# SELF STUDY REPORT

FOR

## 1st CYCLE OF ACCREDITATION

# ST. JOSEPH'S MISHRI SINGH VISHWAMOHINEE MEMORIAL TEACHERS' TRAINING COLLEGE, DALSINGSARAI, SAMASTIPUR, BIHAR

ST. JOSEPHS MISHRI SINGH VISHWAMOHINEE MEMORIAL TEACHERS TRAINING COLLEGE MSV NAGAR DALSINGHSARAI SAMASTIPUR BIHAR 848114

http://sjmsvmttc.org/

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August 2024**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

St. Joseph's Mishri Singh Vishwamohinee Memorial Teachers' Training College has been established on 23rd December 2006. The college is expanded over an area of 2 acre. There is three storied building having 3500.25 sq. miters built up area for running the course B.Ed with 100 annual intake with 100 annual intake.

St. Joseph's Mishri Singh Vishwamohinee Memorial Teachers' Training College is governed by Mishri Singh Vishwamohinee Memorial Educational Scientific and Health Trust. This trust is a full fledged self financed and dedicated to the service of mankind particularly in the field of education.

The St. Joseph's Mishri Singh Vishwamohinee Memorial Teachers' Training College is situated in the district Samastipur, Bihar aiming to cater the dire need of the unemployed graduates of the district and adjoining areas where is no such institutions exist thus the college is expected to safeguard the future career by moulding them into successful teachers of tomorrow as teachers are the real architect of a nation.

The College is situated in the Lab of nature with lush very green campus. The College has well furnished class room, well equipped laboratories, well maintained library and canteen. The canteen with cafeteria has enough space, neat and clean and also available hygienic food for student- teachers and faculties. The campus has healthy and eco friendly educational environment. Profound efforts and one to one supervision has been taken for the presentation of summary regarding overall activities and achievement of the\ college since. A Special focus has been provided in all the genres according to the criteria prescribed by NAAC. The objective mission and vision focused on the strength, weakness, opportunities and challenges of the institution. prepare trainees for teaching at secondary and higher secondary schools. To contribute in improving the quality of class room teaching by introducing scientific methods of training.

**Vision**

**Best practice and providing quality education.**

This is accomplished through quality education, which imparts the knowledge, values, and requisite skills; the education imparted helps our students lead responsible, productive, and satisfying lives. Through research, cultural activities and special attention to the deserving students, the educational process is always ameliorated. The process becomes the biggest contributor in helping the students get good employment.

**Mission**

Our mission is to create a positive and inclusive environment for high quality learning and teaching where everyone is valued and respected.

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

**Institutional Strength**

- Fully Green Campus
- Well qualified staff (as per NCTE norms).
- All the Faculty members are well versed in use of computers/laptops and multimedia.
- Wi-fi Campus.
- Clean water facility with RO System.
- Located in a tranquil and eco- friendly environment.
- Experienced, qualified and competent faculty.
- Annual structured feedback is obtained from stakeholders about the institution.
- The College has Anti-ragging cell, Grievance cell and committee against sexual harassment etc.
- An active IQAC plays a significant role in periodically reviewing the teaching-learning process and introducing quality initiatives and supporting the growth and expansion of the Institution.
- Research culture is developed under the guidance of eminent academician and highly qualified faculty.
- The college has a completely transparent examination process.
- Transparent admission process and recruitment process.
- All-round development of teacher trainees through cultural, sports and self-identify workshops.
- Career guidance camps are organized in schools for students, to give information on career option in different numerous disciplines.
- Located in a tranquil and eco- friendly environment.
- Encouragement to faculty members to participate in seminars, workshops, refresher and orientation courses by providing duty leave for professional growth.

**Institutional Weakness**

- Not getting any financial support from any organization.
- Hostel facility is not available.
- Lack of government grants.

**Institutional Opportunity**

- Plan to develop an Integrated teacher education program (ITEP)
- Institution has plan to start M.Ed. course in future.
- To start number of skill development and vocational course.
- To add new courses, market-oriented courses like IELTS, life skill development programmes.
- Developing collaborations with Institution and universities.

**Institutional Challenge**

- Our challenges is to make the institutional environment fully inclusive in all kinds of facility.
- Insufficient resources of guest faculties to conduct any additional courses or optional papers.
- Motivating faculty for research by getting research grants from various funding agencies.
- Linkages with Government organisations and various institutions at National and International levels.

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- To maintain the quality of education in B.Ed. program.

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

In the Primary stage our affiliating body i.e Lalit Narayan Mithila University constitutes committee for the revision of B.Ed. Curriculum as per the guidelines prescribed by National council for teacher education. In the next step, the recommended curriculum is discussed in the meeting of syndicate and final form of curriculum is sent to the approval of chancellor secretariat Bihar government. Finally, approved curriculum is circulated to all concerned Department and institutions affiliated to the university.

The Institution has taken initiative to start a Value-Added Course on Teaching Aids which helped the student teachers in providing hands on experience to prepare improvised teaching aids and proper use of teaching aids in teaching learning process that are useful for effective internship programme.

The college is sensitive to cross cutting social issues and makes every effort to sensitize the students by periodically organizing seminars/ extension lectures on Gender Equality, Environment and Sustainability, Human Values and Professional Ethics. There are specific committees and clubs that make a collective effort to raise the level of awareness amongst the students.

**Teaching-learning and Evaluation**

All teaching-learning activities are planned yearly before the commencement of particular session. These planned activities are included in academic calendar of each course. Academic calendar is displayed on noticeboard of the institution so that all faculty member, students and staffs may familiar with the activities to be conducted in coming session.

Session is started with three to four days orientation programme. During this programme, students are introduced with all the resources (Infrastructural and instructional) available in college. Forthcoming activities are explained. Faculty members of concerned subjects brief the syllabus for training programmme All staffs and students.

After getting the verbal information, students visit Curriculum lab, ICT lab, Computer lab, , Art and Craft resource centre, , Music room, Health and physical education resource centre, Library, Language lab, Multipurpose hall, Seminar room, Common room, Recess room, playground etc. Where they get information about the way to operate each equipments and discipline they have to maintain during the training programme. Concerned faculty member and lab assistant demonstrate the operating system of slide projector, Smart board, Computer, OHP, T.V etc. Librarian gives information about the measures to be taken in mind and behaviors to be retained while using different library resources.

For the active participation of each students and successfully completion of each teaching-learning activities, All students are grouped into the small groups with the name of "House of different educationist". All students are encouraged to participate in maximum activities organized in the college. Those students whose performances are better in the different activities are encouraged with the certificates of their performance. Although, all students who participate in the activities are get certificate of participation/appreciation. These

certificates are given by the hand of respected/eminent persons of nearby society/management principal. These activities have a key role in the development of leadership quality among student teachers.

The college conducts remedial teaching and special attention is paid to slow learners. For intellectual development, students are given projects, sessional works and assignments. Experiential learning like field visits, group projects, working models, participative learning techniques like group discussion, exhibitions, etc.

**Infrastructure and Learning Resources**

The institution has smart upgraded classrooms to facilitate teaching through modern tools and techniques ranging from Wi-Fi enabled Class rooms. The unique features include method labs, digitalised library, computer lab, ICT lab, psychology lab, Science lab, Yoga room, Art & Craft room, language lab, sports room, Green Room, seminar hall, multipurpose hall . New ramp add to the distinctive features and makes it a differently abled friendly campus. The college library is fully automatic.

Both modern digital collections and traditional print media. College is endowed with ample facilities for physical development like Basket Ball Court, Volley Ball, Badminton and adequate parking facility (for both students and faculty). Smoke and plastic free green zone, waste disbursal system and other green initiatives. The institution has a High-Power Generator to ensure electric-supply, Multipurpose Laser printer, scanner and photocopier. The institution is characterised by efficient administrative system with digitalised office, Principal office. The institution plans and arranges various maintenance, modification, upgradation, and installations to the existing infrastructure facility according to the need of the hour on regular basis. The teaching learning resources are used to its fullest potential for the benefit of students.

**Student Support and Progression**

Following additional services are provided to students for enabling them to complete for the jobs and progress to higher education.

- Several books and guides for competitive exams are available in the library which is issued to the students.
- Time to time extra classes for central and state level eligibility test is organized in the institute.
- There are availability of weekly employment news in the library.
- Job related news is displayed on the notice board.

The faculty members are always ready to counsel the trainees for their best performance in competitive exams.

The college organizes various activities for enhancing the soft skills, language and communication, life skills, and ICT/computing skills of the students. It also conducts seminars for the betterment of career advancement of the students. Different cells focuses on the advancement of students to counsel the variety of ideas in creating multiple learning resources in the fields of life skills. The college has established Grievance Redressal and Prevention of Sexual Harassment Cell for handling various grievances and for the protection of students and

staff. Zero tolerance policy regarding sexual harassment and ragging cases has been adopted by college and the Cell maintains the same. Student representatives are included in various committees of the college so as to provide them opportunity to be a part of organizing various events.

Our alumni members are working in different positions like: Teacher, Headmaster, Co-ordinator etc. Students of the institution have won various prizes in Zonal Youth Festivals & Inter Zonal Youth Festivals being organized by Lalit Narayan Mithila University, Darbhanga, Bihar .

## Governance, Leadership and Management

The secretary Sri Anil Kumar Sinha, a great visionary and missionary, is very liberal and dedicated in his approach. He is a great social server and savior of culture and education and has created a history in materializing his dreams. He plays a very positive role to effective and efficient transaction of teaching and learning process. He always promotes the faculty member and students to achieve their goals and wishes. He has a broader spectrum and plays an incredibly amazing role in progress of the institution. He has a remarkable amiable nature in motivating the faculty and administrative staffs to take the college to achieve its objectives with their efforts and endeavors. The management of the intuition itself is an engineer and very intellectual, active, energetic, positive and wide visioned administrator. The management has a wide vision to develop a quality teacher educators. They are very much commutated and doing hard to execute their mission is to excel the production of quality teachers to overcome the droughts of quality teacher in our society. The governance of the management is quit democrative. They involved senior faculties administrative staffs in their decision making bodies for the welfare and development of the intuitions some cases related to students, some responsible students is also involves in the governing body. Some how management are involved all the decision directly or indirectly for the development of the intuitions.

