in the college are:

1. The different tools of internal assessment are enumerated in the academic calendar of the college and discussed by the principal in the staff meetings from time to time. The internal assessment test schedules are prepared as per the university and communicated to the students well in advance.
2. The internal assessment criteria of Veer Kunwar Singh University is followed for the distribution of marks in each subject. At the beginning of the semester, faculty members inform the students about the various components in the assessment process during the semester.
3. There is complete transparency in the internal assessment. The internal assessment once ready is displayed on the notice boards for the students and they can come and discuss with the teacher show to improve in the next semesters if there is a need.
4. Students maintain their Portfolios in student diaries, duly signed by their teacher incharge, (attached as evidence) annually to keep the record of all their academic, cocurricular and extra-curricular activities

and they are assessed internally on the basis of their portfolios. The internal assessment committee has face-to-face interaction and confirm their participation in various activities as mentioned in their diaries. The committee circulates the proforma to various subject teachers to fill the internal assessments on the basis of sessional work submitted by the students, class participation, discipline, fulfilment of responsibilities, punctuality, regularity, and participation in various co-curricular and community service activities.

5. Rubrics are employed by the teachers for the assessment of the seminars, projects and related class activities of the students.

6. Timely feedback is given to the students on the answers written by them. Elaborate discussion sessions on question papers are also conducted in the classrooms to enhance their performance.

7. On the basis of their achievement remedial and enrichment classes are held.

8. Mentoring/Tutorial support is provided to the students throughout the year.

9. There is a strong provision of answering question papers, attempting assignments and making presentations bilingually in order to provide a platform to the students to express themselves fully.

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

2.6.2

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

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

Response: A. Any 4 or more of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Our college has a well-defined system in place to deal with examination related grievances under a grievance redressal cell. The examintaion committee also resolves any grievances related to examinations in timely manner.

The College displays internal assessment on display board where each student can view her total assessment marks at the end of each semester and can report discrepancies, if any, within a specified time period after which the marks are finally uploaded on the University portal. The faculty addresses the rightful grievances of the students pertaining to the marks obtained in the internal assessment.

The evaluated papers related to internal examination consisting of class tests, assignments, projects, sessional work, presentations etc. are returned to students with detailed remarks and suggestions are provided for improvement. Students are given various opportunities to showcase their abilities, knowledge and creativity. Uniqueness and originality are encouraged and promoted amongst the students. Any query of students regarding the feedback and evaluation is thoroughly addressed by the respective teachers. The marks are sent to the university only after each student has been given ample opportunity and time to review and register her complaint if any. In case of any error is detected in the final mark-sheet in spite of rigorous scrutiny, in the session 2021, 2023 Veer Kunwar University has started to submit all assessment marks online and any errors are promptly reported to the University by the College, within time.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6.4

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

Response:

Our college adheres to Academic calendar for the conduct of internal evaluation develops Academic calendar develop the environment of teaching learning and discipline. It bonds all stake holders with a visionary programme throughout the year for all round development of the student teacher. Academic calendar is prepared by the Academic Committee of the College.

Before the commencement of each year, Veer Kunwar University, ARA notifies an academic calendar for all the programs, which contains the date of commencement, total number of working days and holidays of the semester, Internship schedule and dates for semester-end examinations.

Mata Manjharo Ajab Dayal Singh Teacher's Training College follows the calendar issued by the University strictly and plans all its activities as per the dates mentioned in the calendar. The College prepares a College-level calendar that includes details like Orientation Programs, Talent Hunt, Mid-term exams, Celebration of special days workshops, Pre- Internship and Practice Teaching schedules etc. All activities are conducted in adherence. Then the Academic calendar is forwarded to the IQAC. The IQAC after giving there inputs in the calendar uploads it on the college website.

In the beginning of the academic session the students are apprised of academic calendar and same is displayed on notice boards and at strategic locations. The College-level academic calendar help faculty members to plan their respective course delivery research work, academic and co-curricular activities. It facilitates them in supervising and monitoring the completion of the syllabus and extra-curricular activities that are being planned by the faculty members.

File Description	Document
Any other relevant information	View Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

Learning outcomes form an integral part of college vision, mission and objectives. The program outcomes, program specific outcomes and the course outcomes have been clearly stated and communicated in the institution. These are in accordance with the syllabus prescribed by Veer Kunwar Singh University, ARA. The Program outcomes of B.Ed. and M.Ed. are intended towards making the education process a more holistic experience for the pupil teachers, whose main motive is not only the acquisition of knowledge but also the application of this acquired knowledge through practical training. This type of work experience can be gained through real life experiences. Besides this, students will attain various contemporary life skills like critical thinking, problem solving, analytic reasoning, cognitive skills, self-directed learning etc.

The learning objectives are communicated through various means such as college prospectus. These are also prominently featured on college boards, college magazine and other publications brought during conferences and seminars. They are well communicated through the principal's address to students and parents during orientation programmes and other events such as Maat-Pita Santaan Diwas. The CLO's and PLO's are also discussed in alumni meets and are disseminated in the classrooms by concerned staff members.

Students are made aware of the course specific outcomes through orientation programme, classroom discussion, expert lectures and practicals. These are also mentioned in their prospectus. Teachers are also well informed about the learning outcomes of each subject that they are teaching.. Various stakeholders, especially the parents, are informed about the course outcomes of various value added courses being run by the institution from time to time, so that they can persuade their wards towards skill-oriented and value- based courses:

The college deutes teachers for workshops, seminars, conferences and FDPs to enrich them to attain the outcomes while teaching learning in the classes. Teachers actively participate in workshops on revision of syllabus organized by the university. In addition to this many teachers have written and are writing books, articles, papers in journals, even contributing chapters to books.

Principal and some teachers are also the members of subject specific curriculum revision committees of Board of studies Veer Kunwar Singh University who are in capacity to revise the learning outcomes from time-to-time and as per the changing needs of curricula. Thus, the process of perception and outcomes takes place in exact manner and excel the quality of teaching and learning. Successful alumni students are also invited to interact with both students and teachers at specific events and meetings where they share how their individual course shaped their career thus helping existing students align better with the specified course outcomes.

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

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
227	179	108	224	100

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document
Any additional information	View Document
Link for additional information	View Document

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

The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs are monitored time to time for further improvement in students so that they can excel in learning different innovative teaching methods and are able to know about latest strategies of teaching and learning process. Different skills are developed and enhanced in the students so as to meet the growing demands of the present scenario of education.

Monitoring Cognitive attributes of students

Regular assessment is an integral part of the instruction process and is important in helping students learn. The most appropriate assessments to improve performance levels of student learning are class tests, snap tests, house tests, semester end examinations, class participation, presentations, performance in workshops, written assignments, sessional work and other assessments that teachers make in their classes on a regular basis. Teachers rely on the results from these assessments because of their direct relationship with classroom teaching goals. Plus, the results are immediate and easy to analyze at the individual student level.