## Institutional Values and Best Practices

The institution identifies and makes different committees and share good practices. The students give their feedback in the mid of session and at the end of the session. Pupil teachers have been divided in different houses for their active participation. Staff gives feedback in the staff meetings where the faculty members interact and express their own achievements and limitation and also share their views. Similarly the management shares the ways and means for the betterment of the institution in meeting in which the management, Principal of the institution and staff representative interacts and gives their views regarding best practices.

- The institution is ready to foster an environment of creativity innovation and quality improvement.
- The institution strives to promote value-based education, social justice, social responsibilities and good citizenship among its student community.
- The institution adopts quality management strategies in all educational and administrative aspects.
- The institution caters to inclusive practices and better stakeholder relationships.
- **St. Joseph's Mishri Singh Vishwamohinee Memorial Teachers' Training College** is committed to encourage green practices to develop plastic free campus, green landscaping with trees & plants. Institution has procedure for waste management like ewaste management, and rain water harvesting and water conservation.
- **St. Joseph's Mishri Singh Vishwamohinee Memorial Teachers' Training College**, distinctiveness lies in providing in-service teacher training to school teacher, principals, teacher educator for enhancing

personal and professional competency. Material and module development for students and teachers in areas of gender sensitization, happiness & well-being, classroom management, career guidance.

## Research and Outreach Activities

Teachers are motivated to participate in national and international level conference, seminars and workshops organized at different places of the country/state. When the teachers are on academic leave their teaching schedule are adjusted accordingly. Internal seminar in the college is also organized. They are provided the facility of free internet surfing, typing assistance and research journals. They are always motivated to prepare research paper and send to the editor of different journals for publication. The interaction of faculty member with expert of research works is also arranged in the college.

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# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
|---|---|
| Name | ST. JOSEPH'S MISHRI SINGH VISHWAMOHINEE MEMORIAL TEACHERS' TRAINING COLLEGE, DALSINGSARAI, SAMASTIPUR, BIHAR |
| Address | st. josephs mishri singh vishwamohinee memorial teachers training college msv nagar dalsinghsarai samastipur bihar |
| City | SAMASTIPUR |
| State | Bihar |
| Pin | 848114 |
| Website | http://sjmsvmttc.org/ |

| Contacts for Communication | | | | | |
|---|---|---|---|---|---|
| **Designation** | **Name** | **Telephone with STD Code** | **Mobile** | **Fax** | **Email** |
| Director(in-charge) | Anil Kumar Sinha | 06278-220978 | 9973150150 | -220978 | stj_training@rediffmail.com |
| IQAC / CIQA coordinator | Priyanka Kishore | 06278-220979 | 9163594061 | -220979 | priyanka.kishore17@gmail.com |

| Status of the Institution | |
|---|---|
| Institution Status | Self Financing |

| Type of Institution | |
|---|---|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|---|---|
| If it is a recognized minroity institution | No |

**Establishment Details**

| State | University name | Document |
|---|---|---|
| Bihar | Lalit Narayan Mithila 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 | 31-05-2015 | 24 | |

**Recognitions**

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

**Location and Area of Campus**

| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
|---|---|---|---|---|
| Main campus area | st. josephs mishri singh vishwamohinee memorial teachers training college msv nagar dalsinghsarai samastipur bihar | Semi-urban | 2 | 3500.25 |

# 2.2 ACADEMIC INFORMATION

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

## Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Professor** | | | | **Associate Professor** | | | | **Assistant Professor** | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 0 | | | | 16 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 6 | 0 | 16 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 8 |
| Recruited | 7 | 1 | 0 | 8 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 4 |
| Recruited | 3 | 1 | 0 | 4 |
| Yet to Recruit | | | | 0 |

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

**Qualification Details of the Teaching Staff**

| Permanent Teachers | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 4 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 6 | 16 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

| **Details of Visting/Guest Faculties** | | | | |
|---|---|---|---|---|
| **Number of Visiting/Guest Faculty engaged with the college?** | **Male** | **Female** | **Others** | **Total** |
| | 0 | 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 | 64 | 0 | 0 | 0 | 64 |
| | Female | 36 | 0 | 0 | 0 | 36 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Diploma | Male | 27 | 0 | 0 | 0 | 27 |
| | Female | 73 | 0 | 0 | 0 | 73 |
| | 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 | 5 | 4 | 16 | 7 |
| | Female | 2 | 5 | 0 | 3 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 28 | 38 | 31 | 30 |
| | Female | 3 | 19 | 19 | 20 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 15 | 14 | 7 | 8 |
| | Female | 27 | 20 | 17 | 14 |
| | Others | 0 | 0 | 10 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 20 | 0 | 0 | 18 |
| Total | | 100 | 100 | 100 | 100 |

**Institutional preparedness for NEP**

| 1. Multidisciplinary/interdisciplinary: | College basically established for the purpose of teachers' training. So, interdisciplinary courses B.Ed. are offered in the college. Multidisciplinary Approach: The New Educational Policy 2020 insists on a Multidisciplinary approach in Higher Education to broaden the scope of Higher Education through diversified fields of study and ensure flexibility and autonomy to the learner in the selection of the field of study. In this approach, one tries to depict a holistic understanding of the issue or scenario through multiple disciplines. However, multiple disciplinary approaches can be implemented at an institutional level in many ways providing open courses from varied disciplines under institutions CBCS system, providing vocational programs in various fields of study, offering courses of a program can by faculty from various disciplines, including multidisciplinary courses as electives, promoting students to select electives provided by other departments, teaching a subject in multidisciplinary perspectives, and fostering community engagement in various activities, to name a few. Interdisciplinary Approach: In this approach the concepts, practices and analytical framework of two or more disciplines are integrated for finding solutions of various problems related to discipline. These related disciplines are integrated to form a new field of study for solving higher end problems pertaining to the discipline. |
| --- | --- |
| 2. Academic bank of credits (ABC): | All kinds of academic supports are available in the college. Faculty of the college cater the different academic needs of students. Library is well equipped with different resources to fulfill the academic needs of students. Academic Bank of Credit is a credit facility originally envisioned by the Government of India in the National Education Policy (NEP) 2020. The scheme has the provisions of creating a digital infrastructure that will store the academic credits earned by the students of various higher education institutes within the country. The ABC will be entrusted with the responsibilities such as opening, closing, and verifying the individual academic accounts of students. It'll also be responsible to gather the academic credits earned by the students from their respective higher education institutions, verify the credits, store the credits, transfer or redeem such credits, and promote them as and when required among its stakeholders. |

| | |
|---|---|
| 3. Skill development: | Skill development programme is the part of teachers' training courses. Skill development programme is organised in the three phases. In first phase, different skills are taught and performed by the concerned faculty member. In second phase, skills are performed by the trainees in the supervision of faculty members. In transition phase, skills are performed by the trainees in actual teaching learning situation in the classrooms. The NEP-2020, with its focus on skill development, will hold the key to restructuring the educational ecosystem so as to improve the employability of future generation. NEP-2020 will encourage on skill development and boost employability. Skill development is a significant driver to address poverty reduction by improving employability and inclusive growth. It facilitates a cycle of high productivity, increased employment opportunities, income growth, and overall development. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | Teaching learning programme is performed in both Hindi as well as English language. Other Indian languages like Urdu,Maithili have a great importance in college level cultural activities. Online classes are conducted as per the need of students. Important informations are made available to students through Whatsapp. Outcome-based education (OBE) is education in which an emphasis is placed on a clearly articulated idea of what students are expected to know and be able to do, that is, what skills and knowledge they need to have, when they leave the school system. It is sometimes also called performance-based education and is an attempt to measure educational effectiveness based on results rather than on inputs such as time students spend in class. |
| 5. Focus on Outcome based education (OBE): | Performance based education is provided in the college.During the practice of teaching, it is closely observed about the performing skills what trainees have taught in the college. Purpose of NEP-2020, education should be such that it should not only give knowledge to the students but also be employable. St. Joseph's Mishri Singh Vishwamohinee Memorial Teachers' Training College is a premier college for teachers Training Course. It has maintained their legacy of strong commitment to produce about Skillful teachers at the end of every session. |

| | |
|---|---|
| 6. Distance education/online education: | NEP 2020 recognizes the importance of leveraging the advantages of technology wherever traditional and in-person mode of education are not possible. Our institution takes initiation to work ICT based education to meet the current challenges of providing quality education. ICT is incorporated in various aspects of teaching learning (online teaching, online assessment and use of e-resources). attending online classes has become the 'new normal' and have taken centre stage in students' life now. This 'new normal' is a transformed concept of education with online learning at the core of this transformation. Online education allows students to attend classes from any location of their choice while it allows schools to reach out to an extensive network of students, instead of being restricted by geographical boundaries. Students can clarify their doubts through live chats or forums by staying at the comfort and safety of their home. On the positive note, online learning has made both teachers and students become more technology. Various mobile phone and computer applications and technology based programs have emerged as an alternative platform to regular classroom teaching during lockdown. |