Monitoring Professional attributes of students

An attempt is made to develop the professional attributes of prospective teachers so as to prepare them for future work-life. The traits such as honesty is developed through one of the best practices

of the college “Honesty corner”, where students take the stationary items without being monitored and keep the money themselves. Additionally, house tests are taken without invigilators, so that students become more responsible and accountable for their learning. The students are assigned various responsibilities throughout the year which prepare them for leadership roles and better organizers. The collaborative tasks such as group participation in various events foster a sense of team spirit among them. These are constantly observed and monitored by the teachers and mentors teaching them.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 99.56

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

Response: 226

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.5

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

Response:

Our college regularly evaluates the performance of students through various methods for measuring the attainment of each of the Program Outcomes, Program Specific Outcomes and Course Outcomes.

Evaluation Process: The programme outcomes and Programme Specific outcomes are assessed with the help of course outcomes of the relevant programme through direct evaluation process. It is provided through University Examinations, terminal exams, internal and home assignments, unit tests, surprise tests, open book tests, etc. The evaluation is also considered through class tests, assignments, projects, sessional work, presentations etc. are returned to students with detailed remarks and suggestions are provided for improvement. Students are given various opportunities to showcase their abilities, knowledge and creativity.

Throughout the year the faculty records the performance of each student on each programme outcome. At the same time remedial coaching is also provided to slow learners to make pace with the desired progression.

Average attainment in Evaluation Process: Students under university examination are evaluated for 80% of total marks and institution for 20% marks as internal assessment.

Students enrolled for Add On/Certificate Courses offered by the institution are evaluated by the institution itself. At the same time, observations of student knowledge and skills against measurable course outcomes are evaluated throughout the year.

The Methods of measuring attainment:

1. Internal and External Assessment: Internal assignments are given to the students which are mostly aligned with Programme Outcomes of the respective subject. External Assessment is evaluated by external experts for the Practical examinations, appointed by the University through Viva-Voce and practical files.

2. Feedback Evaluation: The Institution collects feedback from students, Alumni, Employers and Parents which is an important method of measuring attainment with objectives of identifying the attainment level of students in terms of programme, subject, course and syllabus outcomes and to understand the impact of teaching learning process.

File Description	Document
Documentary evidence in respect to claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description	Document
Sanction letter from the funding agency	View Document
Data as per Data Template	View Document
Any other relevant information	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
Income expenditure statements highlighting the research grants received, duly certified by the auditor	View Document
Any additional information	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: A. Any 4 or more of the above

File Description	Document
Sanction letters of award of incentives	View Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.1.4

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

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

Response: A. All of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
Copyrights or patents filed	View Document
Any additional information	View Document
Link for additional information	View Document

3.2 Research Publications

3.2.1

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

Response: 0.9

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
7	1	1	1	26

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
E-copies of outer jacket/content page of the journals in which articles are published	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.2

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

Response: 0.9

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
7	1	1	1	26

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
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	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..**Response:** 6**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
6	6	6	6	6

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

3.3.2**Percentage of students participating in outreach activities organized by the institution during the last five years****Response:** 100**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
226	209	227	179	108

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

3.3.3

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

Response: 100

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
226	209	227	179	108

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

3.3.4

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

Response:

The Community service has been an integral part of the college since its inception and has been one of the foundational principles of the college. The community service initiatives in the college are led by the NSS units, social welfare committees & various indoor and outdoor clubs like environment club, peace club, music club, legal literary club, red ribbon club, human rights and legal awareness club, electoral literacy club etc.

The outreach involves leading awareness campaigns through ‘Nukkad Naataks’ and interactive talks etc. Our students learn the importance of developing the spirit of giving back to society. Our college regularly organizes cleanliness drives during swachhata abhiyan as well as seven days community leaving camp (CLC) and also involve the residents of the village. They also conduct door to door survey, take out rallies to spread awareness, to have first hand information about various issues as education, health, drug addiction etc. We have also held Sports day and cultural events to spread awareness about sports and encourage them to participate

They also teach various skills to the local residents of the village like block printing, Mehandi application, making decorative items with waste material etc which facilitate vocational training to the children as well as the women to reduce their skill gap which will help them in either getting employed or start their own enterprise.

The village children also participate in cultural programmes organized by the college on different occasions. Medical check-up camps to address the health issues of local residents are organized.

The students plant saplings in areas around college and practice teaching schools as well as adopted village. The programmes on eco sustainability also help the students as well as community members through eco-friendly activities like waste segregation, composting and harmful effects of plastic etc.

Community Outreach activities and projects like visits to old age homes, orphanages, rehabilitation centre, eco-sustainability drives etc, reaching out to those less privileged and marginalized. These activities develop leadership, resilience, empathy and service-mindedness in our students.

During COVID-19, the college took the initiative of spreading awareness making posters and slogans to salute the COVID-19 warriors and organised Mask donation drive for precaution of spread of pandemic. The college got 750 masks prepared and donated to the college workers and outside college also.

The college is also working towards the goal of achieving quality education for every underprivileged children of the adopted village. where children are being given free education along with different activities and programmes that help in overall development of children and in making them responsible citizens. To sum up, the college promotes rural development activities in the localities surrounding the area of its education intervention.

Through these outreach activities all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, show empathy for others, establish and maintain positive relationships, and make responsible decisions. Community outreach programs develop deeper relationships between students and the communities they live in.

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

3.3.5

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

Response: 65

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
23	12	11	11	8

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Any additional information	View Document
Link for additional information	View Document

3.4 Collaboration and Linkages**3.4.1**

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

Response: 3.6

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
5	5	3	3	2

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

3.4.2

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

Response: 7

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

Response: 7

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.3

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

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

Response: A. All of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

The institution has adequate facilities for Teaching-Learning. The college campus has-

- * Land Area – 43115 sq.ft
- * Buildup area – 60000 sq.ft
- * Class rooms – 600 & 500 sq. ft
- * Labs – 500 sq.ft Each
- * Seminar / Conference Hall – 754.5 / 3633.6 sq.ft, 2500 sq.ft
- * Staff rooms – 500 sq.ft + 500 sq.ft
- * Common rooms – 500 sq. ft + 500 sq. ft
- * Library – 1633.15 sq.ft
- * Girls & Boys facilities – 1000 sq.ft

The College has following facilities available:

1. Principal Office
2. Staff room
3. Office for the Administrative Staff
4. Room for Dean student Welfare
5. Counsellor room
6. Visitors Room

7. Internal Quality Assurance Cell
8. A library cum reading room
9. Research room
10. 16 Class rooms
11. A seminar room
12. A multipurpose hall
13. Computer laboratory
14. Fine Arts Room
15. Common room (2nd Floor)
16. Physical Fitness room
17. Music room
18. Science and Maths Laboratory
19. Home Science Lab
20. Curriculum lab
21. Language Lab
22. Psychology & Guidance Lab
23. Social Science lab
24. Audio Visual Room
25. Workshop for preparation of Teaching Aids
26. Guest House
27. Play grounds
28. Canteen
29. Warden residence
30. Garages for parking and storage

31. Placement Cell

32. Guidance & Counselling Cell

33. Grievance & Redressal Cell

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	View Document
Link for additional information	View Document

4.1.2

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

Response: 15.79

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

Response: 3

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

Response: 19

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to relevant page on the Institutional website	View Document

4.1.3

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

Response: 100

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
1997202	1555990	3101961	2646702	2585432

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

The College is fully automated. It uses Koha Software, which is an Open Source Integrated Library Management System. It has full catalogue module enabling library staff to capture complete details of all the library items. The Catalogue module provides a clear and simple interface for library users to check the availability and status of all library items through different approaches like author, title, subject, accession number, editor etc. The users (staff and students) themselves can check the complete records of their respective circulation (issue and return) of books over a span of time with the help of user name and password provided to them by the library staff.

The College library is fully automated. It uses Koha Software, which is an Open Source Integrated Library Management System. It has full catalogue module enabling library staff to capture complete details of all the library items. The Catalogue module provides a clear and simple interface for library users to check the availability and status of all library items through different approaches like author, title, subject, accession number, editor etc. The users (staff and students) themselves can check the complete records of their respective circulation (issue and return) of books over a span of time with the help of user name and password provided to them by the library staff. This software will also help to generate different types of reports and maintain statistics for the library.

The RFID (Radio Frequency Identification) system has also been installed in the college library. It is an

automated method of identification that utilizes non-contact wireless radio frequency signals wherein information is digitally embedded in RFID tags or smart labels which can be interpreted by radio signals by the reader. Under this, security gate has been installed at the entrance of the library and RFID tags have been pasted on each and every book. This will enhance the security of library books, as nobody can take out the books from the library without getting them issued from library staff.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Web-link to library facilities	View Document
Link for additional information	View Document

4.2.2

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

Response:

The teachers and students can have access to e-journals subscribed by the college library; e-books purchased by the college library and can have access to e-resources (e-journals and e-books) through N-LIST programme of INFLIBNET, the membership of which is renewed on annual basis by the college library. All the stakeholders and research scholars from different universities and colleges from different states can have access to check the titles of M.Ed. dissertations and Ph.D. theses available in the college library from the college website.

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

4.2.3

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

- 1.e-journals
- 2.e-Shodh Sindhu
- 3.Shodhganga

4.e-books
5.Databases

Response: A. Any 4 or more of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.4

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

Response: 191104

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
218456.00	173380.00	208345.00	187264.00	168075.00

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.5

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

Response: 152.88

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: 8280

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: 8140

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: 7665

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: 8165

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: 8568

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
Any other relevant information	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	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: A. All of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Sl.No.	ICT Facility	Date	Update nature
1	Wi-Fi	2-09-2021	The college campus is totally wi-fi with Lease line of 155 MBPS
2	Smart classroom projector	06-09-2021	Smart class room is ab Ed Tech upgraded classroom that enable learning process for both the teachers and the students audio/ video/ animations/ images multimedia etc.
3	Moodle	1-7-2018	
4	Digital podium	20-07-2015	Digital podium is the integration of various audio-visual helps to deliver smart lectures and presentation
5	KOHA Library Software E- GRANTHA	09-02-2017	Library is fully automated with KOHA open integrated software its different module provide simple and clear interface to us and staff
6	NLIST Under Process	-	Library has a membership of NLIST More than 6000 e journals and 1,99,500 e

	Subscription		books are available on this Platform .Institute Renew membership every year on regular basis.
7	Language lab	25-08-2013	Language lab- Words Worth software is designed to teach language skills
8	Tally software	12-08-2022	Institute uses Tally software version - for account section ERP-09 Version.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document
Any additional information	View Document
Link for additional information	View Document

4.3.2

Student – Computer ratio for last completed academic year

Response: 4.52

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

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	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any other relevant Information	View Document
Link for additional information	View Document

4.3.4

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

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

Response: C. Any 2 or 3 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to videos of the e-content development facilities	View Document
Link to the e-content developed by the faculty of the institution	View Document
Link for additional information	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 100

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
1997202	1555990	3101961	2646702	2585432

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.4.2

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

Response:

Systems and Procedures for Maintaining and Utilizing Physical, Academic and Support Facilities The College has established systems and procedures for maintaining and utilizing facilities. It has regular maintenance and periodic replenishment of essential facilities under the guidance of the College Advisory and Development Committee; and the Academic Committee. The Principal is the Chairperson of these committees. The College has adopted vigorous systems and procedures along with manpower monitoring to ensure proper maintenance and utilization of physical, academic, and support facilities- laboratories, library, sports facilities, classrooms, seminar halls, computers, etc. To keep the whole campus including office, laboratories, library, hostel, etc. clean and hygienic, separate staff has been engaged. The upkeep of computers, LAN, internet, Wi-Fi, and other ICT facilities and design, is a regular feature of the College. The College has qualified regular staff for the maintenance of electrical work, civil work, etc. To meet power break down and to provide an adjustable power base, Gensets and solar systems have been installed which are technically manned by the trained technicians. ? Budget provisions are made for new as well as old facilities, repairs, and maintenance. The departmental budget by office and library is made available every year. ? College Advisory and Development Committee is responsible for the overall planning and development of the college. ? Requirements for Physical, Academic, and supports facilities for new purchases and maintenance of old is collected regularly under the guidance of above said committees. ? Stakeholders' suggestions are also considered. ? The office interprets and analyses the requirement on the basis of necessity, urgency and available funds. ? Depending on the availability of funds, requirements are fulfilled by College Advisory and Development Committee; and the Academic Committee under the guidance of the Principal. ? The teacher-in-charges of the various laboratories take a periodical review of repairs and maintenance requirements of their

respective laboratories. ? Maintenance of Physical, Academic, and supports facilities and other types of equipment is done on regular basis. ? The Smart Classrooms are maintained on regular basis. ? The Library Advisory Committee with the Principal as the chairperson and librarian as member secretary along with two senior faculties tackle all issues relating to the smooth and efficient functioning of the library. At the time of admission students are issued digitized library cards which will be valid till their final semester. Internet facility is provided in the library and students can access the facility for availing eresources and other web based information. Photostat facility is also available in the library at nominal rates. The library is under CCTV surveillance. It also has AC in the reading rooms and working area with power backup facilities. ? The College information and communication technology committee (ICTC) is responsible for the maintenance of computers and smooth functioning of the network facilities in the College. They also look into the College website, up-gradation, biometric services, procurement of hardware and software and other items related to computers. ? There are 4 Houses-on-duty that function under the charge of 2 teachers and remain on duty for one calendar month. The cleaning and the maintenance of the whole campus is done by the supporting staff as per instructions by house-in-charges on duty.

File Description	Document
Any additional information	View Document
Appropriate link(s) on the institutional website	View Document
Link for additional inflrmation	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.1.2

Available student support facilities in the institution are:

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

9.Canteen**10.Toilets for girls****Response:** A. Any 8 or more of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

5.1.3

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

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

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document
Paste link for additional information	View Document

5.1.4

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

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

Response: C. Any 2 of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	View Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View Document
Data as per Data template	View Document
Paste link for additional information	View Document

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 10.5

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
24	24	18	16	6

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document
Paste link for additional information	View Document

5.2.2

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

Response: 15.42

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 25

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

Response: 7

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

Response: 3

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.2.3

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

Response: 11.69

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
25	20	25	17	11

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document
Paste link for additional information	View Document