## Institutional Initiatives for Electoral Literacy

| | |
|---|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | YES |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | students' co-ordinator and co-ordinating faculty members are appointed by the College. Faculty Coordinator Student Coordinator 2022-24 Mr. Angad Kumar, Dr. Sarita Kumari. |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | Awareness Program in St. Joseph's Mishri Singh Vishwamohinee Memorial Teachers' Training College Campus and Other- 1.Voter Registration camp for the eligible students in the campus. 2.Voter awareness camp conducted at various Block places in Samastipur district. 3.Voterawareness camp conducted for Teacher constituency. 4.Voter awareness camp conducted for Graduate constituency. 5. Voter awareness guest lectures conducted for in-house students. 6. Voter Awareness Rally |

| | |
|---|---|
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. | 1. voter awareness Rally conducted in , Samastipur districts. 2. covid- awareness Rally conducted in , Samastipur districts. 3. Save trees & Plants- awareness Rally conducted in Dalsinghsarai, Samastipur. |
| 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. | The students above 18 years who are to be enrolled as voters are sensitized about democratic rights which include casting votes in elections. We conduct mock polling activity to give the experience-based learning of the democratic setup. We also conduct poster presentation, debates, mock parliaments, elocution, essay writing and other programmes which create an awareness regarding electoral procedures. |

# 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 |
|---------|---------|---------|---------|---------|
| 200 | 200 | 200 | 148 | 96 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | View Document |
| Any other relevant information | View Document |

### 1.2

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

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

| File Description | Document |
|------------------|----------|
| Letter from the authority (NCTE / University / R | View Document |
| Institutional data in prescribed format | View Document |

### 1.3

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

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

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | View Document |
| Central / State Govt. reservation policy for adm | View Document |

### 1.4

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

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

| 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 |
|---------|---------|---------|---------|---------|
| 100 | 100 | 99 | 98 | 40 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |
| Consolidated result sheet of graduating students | [View Document](#) |

**1.6**

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

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

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |
| Enrollment details submitted to the state / univ | [View Document](#) |

# 2 Teachers

**2.1**

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

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

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

**2.2**

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

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

| File Description | Document |
|---|---|
| University letter with respect to sanction of p | [View Document](#) |

# 3 Institution

**3.1**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 2.93 | 9.34 | 11.40 | 12.72 | 11.40 |

| File Description | Document |
|---|---|
| Audited Income Expenditure statement year wise d | [View Document](#) |

**3.2**

**Number of Computers in the institution for academic purposes..**

**Response: 29**

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

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# 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:**

St. Joseph's Mishri Singh Vishwamohinee Memorial Teachers' Training College is affiliated to lalit narayan mithila university. College strictly adhere to the curriculum prescribed by the university & follow the academic calendar based on it. Development and Dissemination of the curriculum of B.Ed programmes is part of affiliating university. All the suggestions and improvements are taken into consideration by academic council and members of the academic council and curriculam assesment committee, who are the faculty member and the student of the College.More focus is drawing upon diversity, socio-cultural context of the students, language proficiency and communication skills. An active plan for timely implementation is formulated by the institution to ensure effective delivery of curriculum. The session starts with induction program focused on objectives, purpose & various aspects of the content along with evaluation of the course. The faculty members plan their unit accordingly for theory classes. Mode of transaction includes classroom discussion, workshop, and individual/group presentation. Assignments are in the form of practicum which connects theory to real-life practice such as rearing practices of children's in local context, their development in sociocultural context, their behavioral changes in socio-cultural context & there by incorporate it in their teaching learning process guided by mentor during their internship practices. Annual planning is done at

the start of the session. Class wise time table is drafted & finalized by the Principal after discussion in the academic council. The papers are allotted to teacher after considering their qualification, subject specialization & experience. Continuous evaluation is conducted throughout the year by unit test, observation during internship programme & assessment of practicum work. Teacher educators plan their units. Research methodology classes are conducted generally transacted through workshop, individual/group presentation. From time to time students are encouraged to attend seminar, workshop, special lectures, and field trips to know the recent trends in education There has always been an emphasis on making education according to the local conditions and environment, because even though education is being given keeping in view of the global changes and needs, but if it is not in accordance with the permanent local context then it will never be meaningful and useful.

| 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:** B. Any 4 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](#) |
| A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year | [View Document](#) |

**1.1.3**

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

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

**Response:** 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](#) |
| URL to the page on website where the PLOs and CLOs are listed | [View Document](#) |
| Paste link for additional information | [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:** 100

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

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

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 |
|---------|---------|---------|---------|---------|
| 21      | 21      | 21      | 21      | 21      |

| File Description | Document |
|------------------|----------|
| Data as per Data Template | [View Document](#) |
| Academic calendar showing time allotted for optional / electives / pedagogy courses | [View Document](#) |

**1.2.2**

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

**Response:** 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       | 4       | 4       | 4       | 4       |

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

## 1.2.3

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

**Response:** 53.08

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 |
|---|---|---|---|---|
| 100 | 100 | 100 | 100 | 48 |

| File Description | 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:** C. Any 2 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](#) |
| 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:** 0

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 00 | 00 | 00 | 00 | 00 |

| File Description | Document |
|---|---|
| Data as per Data Template | [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:**

The curriculum followed by the St. Joseph's Mishri Singh Vishwamohinee Memorial Teachers' Training College which is affiliated to Lalit Narayan Mithila University, Darbhanga, Bihar helps students gain systematic knowledge and develop different skills through the courses like, Skill development Programme which include Micro teaching skills like Skill of Set Induction, Skill of Questioning, Skill of Illustration with Example, Skill of Blackboard Writing, Skill of Stimulus Variation and Reinforcement

and Integration lessons. The two pedagogy courses which are chosen by the students, provide opportunities to develop the skill of creating Teaching Learning Materials in the subjects chosen, preparing activity based lesson plans, organizing exhibitions, etc. Through the course of Teaching learning competencies students learn skills of promoting interactions, conducting group discussion/group problem solving, providing scope for self-expression and thinking, promoting self-learning, facilitating understanding. Proper execution is done of all the activities involved in these courses which help in the holistic development of our student teachers. This procedure is followed systematically every year.

- Communication skills are developed through the course Drama and Art in Education.
- Number of opportunities are given to students to establish collaboration with others by doing surveys which are a part of different courses and organization of exhibitions with peers.
- The institute emphasizes strongly on developing different skills among the students. The transaction of various courses at the institute has a strong focus on developing skills and competencies among the students.

| File Description | Document |
|---|---|
| Photographs indicating the participation of students, if any | [View Document](#) |
| List of activities conducted in support of the above | [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:**

Most important contribution of ancient India not only for India but also for the world is in the field of education. It may also be remembered that education is not an abstract term. It is manifested in the cultural economic, individual, philosophical, scientific, social and spiritual advancement. In other words, education is the means for developing the mind for the betterment of the individual and society. In Our Curriculum provides to contribute our Student Teachers in various Activities Such as Internship Training, Innovative School Visit , Internship Training lends a hand to the student teachers to give opportunity to work practically in the daily life. During the Training period our Students Teacher Learned the Following Activities of School System Such as School Administration work, Maintenance of Records, Conduct Assembly, Classroom Management, Social Involvement, Conduct the Test and Measurestument, Handing the Various Level of Students and Conduct Various Programmes Visit to innovative Schools helps the Student teachers to know the difference in Administration, Curriculum, Methods of Instruction and Evaluation among the schools.

St. Joseph's Mishri Singh Vishwamohinee Memorial Teachers' Training College During the orientation session held prior to the commencement of the class, students are acquainted with the school system. They are also introduced to the various board before the start of the internship program. As they only

visit different levels of government schools, they are asked to closely observe private schools affiliated to CBSE in rural and urban areas. Furthermore, students are made to analyse the admission policy, infrastructure facilities, evaluation policy, teaching pedagogical practices and roles and responsibilities of different staff members of the schools they visit. They observe and perceive the presence of functional differences among schools, thus, ensuring appropriate expansion of knowledge. During internship programme, students are also made familiar with the assessment system prevailing in the school. Though all the schools where the student pursue their internship are government schools the evaluation policy generally varies from school to school, the students also asked to observe the assessment policy.

| File Description | Document |
|---|---|
| Any other relevant information | [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:**

Students knowledge, skills and attitudes are developed through teachers' training programme. They get experiencing of teaching in real situation in schools. Faculty observe their teaching very minutely and give suggestion to improve their teaching. It is therefore students acquire all kinds of professional habits after completion of the course.

Efforts made by the St. Joseph's Mishri Singh Vishwamohinee Memorial Teachers' Training College to make the students ready for the professional field.

The B.Ed. programme provides sustained engagement with self, child, community & school at different levels & establish a close connection between different curricular areas. The curricular areas of perspective in education' and curriculum and pedagogic studies offer field engagement through different tasks & projects with community, the school and the child in school & out of school, which they perform during practicum. These areas help them as a regular teacher in internship programme, where they implement the theoretical knowledge in real context. The teacher enrichment course of self-identity & the teacher enriching learning through ICT, helps in exploring library & other learning resources that are designed in workshop & seminar mode to develop the personal & professional aspiration of the self as a teacher to provide opportunities for self-reflection & analysis. Courses on language proficiency help them to understand & sharpen their language & communication skill, which are visible through the activities like presentation of cultural programme in school & at institution during sports & cultural event. Techniques learn during workshop in education helps them to transact the pedagogical content in playful manner. Workshop on art & craft develop a vast repertoire of capabilities & skills in drawing, craft work education. Collaborate with local experts, businesses, community centers and other organization to give students an opportunity to apply the content they are learning in the real world.