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

Our College has a Students Representative body and it has been aptly named as “Student Council”. The student council gives the students a voice - a platform to be heard. With the objective of inculcating the qualities of leadership and responsibility in the students, an active Student Council is in place along with a strong representation of students in the academic and administrative bodies/committees. The Class Representative (CR) system is fundamental to student representation as leaders. It allows one student to represent each class of students in the college with regular meetings held to ensure the systems efficiency and effectiveness in putting forward the interests and views of the students. The members of the student council are elected by the students using democratic selection methods. Monthly Student Council Meetings are conducted during the semester. Student Council meetings play a major role to assess the teaching, learning, and support services provided to the students by the Institution where students organize domain- specific events, extracurricular events, competitions and expert talks in addition to their leadership skills. Club/Committees are platforms that offer a plethora of opportunities to students to give them a voice of their own and shed their inhibitions through an enriching and engaging experience. Club/Committee activities, workshops, Intra Domain and Inter-University competitions enhance communication skills, team management skills, leadership skills, time management, resource management skills and above all build confidence in each student. Moreover, two members of student councils are the representative members of IQAC Cell and all the committees and Clubs of the college. They take part in all the discussions of the meetings and have a say in all the decisions. Student council involves in multifarious duties that the college demands of them. The composition of the student council is as follows: • President • Vice President • Secretary • Joint Secretary • Class representatives. A due process of selection is followed according to which at an initial level forms are filled by students as their

nomination for the particular post. Students exercise their right to vote and the counting is done in a very transparent manner by including senior teachers and one or two students. Elected members are announced in the assembly.

Major Activities of the Student Council include:

* Assisting, maintaining Discipline, Conducting Assemblies and functions, acting as link between faculty and students, conducting functions, reporting issues demanding attention, representing students where needed, acting as aides to the Principal, dedicated service towards the college etc.

* To bring to the notice of concerned authorities, the problems, and difficulties faced by the students

* To express views regarding the overall working of the college and its improvement. • Funds are provided as per the needs.

File Description	Document
Upload any additional information	View Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document
Paste link for additional information	View Document

5.3.2

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

Response: 16

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
25	25	7	7	16

File Description	Document
Upload any additional information	View Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document
Paste link for additional information	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni association of MMADSTTC is named as “MATA MANJHARO AJA DAYAL SINGH TEACHERS TRAINING COLLEGE ALLUMNI ASSOCIATION” and it is a registered association under the Societies Act XXI of 1860. It was registered on 08.02.2017. It acts as support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. The activities of the alumni association include:

- The Alumnae association functions to support alumni of the institution. It helps to cater to the needs of the institute in conducting campus placements.
- The Alumnae association ensures and takes care to provide the best arrangements for placing its students in premiere institutions.
- The Alumnae association also provides all facilities for resume writing, written test, group discussion and interviews
- It plays a very important and key role in counseling and guiding the students of the college for their successful career placement which is a crucial interface between the stages of completion of the academic program of the students and their entry into the teaching profession.
- The Alumnae Association also coordinates various activities related to the career counseling of the students.
- Training activities are organized throughout the year in an effort towards preparing prospective teachers for their successful placement

- The association is sensitized to function all through the year towards generating placement and training opportunities for the students.

At the college, care is taken to groom the students according to the needs of the schools. The students get a lot of practical exposure by their visits to schools during 30-day pre-internship held twice and 16 weeks- long internship carried out in various Govt. schools of the area. The Alumni Association provides training to the students for job placements. In the conferences, workshops, FDPs DSCE also gets support from members of the association as organizers, trainers etc.

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document
Paste link for additional information	View Document

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: A. Any 6 or more of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document
Documentary evidence for the selected claim	View Document
Any other relevant information	View Document
Any additional link	View Document

5.4.3

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

Response: 5

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	1	1

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document
Paste link for additional information	View Document

5.4.4

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

Response:

The college has a registered Alumni association known as “MATA MANJHARO AJA DAYAL SINGH TEACHERS TRAINING COLLEGE ALLUMNI ASSOCIATION” registered on 08.02.2017. It acts as a

support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them in the following ways::

The Alumnae association functions to support alumni of the institution in resume writing, written test, group discussion and interviews. It helps to cater to the needs of the institute in conducting campus placements.

- The Alumnae association provides all facilities for library usage, ICT facilities, research guidance for Ph.D. to the alumni members.
- Alumni members are invited to be the resource persons in seminars, webinars and workshops for teaching various skills to the present students.

•The Alumnae Association also coordinates various activities related to the career counselling of the students.

The association is sensitized to contact its past students for their placements in premium institutions and maintains a close contact with its members through phone calls and WhatsApp groups.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

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:

Our College is a Value-Based Education System. Despite everything undergoing avant- garde change at our institute, we are striving day and night towards it, we have a legacy to follow. The legacy is in the form of our core principles, values, and ethics given by our founder Dr. Madheshwar Singh. The College is directly managed by the DEO MATA EDUCATIONAL AND MEDICAL TRUST, Dulour, Barradparawa, Jagdishpur, Bhojpur, Bihar. DEO MATA EDUCATIONAL AND MEDICAL TRUST council (Apex body) of the MMADSTT College is rendering selfless service and putting in untiring efforts for the all-round development of our students under the guidance and leadership of honorable Secretary, The Trust and Chairman MMADSTT College, Dr. Madheshwar Singh and dynamic Principal Dr. Arjun Lal whose life mission is to render selfless service to MMADSTT College and society at large. MMADSTTC Council has other members and patrons, who include educationists and eminent public men through which the college has made a secure niche in the temple of Education who are instrumental in participating in decision making for the effective functioning of the institution.

The ways of multidimensional positive thinking and knowing about energy, protection of environment health and booster economy of nation on priority basis. MMADSTT College believes in the science of moral and spiritual laws of soul. It employs the scientific method and accepts the scientific pattern of thought that nature is self-sufficient in its working, and therefore we are not to go “*OUT OF NATURE*” to understand any happening within it. MMADSTT College gave equal rights and status to women with men while adopting many social reforms in this regard like; recognition of girl child, monogamy, widow re-marriage, dowry less marriages, etc. The MMADSTT College considers women education essential for their social, moral and spiritual upliftment. The Illustrious founder set a golden example in his childhood when feeling strongly that education was as good for girls as for boys, he started teaching his two relatives in the beginning.. At that time women education was considered superstitious breed evolving the divine wrath. The revered founder of MMADSTT College realized that future of women lay in education. Education alone could open opportunities of enlightenment and independence for women. He wanted to regenerate mankind and transform society through women education. Since then the focus of the institution has been on exposing students to the use of latest educational technology making them interested and involved in learning multiple skills to enhance their teaching skills and employment prospects. We motivate and train students by conducting group discussions, seminars, and personality development workshops to meet the demands of the job market. The development of student into process of integrated personality is our joint responsibility. The governance of the institution exhibits effective leadership and participatory mechanism which is in tune with the vision and mission of the college as displayed on the college website.

For more information kindly visit: <https://www.mmadayalsinghcollege.org/>

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.2

Institution practices decentralization and participative management

Response:

Our college follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. The Institution functions in a well-structured and defined manner to ensure participative management at all levels of decision-making. Right from the Chairman of the Management Committee to the staff and students, all the stakeholders have a role to play in the building and development of the college. The principal and two faculty members are part of the managing committee. The management of the college takes effective measures in encouraging and supporting the involvement of the staff for the improvement of its effectiveness and efficiency throughout the year.

The College has a Students Representative body and it has been aptly named as “Student Council”. The Class Representative (CR) system is fundamental to student representation as leaders. It allows one student to represent each class of students in the college with regular meetings held to ensure the system's efficiency and effectiveness in putting forward the interests and views of the students. Student Council meetings play a major role to assess the teaching, learning, and support services provided to the students by the Institution where students organize domain-specific events, extracurricular events, competitions and expert talks in addition to their leadership skills. The composition of the student council is as follows: • President • Vice President • Secretary • Joint Secretary • Class representatives. A due process of selection is followed according to which at an initial level form are filled by students as their nomination for the particular post. Students exercise their right to vote and the counting is done in a very transparent manner by including senior teachers and one or two students. Elected members are announced in the assembly.

To promote decentralization and participatory management the college has very well allocated different duties to respective teaching members and non-teaching members.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.3

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

Response:

Financial Transparency:

Annual budget is meticulously prepared using TALLY and ERP software which helps to streamline the budget under different heads such as College Accounts, Examination Accounts and so on. Details of teaching as well as nonteaching staff, accounts, academic progress, etc. is updated every year on the NCTE and AISHE portal i.e. All India Survey of Higher Education which is under the HRD Ministry, New Delhi. through the link <http://aishe.nic.in/aishe/userlogin>.

College uses MIS to maintain student and office records such as academic qualifications, in-service improvement in qualifications, information about student teachers with details of caste, religion, results etc., details of Adhaar Card Number (UID), Voters ID Number, PAN Number, Scale, month-wise salary details of teaching non-teaching staff, Income Expenditure details of college etc. Information Brochure containing information regarding different committees, clubs along with names of teachers in charge is displayed on the college website. The institution conducts internal and external financial audits regularly.

- Internal Audit for the college is done by college Supretendent and External Audit for the college is done by IBRAHIM J GADLY, a qualified C.A., Gadly Shaw & Associates, Chartered Accountants, Patna.

The Financial Transparency is maintained by the college by displaying Income – Expenditure Statement, Audited Balance Sheet alongwith the Auditor’s report on the college website which has an open access for one and all.

The link of the same is as under

Transparency in Academic Functions

Our college strictly maintains transparency in the academic functions like displaying of the internal assessment of the students of different programmes in various subjects by displaying the internal assessment scores on the notice board before sending these to the Veer Kunwar Singh University, ARA.

Transparency in Administrative Functions

The college strictly maintains transparency in administrative functions also. All type of recruitments are strictly done by following the rules and regulations of Veer Kunwar Singh University, ARA / Director Higher Education, Patna, Bihar/ Govt of India and The Deo Mata Educational And Medical Trust. For every fresh recruitment the college gives advertisements in the leading national daily newspapers. There received application are scrutinized by strictly following the eligibility criteria and written tests are also conducted by hiring outside agency as the case may be. The recruitment is done purely on merit basis.

All CAS promotions with regard to Teaching staff is done by following the transparent procedure as framed by the Director Higher Education, Govt. of Bihar and Veer Kunwar Singh University, ARA.

All promotions with regard to Non-Teaching staff is done by adhering to the rules and regulations prescribed by the Director Higher Education, Govt. of Bihar and Veer Kunwar Singh University, ARA.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Any additional information	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The institutional Strategic plan is effectively deployed Response: The institutional Strategic plan is effectively deployed The extensive goals of Perspective Plans are associated with Mata Manjharo Ajab Dayal Singh Mahavidyalay, APSAM College of Education, Baba Heera Singh Deepa Singh Primary Teachers Training College, Bhojpur. That is committed to providing quality higher education and research, skill-oriented human resources and the plan is accordingly focused on different core themes. As far as the strategic / perspective plan of the college is concerned, it is planned in a way, so that the college can develop and strive towards success in a systematic and balanced manner. Improving the academic and support facilities for the students is one of the measures recognized by the Perspective Plan. The college strives to go ahead with this perspective plan helping as a roadmap for student's achievement and college's growth and development.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document
Link for additional information	View Document

6.2.2

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

Response:

Policies:

Our College has well defined policies related with running program. The college governing body grants approval and ractification of various policy decisions of the college. It approves budgets for administrative, academic and research programmes and activities. Governing body also helps to make regulations for various co-curricular and extra-curricular activities. The Principal of the college has the power to construct committees and cells according to the needs of the institution. The college has different committees and cells like academic, cultural, examination, finance and development, research and extension activities etc. which make their policy by periodic meetings with principal. Regular meetings are held in order to maintain continuous communication between staff and principal. All the meetings and decisions taken are monitored by the IQAC, which through its course helps the principal to build an environment of academic excellence in the college.

Administrative Setup:

MMADSTT College has a well-defined organizational structure. The College is managed by Deo Mata Educational And Medical Trust. Our Governing Body reviews and evaluates the academic progress, administrative processes and co-curricular and extension activities of the College. Different committees are constituted for quality administration. The Academic Committee reviews the academic and administrative functioning of the College. The Finance Committee approves proposals for the development of infrastructure and scholarships, prizes and certificates on the recommendations of the Academic Committee. All rules and regulations are stated in the service manual drafted by the Governing Council. The Principal is responsible for the College functions and growth including administrative, academic, co curricular, extra-curricular and extension programme. IQAC of the college is involved in developing a quality system for the improvement of academic and administrative performance of the College. The College calendar is prepared for various academic and non academic events. List of holidays, dates of Exam and University Examination, numerous college events like morning assemblies and competitions are also mentioned there. Staff members have been designated as Coordinators or members of various committees and cells. Students are involved as active members of the committees and cells.

Service rules:

The college is affiliated to Veer Kunwar Singh University, ARA, so it follows all the rules and academic calendar of the university in running different programmes in the college. All staff is oriented about the Administrative and Service Manual available in the institution. Faculties are educated about conditions of service, roles and responsibilities, discharge of duties, increments, kinds of leave, code of conduct, incentive for attending Faculty Development Program, incentive for achieving academic excellence and others.

Appointment:

Criteria for the selection of teaching and non -teaching staff are completely based upon the norms and conditions of NCTE, UGC and the affiliating university. For that advertisement is published in National as well as local newspapers. Eligible candidates are invited for the interview which is taken by selection committee and nominees of Vice Chancellor, Veer Kunwar Singh University, ARA. The qualification, teaching experience and other eligibility for recruitment is as prescribed by state Government / UGC / NCTE and the affiliating university.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to Organogram of the Institution website	View Document
Link for additional information	View Document

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

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

Response: A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Annual e-governance report	View Document
Link for additional information	View Document

6.2.4

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

Response:

Minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented is as follows:

In the pursuance for quality assurance, quality up-gradation, assessment and accreditation, and institutionalization the college established the Internal Quality Assurance Cell. As soon as the IQAC was established in the college, the process of quality enhancement and sustenance was begun through different strategies. The IQAC is consistently working on to promote the quality culture in its all spheres of the college activities by channelized efforts towards promoting holistic academic excellence. The IQAC monitors the implementation of vision and mission of the college. IQAC prepares perspective plan of development for the college and execute it in a strategic plan of every year. It has been trying to institutionalize number of quality assurance strategies such as digitization of academic and administration facilities, gender equality, strengthening extension activities etc. Since then IQAC has become instrumental in suggesting a number of quality improvement measures in the college. During the assessment period the IQAC was successful in implementing and introducing several curricular, co-curricular and extracurricular activities