St. Joseph's Mishri Singh Vishwamohinee Memorial Teachers' Training College Provides for project based learning, the students develop the skills to work independently or collaboratively to come up with an essential question that does not have an easily found or specific answer which engages students in sustained inquiry.

| File Description | Document |
|---|---|
| Documentary evidence in support of the claim | [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:** C. Any 3 of the above

| File Description | Document |
|---|---|
| Sample filled-in feedback forms of the stake holders | [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:** C. Feedback collected and analysed

| File Description | Document |
|---|---|
| Stakeholder feedback analysis report with seal and signature of the Principal | [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:** 89.6

| File Description | 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 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:** 94

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 |
|---|---|---|---|---|
| 50 | 50 | 50 | 50 | 35 |

| File Description | Document |
|---|---|
| Final admission list published by the HEI | [View Document](#) |
| Data as per Data Template | [View Document](#) |

### 2.1.3

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

**Response:** 4.91

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**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 |
|---------|---------|---------|---------|---------|
| 16      | 6       | 0       | 0       | 0       |

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

## 2.2 Honoring Student Diversity

**2.2.1**

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

**Response:**

State level common entrance test for admission in B.Ed. course is organized and conducted by State government. The college has no any role in the entrance exam of B.Ed. students. Students are given the opportunity to get admmission in B.Ed. course as per their performance in B.Ed. entrance examination. College has developed a well-defined five-point observation schedule potent enough to map the teaching skills, social skills, General awareness, Language proficiency and Basic ICT knowledge of the student teachers. This entry level assessment process is initiated religiously two weeks after the start of the particular academic session every year. It is usually to ensure that the basic skills required by the teaching job is present in them and also as a first step to induct them into the prevailing system. A threepoint scale observation schedule spanning the teaching skills, subject knowledge and practical knowledge is also prepared by the college to assess the entry level behaviour of the student teachers in each optional subject. The data collected from them is analysed by the teacher educators and the students of various levels ranking from low to high performers are identified, following which the curriculum is planned properly with the necessary inculcation of learning experiences. The low performers are given

counselling to induct them into the learning programme and they are constantly given mentoring as and when required. Appropriate remedial measures are planned in such a way as to bring them to the forefront as other prospective teachers. Personal mentoring and sharing sessions are also arranged to identify the entry level difficulties and anxiousness faced by the student teachers and appropriate guidance is given.

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

## 2.2.2

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

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

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

7. **Multilingual interactions and inputs**

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

| File Description | Document |
|---|---|
| Reports with seal and signature of Principal | [View Document](#) |
| Photographs with caption and date, if any | [View Document](#) |
| Data as per Data Template | [View Document](#) |

## 2.2.3

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

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

| File Description | Document |
|---|---|
| Relevant documents highlighting the activities to address the differential student needs | [View Document](#) |
| Photographs with caption and date | [View Document](#) |

**2.2.4**

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

**Response:** 25

2.2.4.1 **Number of mentors in the Institution**

Response: 8

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

## 2.3 Teaching- Learning Process

**2.3.1**

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

**Response:**

Several teaching learning tasks and assignments are completed in the group.School based activity provides experiential learning.Skills are taught and learn by the trainees in collaborative settings. Action research provides problem solving attitudes among the trainees. Several opportunities provided by the institute to discuss/debate on several issues.

**Focused group discussion**

Group discussion are held regularly where students get opportunity to think from different angles and incorporate all these points while writing answers in the exam. It not only inculcates team spirit but also improves their communication skills while sharing opinions and exchanging views with others, enables to think in divergent directions to generate more points and a good presentation of the topic and enhances analytical ability.

**Online Mode**

Nearly all teachers are using Googlemeet, Zoom app, Google Classroom Application to teach their respective subjects. Whats App Group is created for all students to discuss their issues with teachers about various subjects. During the Covid-19 pandemic, students are being taught through online medium

only.

**Participative learning:**

Our College is utilizing participatory figuring out how to urge students to be effectively associated with the learning cycle. College is utilizing the accompanying member learning strategies like Group Discussion, Small Group Exercise, Assignment, Quiz, Case Study, Project and so on.

**Active Learning Methodology:-**

Workshop on art in education is the part of work experience. In this workshop skills of art & craft are develop in student teacher such as free drawing clay work, pottery,puppetry art, dance & music. In the course self identity & the teacher, drama in education. During this workshop basic of drama & how it can be used as intervention for pedagogical subject as given handon experience. In this workshop student teacher not only enhance their artistic skill but also learn to use in the classroom teaching.

| File Description | Document |
| --- | --- |
| Course wise details of modes of teaching learning adopted during last completed academic year in each Programme | [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:** 70

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 |
| --- | --- | --- | --- | --- |
| 14 | 15 | 15 | 7 | 5 |

| 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:** 50

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

Response: 100

| File Description | Document |
|---|---|
| Landing page of the Gateway to the LMS used | [View Document](#) |
| Data as per Data Template | [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:** D. Any 1 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:**

Faculty of the college are always available in faculty room. Trainees contact faculty for their querry and their grievances are fulfilled. Subject teachers monitor the activities of teaching learning and give proper suggestions for improvement.In St. joseph's mishri singh vishwamohinee memorial teachers' training college, Student Mentoring is carried out in 3 ways. First the faculty is decided by the head of Institution to Mentor student during their internship programme. They visit the respective school where trainees are sent . Secondly the student of first year B.Ed. are divided into small group for which two-three mentors are appointed to guide them during the Workshop Seminar In the same manner 2nd year B.Ed. student are also divided with topics for Workshop/Seminar on development of teacher/ develop as a teacher, know about classroom management, harmonious classroom, know about society and religion and write its reflection. Thirdly for sport, cultural programme Annual function faculty member are divided into two committee one is sports committee and second is Cultural Committee. The student along with their Committee oordinators help to learn how to organize and execute the activities in their school, which also give them chance to explore their own hidden talent in respective field. In this way under the guidance of their mentor during Workshop/Seminar, student/trainees express their thought independently without any fear and overcome their stage Phobia, which make them better communicator and ultimately a leader to give direction to new generation.

| File Description | Document |
|---|---|
| Documentary evidence in support of the claim | [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:** E. Any 1 or none of the above

| File Description | Document |
|---|---|
| Reports of activities conducted related to recent developments in education with video graphic support, wherever possible | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Link for additional information | [View Document](#) |

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**2.3.7**

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

**Response:**

**Details on significant innovations introduced by the institution are as follows:-**

- Various functions of cultural and literary interest is organized in the college.
- Important days like-human day, environment day, birth days of educationist, Annual day etc are celebrated in the college.
- Outdoor programmes like excursion, awareness programme etc are also organized.
- Annual function for cultural and physical activities is organized.
- Morning assembly is theme based. The institutional values are practiced during morning assembly.

**Following activities are performed during morning assembly:-**

- Prayer with music.
- News of national, international and regional importance.
- Important statement of educationists.
- Important work of the day.
- Status of readiness for next activity/programme.

- House wise performance of students.
- Measures to develop self-discipline.

**Following are the reflections of institution on the best practice in the delivery of instruction by the use of technology:-**

- Wi-Fi facility is available in the campus.\
- One class-room is equipped with smart board.
- Well equipped information and communication technology lab with advance electronic gadgets.
- Special lectures are delivered by power-point.

**Art and craft workshop:-**

Student teacher get opportunities to experiment and create pieces of art using different art forms like free drawing, and others under the guidance of mentors for the workshop. Reflecting and discussing about their experience of creative work. In this way it enables learners to achieve a balanced growth as a social being in tune with our culture, provide all around development for learners, which they learn during this workshop, aim of art education.

**Lesson plan:-**

During the pedagogy classes , when student teacher are asked to prepare lesson plan, proper guidance is provided so that they can cater to the diverse need of the pupil in the classroom, at the same time make the topic interesting for them to grapes the content easily & meaningfully. During the whole process the student teacher has to use its intellectual, thinking skills as well as creative talent in making the lesson plan effective to achieve the desire objective stated.

| File Description | Document |
|---|---|
| Documentary evidence in support of the claim | [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:** D. Any 2 or 3 of the above

| File Description | Document |
| --- | --- |
| Reports of activities with video graphic support wherever possible | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Any other relevant information | [View Document](#) |
| 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:** C. Any 4 or 5 of the above

| File Description | Document |
|---|---|
| Reports and photographs / videos of the activities | [View Document](#) |
| Data as per Data Template | [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:** D. Any 1 of the above

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

## 2.4.4

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

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

**Response:** C. Any 2 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 |

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

| File Description | Document |
|---|---|
| Documentary evidence in respect of each response selected | View Document |
| Data as per Data Template | View Document |

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

| File Description | Document |
|---|---|
| Report of the events organized | [View Document](#) |
| Documentary evidence showing the activities carried out for each of the selected response | [View Document](#) |
| Data as per Data Template | [View Document](#) |

## 2.4.7

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

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

**Response:** B. Any 3 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:**

By adding an "internship component" in recent years, many pre-service teacher education programs have increased the amount of time that student & teachers spend in field placements. An internship is longer than a practice teaching session and is designed as a bridge between being a student - teacher and having full teaching responsibilities. The Internship provides opportunities to enhance teaching skills and participating in all kinds of school activities.

Lesson plan is being carried out in secondary/ higher secondary level schools situated nearby

Dalsingsarai. Numbers of pupil teachers allotted in each school are as per the strength of students

enrolled in the schools. Students prepare their lesson-plan one day before. Deputed teacher educators check lesson plan and give suggestion for perfection. All trainees have to give one lesson in each method paper daily. It is compulsory for all pupil teachers to have audio visual aids during teaching in class room. Total 20 lessons are given by each trainee in two method subjects. Besides 40 lessons, they have to give two criticism lessons. Faculty members are deputed in each school to observe the lesson in class room and monitoring of practice teaching. Classroom teaching is also observed by the regular teachers of concerned schools. Proper comment/feedback is given by teacher educator/ teachers on the last page of lesson-plan.