From 2016- onwards, IQAC was constituted with the following goals :

1. Communication of information on the various quality parameters of higher education elopement of Quality benchmarks for the various academic and administrative activities of the institution
- 2.Documentation of the various activities leading to quality improvement.
- 3.Obtaining, analyzing and action taken on feedback responses from students, parents, and alumni on quality- related institutional processes

The institution would like to high light the following activities of the IQAC:

1. Feedback from Students, Alumni, Principals and Teacher Educators.
2. Improved teaching-learning and evaluation process
3. Effective delivery of curriculum and enhanced usage of ICT tools
4. Organising Seminars/Workshops/Conferences and Endowment lecture series
5. Recognizing and felicitating distinguished alumni
6. Organizing staff training programmes.
7. Academic Audit
8. Clean and Green Campus

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Welfare measures for teaching staff

1. Duty leave
2. Leave encashment
3. Group Insurance Policy
4. Permission for the Official Assignments to the teachers in India and Abroad
5. Financial support to the teachers for their professional growth

6. Provision of seed money to carry out research projects by teachers
7. Free health services (free medical check-ups and free consultation)
8. Maternity/paternity leave
9. EPFO
10. Gratuity
11. Leave encashment

Welfare measures for Non-teaching staff

1. Group Insurance Policy
2. Gratuity
3. Financial support for trainings and workshops for professional growth
4. Provision of residence to non-teaching and supporting staff
5. Free health services (free medical check-ups and free consultation) for teaching and non-teaching staff
6. Maternity/paternity leave
7. Leave encashment,
8. ESI
9. EPFO
10. Uniforms for supporting staff

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

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: 17.41

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
7	7	7	7	7

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
E-copy of letter/s indicating financial assistance to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document
Certificate of membership	View Document
Any additional information	View Document
Link for additional information	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: 7

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
2	2	1	1	1

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document
Any additional information	View Document
Link for additional information	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: 2.49

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
1	1	1	1	1

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.5

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

Response:

A good performance management system works towards the improvement of the overall organizational performance of teams and individuals for ensuring the achievements of the overall organizational mission and vision. An effective performance management system plays a crucial role in managing the organization in an efficient manner.

Further, at the end of each Year, feedback forms are issued to the students for each of the courses attended by them. The feedback forms in the form of questionnaire collect information about the teacher and different aspects pertaining to the teaching process. A team consisting of the Head of the Department and Senior Professor in the Department, goes through the feedback forms collected from the students and suggest suitable measures to improve the teaching-learning process.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The Annual financial audit of the college is carried out by a duly qualified Chartered Accountant whose appointment is approved by the MMADSTTC body. He conducts periodical visits to the college and examines all books of records and financial statements.

The whole process of auditing involves a careful scrutiny of the balance sheet of the college along with receipts and payments of the respective year. Any query, questions or objections raised by auditors are promptly dealt and addressed. Proper record of all expenses is maintained by the Accounts Department and is audited by the internal auditor on regular basis. The internal audit is the part of the institution and carried out on regular basis by the independent chartered accountant appointed by the management of the institution. The internal audit unit verifies the supporting documents involving examination of vouchers, bill payments, quotations and approval from the Management.

The college boasts of a robust and transparent financial management system. We have well laid down rules and processes for sanctioning expenditure and submission of expense summary for all college activities.

Permission is secured from the principal for all upcoming expenses which is submitted to the accounts branch for release of funds. Emphasis is placed upon e-payment wherever feasible. After the event documentary evidence in the form of invoice, vouchers or receipt duly compiled in the form of an expense statement is submitted.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.4.2

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

Response: 0.01

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
0.055	0	0	0	0

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View Document
Any additional information	View Document
Link for additional information	View Document

6.4.3

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

Response:

The details of the mobilization of funds for the last 5 years

Optimal Utilization of Resources:

Institution Budget:

Every year annual budget is prepared well in advance as per the needs and requirements of the college. It incorporates budgets of academic department, research activities, computer lab, psychology lab, Library and sports. As per budget the Principal proceeds with the planned activities

Purchase Committee:

The committee considers requirements from all the departments, invites quotations, prepares comparative statements, negotiates with suppliers and then purchase order is placed. The purchase procedure is scrupulously monitored by committee. The institution focuses on maximum utilization of resources.

Accounts and Audit:

All funds mobilized are properly accounted for in the account books. The audited utilization statement of accounts is submitted to the funding agencies for specific grants. Every year the institution conducts external and internal financial audits by appointing statutory auditor in the annual general meeting.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

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 plays a significant role in various quality matters of the college. The IQAC initiates, plans and supervises various activities that are necessary to increase the quality of the education imparted in the college. In the beginning of the session a plan is discussed with the principal and members of the IQAC to chalk out quality initiatives to be taken throughout the year. The duties are assigned to various staff members to execute the same. Meetings are conducted from time to time to seek appraisal of the work. IQAC encourages the faculty to take initiatives related to research, teaching, financial, student support, good practices, building community linkages and MOUs. It maintains a record of minutes of meetings and present it before the principal and management. It promotes use of modern methods of teaching and also initiates various value-added courses. IQAC encourages the teachers to send proposals for research projects in the field of education. It organizes seminars, workshops and training programmes throughout the session. It seeks and reviews the feedback obtained from various stakeholders and takes prompt action. Various events such as expert talks, community related initiatives are also organized under the patronage of IQAC.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.2

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

Response:

The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. The Academic Calendar is prepared in advance, displayed and circulated in the Institute and strictly followed. Admission to various programmes, summer, winter and mid-term vacations, examination schedule and declaration of results are notified in the Academic Calendar. All newly admitted students have to compulsorily attend the Orientation Programme, in which they are made aware of the philosophy, the uniqueness of the Education system, the teaching learning process, the system of continuous evaluation, compulsory core courses, various curricular activities, discipline and culture of the Institute. All students are provided with the Student Diary that provides all details relevant for students. Students are apprised of the Time-Table, Programme structure, syllabi of the courses before the semester commences. Important announcements are made in the morning assembly and attendance and conduct of classes are monitored by the Deans of faculties, HODs and proctors of various classes. The Chief Proctor and the Discipline Committee members make random visits to ensure smooth functioning of classes. CIQAC reviews the quality of academic activities that are discussed and planned in the meetings of Academic committee. IQAC also organises its own meetings to review the quality brought in teaching-learning process. The academic audit, both internal as well as external helps to know the shortcomings/suggestions for bringing quality in academic matters of the institution. IQAC promotes use of modern methods of teaching and also initiates various value-added courses and seeks its appraisal from time to time. The college obtains the feedback from various stakeholders such as teachers, parents, school principals and school teachers, eminent community members and resource persons and students and takes timely action to implement the suggestions given by them. Remedial and enrichment classes are the regular feature in the college to help underachievers to get good marks and facilitate meritorious students to secure positions at university level. Feedback from students is also taken. Feedback is properly analyzed and shared with the Principal, and individual faculty members.

To improve and facilitate the teaching-learning process in the times of corona the IQAC took the initiative to establish MOOC Studio to develop online training programs, to record lessons for teaching purposes, and also to train students to develop MOOCs so that they can incorporate this in actual teaching. In the last five years the total number of MOOCs developed by the faculty is 8 in number for the students and teachers of the college and outside the college.

Initiation of **Value Added Courses** to bridge the gap between the academic and industry (school) needs, Value Added Courses (VAC) are conducted regularly in our College. It is important for higher education institutions to supplement the curriculum to make students better prepared to meet industry demands as well as develop their own interests and aptitudes. Several courses have been initiated by the college in the last five years.

Seminars and webinars on new education policy NEP 2020, UGC Sponsor seminar to keep our faculty updated about the recent trends in the education system.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

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: 8.4

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
17	6	8	6	5

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

6.5.4

Institution engages in several quality initiatives such as

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

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

3. Academic Administrative Audit (AAA) and initiation of follow up action**4. Collaborative quality initiatives with other institution(s)****5. Participation in NIRF**

Response: A. Any 4 or more of the above

File Description	Document
Supporting document of participation in NIRF	View Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

6.5.5

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

Response:

- 1. Alumni Association Registered and strengthened**
- 2. The library has been upgraded and more equipped**
- 3. Teaching-learning process improvement**

Cleanness in Campus:

1. Provide Door mats in each class.
2. Keep Dust bins in each working station and class.
3. Removal of the broken, waste and unusable material.
4. Encourage students and teachers to keep things away immediately after use.

5. Cleanliness activities as part of community service

Some more highlights of the quality initiatives taken by the institution:

Smart board for effective teaching learning

Value added courses have been introduced by the college. College website has been redesigned

Administrative Initiatives

- Training sessions regarding new policies initiated by management from time to time.
- Computer Training for Non- teaching staff
- Yoga for stress management
- Soft skill training Staff are encouraged to attend workshops and training program

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Energy Policy of Mata Manjharo Ajab Dayal Singh Teacher's Training College

Preamble:

Environment-friendliness and energy harvesting are of prime interest today and are the key factors in achieving Sustainable Development Goals (SDGs) for any organization. Keeping these factors in specifying the energy policy of Mata Manjharo Ajab Dayal Singh Teacher's Training College, we presume that it is in accordance with the prescriptions of the National Institution for Transforming India (NITI) Aayog with reference to support for renewable energy resources. Another factor of significance is rapidly and dynamically increasing energy demand. Since conventional fuels are finite and will eventually run out, and alternative sources provide energy without adding to the amount of greenhouse gases (GHG) that are accumulating in the atmosphere. Mata Manjharo Ajab Dayal Singh Teacher's Training College energy policy also has taken efficient energy management and conservation through good established procedures specified in its policy.

Statement

The Energy policy of Mata Manjharo Ajab Dayal Singh Teacher's Training College monitor, conserve, and manage the energy needs of the campus with the growth in the energy demands of the institute; It is the responsibility of the institute in creating awareness among the students and staff about the energy conservation measures. Maintain the efficiently utilize the Electrical Energy with maximum utilization of Renewable solar power Generating system and optimal consumption of lighting load with the proper energy conservation measures in the campus. Also, maintain a green energy campus with the utilization of an energy management system.

Objectives:

The following objectives will lead to the implementation of the Mata Manjharo Ajab Dayal Singh Teacher's Training College Energy policy :

1. Improvement in Energy efficiency to reduce energy consumption and cost.
2. Minimize the energy consumption by use of energy-efficient equipment. and maximize the use of daylight and natural ventilation.

Action Plan:

1. Form a committee to monitor and check the wastage of energy in the campus.
2. Conduct of Green Audit
3. Maintain the Energy needs of the campus with a backup power supply system for supplying uninterrupted energy demands.
4. Establishment of energy-efficient utilization measures in the supply, and demand systems as part of energy management of the campus.
5. Replacement of the existing conventional lighting with the LED lamps.
6. Monitor the electricity bills for the efficient utilization of the solar power plants installed on the campus.
7. Create awareness among the students and staff in energy conservation and management by the Ecoclub " Vanaspati Jagat" of the college.
8. Encourage students and staff to be energy efficient by encouraging vehicle pooling and the use of bicycles.
9. Organization of expert lectures in the area of energy conservation.
10. The Institute shall continuously review and update the approved policy and is committed to its implementation.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document
Link for additional information	View Document

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

Institute enables several techniques for the management of degradable and non-degradable waste. The primary focus is to reduce, reuse and recycle the waste. The Institute has different dustbins to segregate the different waste like solid, biomedical, etc. There are committees that deal with the minimization of waste. Every day the waste is collected in bins and disposed to a place where it can be converted into manure.

In addition to this the university has organized many workshops on the implementation of these techniques effectively. Training Programmes are conducted from time to time about the methodology of disposing the waste. It was stressed that we should avoid plastic items to the best possible capacity. It is also advised that the Institute should use utensils made of papers and recycled material.

For solid waste management different bins have been placed at different departments. This ensures that solid waste segregated at the source. It is also ensured that the recycling of all these components is done in minimum cost and labor. Suitable techniques are applied for disposing of solid waste. The garbage generated is preferably treated at the site of generation.

For biomedical waste there is a classification of the waste in hazardous and non-hazardous or infectious and other hazardous. Since, institute has a primary health center therefore, the waste like plastic disposables, liquid waste and other things are again segregated then collected and kept in a storage then transported and finally sent for the treatment of the disposal.

For the personal protection it has been advised to use masks while handling the waste.

The Institute has organized Swachhha Bharat Abhiyan. Under this banner the utility of recycling the solid and biomedical waste has been particularized.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.3

Institution waste management practices include

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

Response: A. Any 4 or more of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.4

Institution has water management and conservation initiatives in the form of

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

Response: A. All of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Any additional link	View Document

7.1.5

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

Response:

Green campus initiatives include

- The institutional initiatives for greening the campus are as follows:

Restricted entry of automobiles Use of bicycles/ Battery-powered vehicles Pedestrian-friendly pathways
Ban on use of plastic Landscaping

Students and staff are encouraged to use public transport and car pool to minimize vehicle usage and reduce pollution. Vehicles are parked away from the academic buildings to reduce the sound and air pollution. Also, some staff members use bicycle to avoid any kind of pollution, Electric vehicles are available on campus for the benefit of the movement of the people and goods inside the campus. Institute has pedestrian friendly pathways and excellent landscaping

Different types of dustbins are provided on campus to collect the plastic for careful disposal . Also, on all events regular announcements are made to reduce the use of plastics The entire campus is well maintained with a rich collection of trees and plants. The campus is enriched with greenery of 60% of total area which includes landscapes with grass, bushes, trees. The landscaping is made brilliantly to bring aesthetic sense and ambience to the campus.

Energy efficient electronic gadgets and LED bulbs were used for newly constructed buildings and some of the incandescent and fluorescent tube lights are replaced with LED bulbs.

Majority of the class rooms, laboratories, administrative blocks, computer centers, libraries, seminar halls and staff rooms are provided with LED lighting system,

Roof Top Solar Power Plant of capacity 10 KW is proposed to meets Some of the power demand by the college.