Principal of the college co-ordinate all activities regarding practice teaching .At the end of practice teaching, practice-teaching completion ceremony is celebrated in each practice-teaching schools. In this ceremony all teachers and head master of concerned school gives their views on the performance of pupilteacher. Finally, headmaster issues the certificate of successful practicing teaching performed by pupilteachers. From the session 2015-17, the process has been changed and as per the new syllabus all trainees have to practice their lesson for three months in second year of programme.All trainees practice their lesson for three months in second year of programme.

| 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:** 10

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

Response: 10

| File Description | Document |
|---|---|
| Plan of teacher engagement in school internship | [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:** B. Any 6 or 7 of the above

| File Description | 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:**

At the beginning of practice-teaching, mentor teachers decide the routine for each class and each section in co-operation with class-teachers, Head masters and trainees. Matters/contents to be taught in each subject is decided with the help of concerned regular teacher of that subject. For which pupil teachers get the suggestion of concerned subject teacher of that school.Subject centered, class centered and student centered class routine is prepared with the help of school staffs. All pupil teachers and mentor teachers participate in the morning assembly of schools and help school administration when it requires. School staffs make available the teaching –learning resources required by trainees. Teaching-learning materials and Audio-visual aids are prepared in view of valuable suggestions given by regular teacher of practice teaching schools. Regular teachers of school also observe the teaching of pupil-teacher alongwith mentor teachers and give proper suggestion/comments for improving the teaching skills of pupil-teachers.

Co-curricular activities are organized by the pupil-teachers in practice-teaching schools in cooperation with school staffs. At the last of the practice-teaching, all teachers of concerned school placed their views of practice-teaching performed in their school.

We adopt a mechanism of supervision in which every stake holders of effective practice teaching makes an effective role for the construction of new teacher. The supervisor visits frequently to allotted schools and make a presence in class during taking class by student teachers. They organise peer teaching also. They take feedback by Learners to ensure the effective teaching. We involve teachers of school concern as well as Principal for giving feedback and suggestions as required. Our student teachers actively participate in school assembly. They organise cultural and academic programme for the learners. They actively participate in sports and community services. They make an effective participation in conducting seminars, quiz competitions, essay competitions, and debate etc. for learners. They also take part in assessment of learners. These activities are monitored by supervisors very effectively.

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

| File Description | Document |
| --- | --- |
| Two filled in sample observation formats for each of the claimed assessors | 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:** D. Any 1 or 2 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:** 100

| File Description | Document |
|---|---|
| Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal | [View Document](#) |
| Data as per Data Template | [View Document](#) |

**2.5.2**

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

**Response:** 25

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

Response: 4

| File Description | Document |
|---|---|
| Data as per Data Template | [View Document](#) |
| Certificates of Doctoral Degree (Ph.D) of the faculty | [View Document](#) |

**2.5.3**

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

**Response:** 7.38

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

Response: 118

| File Description | Document |
|---|---|
| Copy of the appointment letters of the fulltime teachers | [View Document](#) |

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**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:**

**In house discussions on current developments and issues in education:-**

All the teachers in IQAC room gather formally or informally and discuss about current trends in educational policies. The implementation of NEP 2020 in our college was discussed thoroughly and took some measures to implement it in our college. The teacher educators share their opinions and ideas regarding article publications about new developments and problems in teacher education. Every academic year and academic calendar are discussed in in-house discussion session. The staff of our college attend National, International and state level seminars, workshops online as well as offline mode and after attending they discuss their experiences in in-house discussion.

**Sharing information with colleagues and with other institutions on policies and regulations:-**

The teacher educators always share information with colleagues and with other institutions on policies and regulations. The university, UGC, NCTE guidelines and directions are shared with colleagues and principal. Our college is affiliated to Lalit Narayan Mithila University  and it follows the guidelines issued by the University. All teacher educators are encouraged by the management to participate in different seminar/workshop on the cost of management. They upgrade themselves through these programmes with current global trends and latest practices in education so that they can fulfill the needs of trainees. Teacher educators have freedom to express their grievance for different latest resources in the college. There are OHP, slide projector, Wi-Fi facility, computers, and smart board in the college which

they use in their teaching, lesson plan, micro teaching and reports of activities etc are conducted and reports are prepared in the guidance of teacher-educators. These works are evaluated by the external examiners appointed by our affiliating body. Feedback of examiners shows the knowledge ability of teacher-educator to cater to the diverse needs of 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:**

- Written,Oral and performance evaluation of student learning is conducted in the institution. Time to time unit test and sessional test is organized to asess the classroom learning. Debate ,seminar,quizz etc are arramged to asess the students learning orally. Evaluation of teaching skills is conducted as a performance test.
- The most important paper is Language Proficiency whether in Hindi or English which is a pre-request of any teacher to deliver the content in the class-room.
- Curriculum Knowledge develop understanding of class-room and its relation to syllabus, text books and class-room practices. Assessment for Learning course proposes that student teachers become conscious of subject areas like Language (Hindi, English, Sanskrit), Mathematics, Science and Social Science enable student teacher to develop a perspective in that subject area.
- Unit Test are taken for their theory exam, as well as assignment are given to evaluate their critical thinking. This all help them to prepare for their terminal exam conducted by the University. During their unit test paper like Childhood Growing up, Learning Teaching help to develop psychology about children and their learning to improve teaching style.
- During their sports and cultural activity they have access on good character which is the need of society and the manner in which they work and co-ordinates in organizing programme at their school.

| 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](#) |

**2.6.2**

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

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

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

| File Description | Document |
|---|---|
| Documentary evidence for remedial support provided | View Document |
| Annual Institutional plan of action for internal evaluation | View Document |

**2.6.3**

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

**Response:**

Regular counseiling is organized for best result in examination. Students having poor results in sentup test are given special class before the final examination. All trainees have freedom to ask their querry in faculty room from concerned faculty.

**St. Joseph's Mishri Singh Vishwamohinee Memorial Teachers' Training College** is affiliated to Lalit Narayan Mithila University and follows the guideline set by the University for the Conduct of examination.

- After declaration of result by the university, if any trainee teacher has an objection with the result, he/she comes to college for the same. The College addresses their issues by sending an application to university for photocopy of answer script, revaluation and recounting of marks etc.options are provided to trainee teachers to exercise. After receiving photocopies, if trainee teachers are not satisfied about their marks, he/she may apply for revaluation. The application is forwarded to university for corrective action.
- The evaluated unit test & practicum copies are distributed to student and can report any discrepancies. If any grievances are marked student can directly approach the concerned teacher and then issues are resolved. In this way transparency and efficiency related to examination grievance are redressed.
- Institute keenly observed that the grievances of the student are addressed in a definite time period with efficiency and transparency to resolve any issues related to internal or external examination.

- There is no provision of re-evaluation and supplementary improvement examination, so the students can file RTI at university to get copies of their answer-sheet, in case of issues after result. If the student is not satisfied by the evaluation, examinee can review his answer sheet to 2 subject experts & if there is a positive feedback then the student may apply for revaluation in University.
- Students are orientated at the start of the session regarding rules and regulations.

| 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:**

The academic calendar is prepared so that teachers should know all the activities regarding continuous internal evaluations process and displayed in the Principal's office. The students' academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, unit test examinations. The review of internal assessment is taken by the principal regularly. For the implementation of internal assessment process, staff committee is formed at the college level which monitor overall internal assessment process.

The institution academic calendar draft is prepared as per the university guidelines which is placed in staff meeting with Principal, discussed in detail and approved with correction if any, required before commencement of every unit / term . Before the commencement of the academic year, the institution prepares and publishes "Academic Calendar" containing the relevant information regarding the teaching learning schedule (Working days), various events to be organized, holidays, dates of internal examination, unit/ term examination etc.

| File Description | 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:**

**(PLOs) :**

Completion of the B.Ed. (2 years) Programme, student teachers will be able to develop:

**Content Competency:**

to impart relevant knowledge with respect to foundation and methodology courses,to promote mastery over the required content. to know, select and use teaching methods. to understand the paradigm shift in conceptualizing disciplinary knowledge in school curriculum, to acquire necessary competencies for organizing learning experiences, to select and use of appropriate assessment strategies for facilitating learning. to analyse the content, text books and syllabus.

**Pedagogical Skills:**

To impart teaching skills and strategies to transfer the given content suitably in classroom situations to innovate and experiment classroom practices.

**Professional Ethics:**

to imbibe and uphold qualities of a good teacher , to be just and impartial , to show love and respect tothe individuality of the child , to inspire and professionally help the parents for the care and guidance of their wards , to preserve proper balance of his/her life as a person of character and be an example to others with his/her intellectual honesty and moral integrity as well as loyalty to the institution to which he /she belongs to develop professional attitude, to help demonstrate commitment to values such as loyalty, love, service, equality and excellence.

**(CLOs):**

After the completion of the course the student will be able to Childhood & Adolescence Understanding of Educational Technology Language Across the School Curriculum Understanding Discipline and Pedagogy: Language, Social Science, Science, Mathematics, Commerce ICT Basics Learning, Teaching & Assessment Knowledge & Curriculum Contemporary Education in India Techniques, Methods & Approches of Pedagogy Understanding Self, Personality & Yoga Inclusive Education Educational Evaluation Guidance & Counselling Value Education Health & Physical Education etc.

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

**2.7.2**

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

**Response:** 97.54

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 |
|---------|---------|---------|---------|---------|
| 100     | 100     | 99      | 98      | 40      |

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

**2.7.3**

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

**Response:**

St. Joseph's Mishri Singh Vishwamohinee Memorial Teachers' Training College affiliated to Lalit Narayan Mithila University follows the pattern of examination that is framed by them. The end semester examination results are analysed and the desired learning outcomes of students are evaluated. Students are provided with proper counselling and guidance that helps to overcome their barriers, if any, for their enhancement in performance. In the beginning of the session, the tutorial sessions are conducted. From the entry level, the progress of student is recorded and maintained along with relevant information by their tutors. The progress of students in both academic as well as non academic field is recorded and maintained. The college adopts following methods to assess the progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs:

- Participation in **community engagement activities** such as visit to nearby village.
- Participation in various **co-curricular activities** such as organizing morning assemblies, NSS camps, tree plantation **campaigns**, awareness campaign.
- Participation in various class room activities such as **group discussions**, seminars, Brain storming.

- Participation in various literary and **cultural programs**.
- The **continuous internal assessment** is taken regularly and students' marks are recorded which helps to predict their academic progress.
- Students are provided with **counselling and guidance programs** for improving their cognitive and professional performance.
- Paper evaluation is done on time for grading internal assessment.
- Practical work such as **assignments** are checked and marked on time.

During internship, the supervisors evaluating teaching proficiency of student teachers. The peer group is also encouraged to observe the lessons and give constructive suggestions. They are evaluated on the basis of various activities performed during internship i.e. maintenance of registers, action research, organization of co-curricular activities etc.

| 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:** 90

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

Response: 90

| 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:**

- Performance of students in final examination is compared with their previous performance in college level tests. It is observed that the students who have gone through the special class have better performance in final examination.

- St. Joseph's Mishri Singh Vishwamohinee Memorial Teachers' Training College is indeed taken care about the students from the admission till the final results. During the time of admission, the principal interacts with the parents and the students to assess their needs and aspirations. Students are counselled at the time of admission.

- St. Joseph's Mishri Singh Vishwamohinee Memorial Teachers' Training College orientation program for the students at the commencement of new batch every year. New entrants are acquainted with the course, mode of internal assessment, curricular and cocurricular activities, rules and regulations as well as other facilities available in the institute.

- The faculty members of St. Joseph's Mishri Singh Vishwamohinee Memorial Teachers' Training College assess the learning needs of the students through regular class tests and house tests. Performance of students is measured in terms of their scoring in these tests. Those who score below 75% are provided extra assistance in order to improve their performance. The institute conducts remedial classes for weak students in different subjects to enhance their skills and competencies. On the basis of class tests and house tests, slow learners are identified and they are provided remedial teaching. Students are provided with reading material. Lots of written assignments and exercises are given to them. At the end, remedial examinations are held to test the knowledge acquired during class hours.

- The teacher in-charges of internship program with the consent of head of the institution organises consultation meetings with their respective school principals and requested the principal to appoint a mentor teacher for each student who monitored the intern teacher and give feedback to the teacher incharge.

| 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:** 3.58

# Criterion 3 - Research and Outreach Activities

## 3.1 Resource Mobilization for Research

### 3.1.1

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

**Response:** 0

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

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

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

### 3.1.2

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

**Response:** 0

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

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

### 3.1.3

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

**1.Seed money for doctoral studies / research projects**

**2. Granting study leave for research field work**

**3. Undertaking appraisals of institutional functioning and documentation**

**4. Facilitating research by providing organizational supports**

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

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

| File Description | Document |
|---|---|
| Sanction letters of award 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:** D. Any 1 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](#) |
| 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:** 0.56

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3 | 2 | 1 | 1 | 2 |

| 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](#) |

**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:** 0.06

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 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 0 | 0 |

| 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 |

## 3.3 Outreach Activities

**3.3.1**

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

**Response:** 8.4

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 13 | 7 | 3 | 14 | 5 |

| 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 |

**3.3.2**

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

**Response:** 49.88

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 |
|---|---|---|---|---|
| 90 | 97 | 96 | 98 | 40 |

| 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](#) |

### 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:** 30.45

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 |
|---|---|---|---|---|
| 85 | 66 | 0 | 76 | 30 |

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

### 3.3.4

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

**Response:**

Contribution of the St. Joseph's Mishri Singh Vishwamohinee Memorial Teachers' Training College through various extension activities, outreach programs. College in and around the city are benefitted through our various activities. Staff members render their professional service like conducting and participating in seminar, workshop, and quiz induction program.

Through planned program students undertake following community service.

- Nasha Mukti Abhiyan
- Hygienic awareness campaign.
- Literacy awareness campaign
- Planting trees in around school premises..
- Cleaning village water resource.
- Socio economic survey.
- Swachh Bharat Abhiyan
- Beti Bachao Beti Padhao
- AIDS Day
- National voter day
- N.S.S
- National youth day
- National/ International Yoga Day
- Blood donation camp
- Beti Bachao – Beti Padhao
- Education Awareness Campaign
- Tree Plantation
- Cleanliness Week
- Earth Day
- Voter Awareness Rally
- World Environmental Day
- International Safai Diwas
- Say no to Plastic Awareness Rally
- Etc.

Further institution participates in government imitative of (Swachh Bharat Movement, health awareness during global pandemic) & like in collaboration with Municipal Corporation , days & week are also celebrated & special morning assemblies are conducted in order to sensitize students towards various social issues. The includes Womens Day, AIDS day, World environment day, human right day, Independence day, republic day etc.

St. Joseph's Mishri Singh Vishwamohinee Memorial Teachers' Training College organizes programs like save environment, save water, tree plantation. Students are encouraged to participate in Nukkad Natak for aware Villagers, Beti Bachao Beti Padhao Rally connecting the students with the larger social issue in the community and making them socially.

These outreach activities benefit neighborhood communities as well as students of the institution they instill civic sense, sense of social responsibilities, sense of serving other & feeling of universal brother hood among students leading to their overall personality development.

| File Description | Document |
|---|---|
| Report of each outreach activity signed by the Principal | View Document |
| Relevant documentary evidence for the claim | View Document |

**3.3.5**

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

**Response:** 0

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

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

| File Description | Document |
|---|---|
| Data as per Data Template | View Document |
| Appropriate certificates from the awarding agency | View Document |

## 3.4 Collaboration and Linkages

**3.4.1**

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

**Response:** 0.2

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

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

| File Description | Document |
|---|---|
| Report of each linkage along with videos/ photographs | |
| Data as per Data Template | |

## 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:** 1

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: 1

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

## 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:** D. Any 1 or 2 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](#) |
| 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 the physical infrastructure as per NCTE norms.

The institution has the following infrastructure facilities for the co-curricular activities-

The total land possessed by the institution is measuring 87120 sq. ft. and the built up area 37732.70 sq. ft. In addition to the above construction about 21000 sq. ft. built up area is under construction for extension programme.

- Multi-purpose hall for workshop &cultural programme.
- Games & sports room for indoor games.
- Storeroom for storing purposes.

In addition, our institution has a spacious playground for the outdoor game & open space for

various programme annual sport meet, community-related programme, on the campus & celebration of Independence Day, Republic Day, Saraswati Puja & Teacher's Day etc. are organized in our multipurpose hall & our ground for the purpose of social and cultural activities

The institution possesses the following facilities:-.

- Eight well furnished class rooms out of which one with smart board system.
-  Multipurpose hall.
- Principal's room
- Staff room
- Curriculum laboratory
- Computer lab
- Library cum reading room
- ICT resource centre
- Art and craft resource centre
- Health and physical education resource centre
- Administrative office.
- Visitor's room
- Girl's common room
- Boy's common room
- Seminar room
- Canteen

- Separate toilet facility for boys and girls
- Music room
- Psychology lab
- Language lab
- Public address hall
- Girls recess room
- First aid room
- Two store rooms
- Multipurpose hall
- play ground with Green land scaping
- Other instructional area – 6794 sq. ft.
- Open space for additional accommodation.
- The safe guard against fire hazard has been provided in all parts of the building.
- Filter water facility (R O System)

| File Description | Document |
|---|---|
| List of physical facilities available for teaching learning | [View Document](#) |
| Geo tagged photographs | [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:** 55.56

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

Response: 5

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

Response: 9

| File Description | Document |
|---|---|
| Geo-tagged photographs | [View Document](#) |
| Data as per Data Template | [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:** 11.74

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0.15    | 1.08    | 1.58    | 1.05    | 1.75    |

| 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](#) |
| 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:**

Yes, library of the institution has adopted a software named ERP technology . Issued and received books are recorded with the help of this software.

Key Features of Library Management System Are:

- Student Library Card
- Comprehensive Books Definition Module which provides n no. of parameters and attributes that a librarians wants to store about a book Barcode enabled no need to key in Long Codes
- Book Card with Bar code
- Automatic Stock management
- Intellisense System remembers previously entered reusable data snippets

Details on the access to the staff and students and the frequency of use, are as follows:

**Access to the staff and students:** Teachers and students use computer and internet to access various kind of information regarding teaching subjects, teaching-learning process, teaching strategies, teaching

techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of audio visual teaching aids, role of electronic media in education, recent researches related to educational developments and educational complexities etc., Teaching staff compare the educational developments of other countries with their educational practices of indigenous system.

**Frequency of use: T**he library is used almost on each working day.

- **By Teaching staff :** on as and when required basis.
- **By students :** on as and when required basis.

Computer and internet services are used by staff and the students alike.

| 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:**

There is a software installed in the library of institution named integrated technology. All transactions of books are made through online mode.

All library electronic resources are accessible remotely by college students, faculty and staff.

- It has syllabus wise content uploaded by faculty members .
- Faculty members have developed video lesson during covid-19 period so that teaching learning process is not hampered.
- Unit wise e-notes is uploaded on website by respective subject teachers.
- Teachers and students use computer and internet to access various kind of information regarding teaching subjects, teaching-learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of class room interactions, teaching aids, effective use of audio visual teaching aids, role of electronic media in education, recent researches related to educational developments and educational complexities etc.
- Institution has developed e-library facilities for teachers and students to have remote access.

| 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:** C. Any 2 of the above

| File Description | Document |
|---|---|
| Data as per Data template | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

### 4.2.4

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

**Response:** 0.45

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 0.68 | 0 | 0 | 0 | 1.56 |

| 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 |
| 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:** 28.47

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: 700

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: 1100

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: 1250

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: 1400

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: 1700

| 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:** C. Any 2 of the above

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

## 4.3 ICT Infrastructure

### 4.3.1

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

**Response:**

Yes, institution updates its ICT facilities. Institution provide free wi-fi facilities to all within the college capmpus.There are sufficient sound system and computers available in the institute. In addition to that, there are OHP, projector.Smart class also available in the college.