Green construction materials and construction practices have been used in the construction of college infrastructure.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**

4. Move towards paperless office**5. Green landscaping with trees and plants****Response:** A. All of the above

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

7.1.7

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

Response: 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
351739	33622	317206	94704	153860

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.8

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

The Institution has a disabled-friendly and barrier-free environment:

1. Ramps for easy access to classrooms and centers
2. Disabled-friendly washrooms
3. Signage including tactile path lights, display boards and signposts
4. Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc.
5. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

Institute provides barrier-free environment where people with disabilities can move about safely and freely and use the facilities within the built environment. The environment supports the independent functioning of individuals so that, they can participate without assistance in everyday activities within the campus. Buildings / places / transportation systems are made barrier free.

Scope and Facilities available at the Institute:

1. Priority in admission
2. Easy access to Classroom through lift
3. Easy access to laboratories at ground floor
4. Ramps & Rails.

- 5. Disabled Friendly Lifts.
- 6. Human Assistance Group for reading and movement in the campus
- 7. Signage of Display of Boards
- 8. Provision of guidance and counseling to differently abled individuals
- 9. On campus medical facility
- 10. Disabled Friendly Washroom

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.9

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

Best Practices I

Value added Course:

- 1) Certificate Program in Guidance and Counseling.
- 2) Certificate program in Environmental Education.
- 3) Certificate Program in Health and Yoga
- 4) Certificate Program in Basic Education.
- 5) Certificate program of Gardening.
- 6) Certificate program of Self Defense.
- 7) Certificate Program in E-content development, Tools for prospective teachers
- 8) Certificate Program in Intensive English Training
- 9) Certificate Program in Art and Craft

10) Certificate Program in Sports and Fitness

Objectives –

- To develop awareness about life skills.
- To develop awareness, about Guidance and Counseling.
- To organize various activities scientific approach.
- To develop leadership qualities. To develop Acting Skills.
- To develop Personality.
- To inculcate the values of „generosity? and a „sense of social responsibility among the students.

To study the challenges faced by teachers in Online Teaching Amid Covid-19.

To organise series of training on “Online training in Online teaching” to the teachers based on the findings of the survey.

Best Practices II

ENERGY CONSERVATION, WASTE AND WATER MANAGEMENT POLICY

Objectives

The following objectives will lead to the implementation of MMADSTTC Energy policy

- 1.Improvement in Energy efficiency to reduce Energy consumption and cost.
- 2.Minimize the energy consumption by use of energy efficient equipment. and maximize use of day light and natural ventilation.

Action Plan: For the purpose a well planned action plan is outlined in the policy.

Waste Management Policy

Objectives

- Segregating solid waste on daily basis
- Reducing the quantity of solid waste disposed off in the campus Reusing and recycling the solid waste wherever possible
- Taking efforts to make the campus Plastic free
- Creating environmental consciousness through observation of various days

Action Plan: For the purpose a well-planned action plan is outlined in the policy. MMADSTT College is committed to take appropriate measures to reduce solid waste and reuse them wherever possible in the numerous ways:

Water Management Policy

Objectives

- To ensure clean and safe drinking water to the people present in the campus
- To ensure continuous supply of water throughout the year
- To replenish ground water through rainwater harvesting
- To minimize wastage of water in the campus

Action Plan: For the purpose a well-planned action plan is outlined in the policy.

Green Campus Policy

Objectives

- To develop specific policy to promote, improve and monitor environmental practices and work towards reducing the carbon footprints in the campus
- To ensure compliance with all environmental legislations among its stakeholders and maintain the building and lawns in environmentally conscious manner
- To mitigate the environmental responsibility Perform green audit once a year
- Encourage car-pooling, use to bicycles
- To plant sufficient number of trees, potted plants every year and keep the campus green

Action Plan: For the purpose a well planned action plan is outlined in the policy.

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Provide the details of the performance of the institution in one area distinctive to its vision, print and thrust in not more then so word.

- Provide p late form to teacher students for Teaching practice and internship in different allotted schools by the district education officer.

- Take care of personality development (PD) through various teaching learning activities as well as co-curricular activities.
- Providing high quality education to all students whether belong from any classes starting.
- Organize seminars and conference related in the current situation or events prevailing in the society.
- Most unique feature of our college is that we conduct community enrichment programme like women empowerment, Blood Donation Camp etc. provide the web link of the institution.
-

8 Future plans of actions for next Academic year.

- Strength the women cell
- Organize National level seminars on education related topic.
- More involvement in Social – Culture – Economics words.
- More Eco – friendly campus environments.
- Add on one more ICT Lab from advance learning systems to students.
- Enhance On – site training programme to student teachers.
- Plan to Add on Research labs for helping to students and teaching both.
- Focusing on the interactive teaching learning process which enable the students extra ordinary from other college students.

MOU's / Formal Linkages

1. Mata Manjharo Ajab Dayal Singh Mahavidyalaya
2. APSAM College of Education
3. Baba Heera Singh Deepa Singh Primary Teachers Training College
4. Lions International, ARA Unit.
5. D.K. Carmel School, Zero mile, ARA
6. M.D. Carmel School, Jagdishpur
7. Ram Swarath Sahu Uchh Vidyalaya, Jagdishpur

For more details please visit : <http://www.mmadayalsinghcollege.org/>

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Any additional information	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

Additional Information :

Highly qualified faculty with about 70% teachers are Ph. Ds, UGC and NET qualified. Some Faculty members are pursuing their PH.D's after joining the institution. Some senior faculty members are acting as supervisors and guiding Ph.D students enrolled in the Veer Kunwar University.

Faculty members are encouraged to apply for research projects from International and national funding agencies apart from local bodies, industries and other funding sources for research projects.

Moral Education is an integral part of teaching learning process in the institutions. The principal takes Moral Education classes twice a week. The focus of the institution is to produce value based, professional and globally competent teachers.

Teachers are the key to the implementation of NEP 2020. Keeping this in mind, all efforts are being made to prepare students teachers for the successful implementation of NEP 2020 by giving them training in combination of conceptual, practical, personal and social skills that will be needed by the teachers for transforming India, Bharat and re-emerge as Vishwa Guru.

As one MOOC on online teaching has been uploaded on Diksha Portal. The institution is continuously striving to prepare more MOOCs to be uploaded on Swayam , Swayam Prabha, and e.g. E-Pathshala and other such national portals. For the purpose, the students and teachers are undergoing rigorous training to develop MOOCS.

Concluding Remarks :

For nearly 13 years, MMADSTT College as TEI has been designing and delivering rigorous, graduate-level and professional development courses for secondary school teachers. On-site, online, or in a blended learning environment, the college offer courses and value added courses that cover a wide range of subject matter-including reading and language arts, mathematics, instructional technology, classroom management, science, and human factors. Being a teacher or educator is a constant learning experience. From teaching new methods or subjects to continually adapting to different students' abilities, the role of a teacher is consistently in flux. Furthermore, with technology playing a significant function in students' daily lives, there is a multitude of opportunities to turn useful technology into engaging classroom lessons.

Educators of MMADSTTC are committed to the professional development of teachers and educators through classroom technology training sessions, curriculum integration, and lesson planning. By unveiling the potential of education technology and the proper methods in which it can be integrated, students and teachers alike will be able to rediscover their passion for learning while opening new avenues for achievement and success.

To sum up, through a holistic and heart-centred approach to mentoring, teacher resources, and professional development MMADSTTC is committed to help student specially rural area teachers to reach their full potential in life and career and future leaders of country.