St. Joseph's Mishri Singh Vishwamohinee Memorial Teachers' Training College regularly updated its ICT facilities. There is internet and Wi-Fi connection available for the staff and students. Purchased IT

equipment includes desktop computers,projectors, laptop and various software for these. All these resources are well utilised to make teaching-learning meaningful and to give uninterrupted service for teaching learning process.

- They also use the available computers in the institution for curricular and co-curricular activities like power point presentation for seminar and assignments, etc.\
- The entire campus is monitored by CCTV facility.
- The Staff and Students have access to internet and Wi-Fi connection. Our institution is using high speed internet connection which ensures online learning is efficient. Wi-Fi and Internet facilities are regularly monitored and updated accordingly.
- ICT lab has 20 computers that runs on Windows 7, 10 to support a mastery of basic IT skills for students. The staff avail the ICT facilities to enhance their teaching competencies and for their research.
- The desktop use by faculty members has window 11 operating system.

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

**4.3.2**

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

**Response:** 6.9

| 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:** 400

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

Response: 400

| 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](#) |
| 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:** E. None of the above

| File Description | Document |
|---|---|
| List the equipment purchased for claimed facilities along with the relevant bills | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Link to the e-content developed by the faculty of the institution | [View Document](#) |
| Link for additional information | [View Document](#) |
| Link to videos of the e-content development facilities | [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:** 41.03

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 |
|---------|---------|---------|---------|---------|
| 5.78    | 1.36    | 2.18    | 7.78    | 2.51    |

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

**4.4.2**

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

**Response:**

There are incharge for laboratory,library ,sports,ICT and each unit of B.Ed. course.

Students report their problems to concerned incharge.On the suggestion of incharge,principal take action on their own or with the help of management of the college.

St. Joseph's Mishri Singh Vishwamohinee Memorial Teachers' Training College checked the stocks annually in which college check the Availibilty condition of the equipment . In various laboratories and in the library are physically checked and

verified. Library committee and Maintinance Committee conduct this work and identified the damaged items and books. After proper recommendation by the Cell, items and books are procured on the demand of the concerned teacher in-charge( Committee Coordinator) . All formalities related to the purchase and disposal of old damaged equipment and books as laid down in the Store and Purchase Rules. This relationship is rigorously followed. The college ensures optimal allocation and utilization of the available financial resources for maintenance and upkeep of different facilities by holding regular meetings of various committees constituted for this purpose.

- The college has a maintenance committee to upkeep of infrastructure. Teachers submit their requirements to the Principal regarding classrooms furniture and others. The college development fund is utilized for maintenance and minor repair of furniture and other electrical equipments.
- Computers/Printers and other IT accessories are maintained through ICT Cell ( College Maintenance Committee) regularly and non- repairable systems are disposed off accordingly.
- Regarding the maintenance of games equipments like Volley Ball /Badminton/Gym equipments of the college the sports Committee is responsible. The accommodates are arranged in their guidance.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for additional inflrmation | [View Document](#) |
| Appropriate link(s) on the institutional website | [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:** D. Any 1 of the above

| File Description | Document |
|---|---|
| Sample feedback sheets from the students participating in each of the initiative | [View Document](#) |
| Photographs with date and caption for each initiative | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| 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:** C. Any 6 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:** C. Any 3 or 4 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:** 1.6

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 |
|---|---|---|---|---|
| 07 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|---|
| Data as per Data Template | [View Document](#) |
| Appointment letters of 10% graduates for each year | [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:** 0

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

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

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

| File Description | Document |
| --- | --- |
| Details of graduating students and their progression to higher education with seal and signature of the principal | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| 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:** 49.89

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 |
| --- | --- | --- | --- | --- |
| 0 | 70 | 64 | 58 | 26 |

| File Description | 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:**

Yes, student council is active in the institution. It plays role in organizing co-curricular activities,

managing extra curricular works in the institution.

**Features of Student Council are:-**

- The class representative acts as a bridge between their colleagues and the Head of the department, to ensure timely dissemination of information regarding different activities, examination and maintaining attendance records.
- Issue related to academic & non-academic activities are reported to the concern incharge.
- Looks after the cleanliness of parking lot and maintain discipline in the institution.
- Planning and management of related activities are performed with in-charge faculty during educational tours.
- Organizing and managing seminar and session conducted by the college on local, state and national level.
- Need analysis of the B.Ed. student are done by the student council.
- The student council plays a dominant role in many activities related to sports, cultural and literary activities of the departments.in College no of twenty two commiittee/ cells are working  Student play an important/ active role in all committee
- The council is monitored by faculty member who is responsible for the smooth functioning of the council meeting and events.

Welfare committee always tried to play active role in our institution for the betterment for the students. If some students have some issue like books in particular writer in our library then the welfare department play the active role with the management team of our college.

| File Description | 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 |
| 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:** 1

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 |
|---------|---------|---------|---------|---------|
| 2 | 0 | 0 | 2 | 1 |

| File Description | 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](#) |

## 5.4 Alumni Engagement

**5.4.1**

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

**Response:**

There is an active non-registered alumni association in the institution. Time to time the members are invited to contribute significantly with their ideas of better practices. The alumni Association is very active in promoting interactions among the alumni, staff and the management, besides helping alumni in all possible ways, it also lends its support to the college to achieve its cherished goals, its vision and mission.One of the main purpose of alumni associations is to support a network of former graduates who will in turn help to raise the profile of the University, just like most other universities, student organizations, alumni associations aim to bring together like minded individuals. Telephone and personally meet with alums. Obtain a geographic listing of members from the headquarters office. Use the existing alumni Organization and ask for their participation in starting the Association. The alumni Association. Contributes significantly to the development of the institution through financial and non

financial means. The institution rests on the rich history of its students, success and glory so alumni is the backbone of the institution. A network of old students is achieved through alumni. It helps the institution for getting placement tests. Thus, expands and strengthens with new enrollments. A social networking page is available with the institution where the alumni can register and connect to share their ideas. Aims and objectives. To promote and foster mutually beneficial interaction between the alumni and the present students of the college and between the Alumni themselves. To encourage the formation of chapters as a means to increase participation of Alumni. To encourage the alumni to take an active and abiding interest in the work and progress of the Institute. To enable the alumni to participate in activities which would

 to the general development of the Institute. To raise funds for various welfare and other

schemes in the college as approved by the association To provide a forum for the alumni for exchange of

ideas on academic, cultural and social issues of the day. To arrange social and cultural functions. The college has Alumni Association. The alumni support the institution and contribute to its institutional, academic and infrastructural development. Student representatives on the alumni Council create close relationship between students and alumni and provide student input to council deliberations and priorities.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Details of office bearers and members of alumni association | [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:** C. Any 2 or 3 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](#) |

**5.4.3**

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

**Response:** 6

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 |
|---------|---------|---------|---------|---------|
| 3 | 0 | 0 | 1 | 2 |

| 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:**

Alumni association try to show the hidden talent of the students like art singing dance poetry etc through this student can get good platform for their career as we know that multiple talented person early adopt by any private institution.

The pass out students organizes sports events with active participation. They can also assist and motivate students to development proper skill of a particular game. Through alumni association the pas out students gave guest lecture to the new students. Some of our students gave guest lecture. They also participate in our annual sports day a well as in our annual function both some time they show their or perform some cultural event also.

Alumni association always try to play effective role for our fresh students and as well as our pass out students alumni our alumni association try to interact with new student to our alumni through this the alumni Jeep the motivation speech to the new students that have the new students prepare their future plan for getting job. What book they have to play how a educational notes will prepare how students can manage the time for study how the students can make their own notes by following internet, YouTube, E- library, throw alumni association the new students interact with the alumni the interact with each other for their future benefits like job recommendation future guidance in the matter of education etc.

The contribution of alumni towards their Alumni Assoiciation is undoubtedly very significant. St. Joseph's Mishri Singh Vishwamohinee Memorial Teachers' Training College has strong liaison with their old students and association in the form of alumni. The college has an Alumni Association working under the guidance of Alumni Committee. It aims at making our alumni participate in the institutional activities and contribute to the growth and development of the college.

| 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:**

**Vision & Mission Statement :-**

Vision of St. Joseph's Mishri Singh Vishwamohinee Memorial Teachers' Training College is to establishing it self as the best institution of dalsingsarai in the field of teacher education . Produce sensitive, qualified, innovative and active global teachers from its institution who can reflect with reference to locality and nationality. St. Joseph's Mishri Singh Vishwamohinee Memorial Teachers' Training College has made its mission align with affiliating university and norms prescribed by ncte, addressing the needs of the society. The student it seeks to serve, the school sector. The Principal works together with committee/cells coordinator in constituting various administrative and academic committee such as iqac, cultural, sports, library, etc. The committee / cells having well defined roles for effective and efficient transaction of teaching- learning processes. The head of the institution serves the notices to staff about the responsibilities each one has to shoulder. The accountability is fixed very strictly and the progress is reviewed from time to time. The head of the institute adopts democratic approach & leads the process from the front to encourage and support the teaching and non teaching staff in the improvement of the effectiveness and efficiency of the institutional process. Pre service and in-service training programme are design on need analysis feedback obtain from students, in-house discussion with teaching staff on the infrastructural and transaction needs of the Bed programme.

**Nature of Governance and Perspective Plans:-**

The St. Joseph's Mishri Singh Vishwamohinee Memorial Teachers' Training College to the principal of the Institute who in intern shares. It with the different levels of functionaries in the college the co-ordinators of various committee and cells along with the non-teaching staff and student-teachers. Work in tandems and play an important role in determining the institutional policies perspective plans and implementing the some. Furthermore, faculty of the institution play an important role in implementing the vision and mission of the college and to that end play a proactive part in decision making process. Various cells and committees are instituted for the day to day functionally of the college. Some of there committees are the Examination committees. Antiragging cell, Career counseling and placement cell, Grievance and Redressal committee, Curriculum development all IQAC etc.

| File Description | Document |
|---|---|
| Vision and Mission statements of the institution | [View Document](#) |
| List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal | [View Document](#) |
| 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:**

St. Joseph's Mishri Singh Vishwamohinee Memorial Teachers' Training College has a decentralization and participative management that is seen on various staff committees and other forums. The Staff committee is chaired by the Principal. Every faculty in the college is a member of two or more committees in the college. Teachers' engagement in the overall functioning of the college through the staff committees is enumerated below:

- Another noteworthy aspect of participative management in the college is students' representation
- Governing Body included teachers and students can decide on the nature, pattern, and duration of special and remedial classes for the students of their department.
- Teachers are appointed as representatives in the Governing Body for all responsibilities.
- The principal has full power for running the routine.
- Teachers convene and participate in committees that fulfill admissions and academic/workload requirements of the college
- The college has a proper discipline and code of conduct by heading and participating in staff committees such as the General Purchase Committee, the Development Committee, the Anti?Ragging Cell, the Discipline Committee, and the Student Advisory Committee. Teachers are also members of the Internal Complaints Committee against Sexual Harassment and others.
- The principal oversees the teaching plan teachers have the right to make adjustment in the routine.
- All the above features comprising participatory management points fairly conclusively to the ethics of decentralization which is integral to the institution and informs its functionally at every level.

Cultural and Sports Committee look-after the planning, execution and supervision of cultural and sports activities. Learning resources are managed by the Library Committee. Students play an active role as a coordinator of all committees/ cells like as co-curricular and extracurricular activities, admission, examination etc. The organization has an exercise of participative control. It presents the better possibility to all the collaborating inside the selection making technique.The college administrative and educational structure is in a manner to make the decision with the aid of participative arrangement.

The administration of the institution is decentralized to a large extent. The Hon'ble Chairman of the Trust delegates certain powers to Principal of the college who further distribute powers and responsibilities among faculty members and staffs. The Academic Committee of the college formulates the college routine in keeping with the courses offered and constraints of infrastructure. The IQAC formulates the Annual Action Plan and coordinates with all the different cells and departments at both the formulation and implementation stages. It reviews the working of the cells periodically and interacts both with the departments and students on a regular basis. The departments prepare their departmental action plans, routine and course allotments and individual teachers prepare their teaching plans. The same are provided to the IQAC. At the end of the year an action taken report is provided by the departments to IQAC.

| File Description | Document |
|---|---|
| Relevant documents to indicate decentralization and participative management | [View Document](#) |
| Any additional information | [View Document](#) |

## 6.1.3

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

**Response:**

Major decisions regarding management of the institution are taken by the Governing body of the college whereas the academic decisions are taken by different committees constituted by the principal.St. Joseph's Mishri Singh Vishwamohinee Memorial Teachers' Training College, maintains complete transparency in its financial, academic administrative and other functions by clearly defining its vision, mission, objectives and procedures and disseminating them at all levels propers procedures are followed according to government norms.

**Transparency in Financial Function:-**

The incharge of maintenance committee rectifies the meeting to all the faculty members to discuss and decide about the demands. After thorough discussion quotations are called in the presence of principal, members of committee/ cells . All members sign the comparative statement and then the order is placed to the lowest bidder/ dealer / supplier. After the delivery of the order a cheque is issued to the supplier thus the transparency is maintain, some time during cash payment accounts department take sign on the voucher for payment receiving .

**Transparency in Academic Function:-**

Before every academic session staff meeting is organized in which their experience of last

academic year are shared. For the current academic year their views, ideas are taken in account

while planning the academic calendar. Theory paper units are also distributed keeping in view interest & experience of the concern teachers. Open discussion are done to select research topics, training and module preparation.

**Transparency in Administrative Function**

Work distribution is done through open discussion.

Participation in management idea are taken in consideration from staff members.

Facilities provided to the teaching and non-teaching staffs are taken care.

Any Applications received from Teaching non-teaching staff is proceed immediately for action.

| 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:**

Method improvement at better education emerged due to the difficulties that were confronted in education and relevant regions. Troubles which includes boom at unemployed college graduates, alternate at student demographics, decrease of scores necessary for getting into the departments and limitations of resources made essential to transport in accordance with method improvement and strategic plans for better schooling institutes.

**To assure individual employee's contribution for institutional development, the objectives of the institution are communicated to them through following ways:-**

- Academic calendar of the institution is planned and prepared by the staffs and approved by the principal.
- The college meets the requirements given by respective teachers for development of the institution.
- Staffs meeting are held at regular intervals to discuss the institutional development.
- Responsibility and performance of individual employees are analyzed time to time.
- Introduce skill development and value oriented courses.

- Offering certificate and diploma courses through various excellences.
- Introduce Certificate Value Added and Skill Development courses For Better Job Oportunities.
- To encourage the students participating in co-curricular/ extracurricular activities.
- To improve the employability skills of the students.

| File Description | Document |
|---|---|
| Documentary evidence in support of the claim | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |
| Link to the page leading to Strategic Plan and deployment documents | [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:**

The institution ia approved by NCTE and affiliated to LNMU,Darbhanga,Bihar. It follows all the norms and regulations prescribed by NCTE and Univerrsity. The insttution is self finance institution and runs institution through governing body. Principal has freedom to take all kind of academic decesion. Appointment of faculty and staffs are made as per the guideline of NCTE and University.

In our institution there are many clubs and committees, which works very effectively like, advisory committee, faculty development enhancement committee, NSS, IQAC etc. All clubs and other committees fulfill our vision and mission of the institution and proved it.

- Student Welfare is ensured through Placement Cell, Discipline Cell, Grievance Cell and Alumni Association also contribute to Students Welfare . The college has a well defined structure in the administration staff.
- College Committee: Various Committees are constituted for the planning , preparation and execution of academic , administrative and extra-curricular activities. Each Committee consists of Chairman and Members.
- The advisory board constituted according to the guidelines of the UGC is responsible for the proposals with regard to the programmes of study, academic regulations, syllabus and evaluation policies.
- At college level there is Internal Quality Assurance Cell . The IQAC plays an important role for monitoring the internal quality of the institution.
- The Principal is Head of the Institution and is the Leader who is responsible for various administrative services of the institution . They all discuss the major programmes and issues in the college and supports the Principal in the administration of the institution.

The principal in the executive head of the institution and is vested with the powers to ensure the proper conduct of the academic programmee research and extension activities. The college has a defined organizational structure. Important matters such as framing institutional policies, starting of new programmes; Construction of new buildings; Sanctioning of posts, Staff appointment and salary revision are decided by the executive board of management and the Governing Body. As and when required, the executive board of management decides to increase decentralization including more functionaries and committee for governance.

| 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:** C. Any 3 or 4 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](#) |
| 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:**

The meetings of governing body of the institution is organized at a regular interval. Implementation o the decesion of meeting is discussed in the next meeting of governing body. For effective functioning of academic and administrative works and strengthening the students activities to develop the knowledge of students the governing body of the institution decides the form the different types of committees bodies cells and their functions are properly defined. Considering the overall development of the institute for effective implementation following committees are formed regular meeting of this committees are conducted annually and buy an annually academic committee in our academic work. The member of this committee are organised meeting once a week and discussion over in hungement of learning teaching process. The committee also formulas the guidelines rules and regulations of the academic affairs of the college. The committee decides the introduce of students uniform in the college prepare review of the college routine of the college internal examination evaluation recording take disciplinary action for violation and this obedience the college rules.

The college has an effective committee of different body's cells/committees that function in a well concerted manner to perform plan and execute various works. The administrative functions of the college are carried out by the principal through a series of committees. These cells/ committees are formed by the governing body and Teachers' Council. The principal acts as a chairperson of these committees. The members of these committees are members, teaching staff non-teaching staff and student representative wherever required. These committees always follow the standard practice of documentation and record keeping and these documents are considered to be one of the most important aspects of the college administrative setup. The Committees/Cells are entrusted with their particular duties and work towards the college aspired goals. The committees/cells regularly meet to consider various agenda for discussions and its resolution. The suggestions of each cell / committee are analysed and proper decisions are taken. Suggestions taken at various meetings are properly documented and effective steps are taken to implement the decisions at the ground level in reality. The minutes of different cells/committees are duly recorded for maintenance and transparency of records.

| File Description | Document |
| --- | --- |
| Minutes of the meeting with seal and signature of the Principal | [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:**

The increment of the staff members are done on yearly basis according to their performance. Following are well fare measures for the staffs and faculty:-

- Monthly payment of staff's salary
- Medical leave and schedule adjustment for the higher studies.
- Institution provides money assistance for higher studies.
- Motivate the staff by training and attending seminars at various levels.
- The salary component and other monetary benefits are given as per the rules of self-finance for Assistant Professor and non-teaching staffs.
- Encouraging the faculty to take up membership of various state and local level researches.
- Encouraging the faculty to publish research papers in national journals.
- Training in computer and software management is provided to the staff members as per requirement.
- Secretarial support like use of computer with internet, stationary support, typing facility and separate almirahs are provided to faculty member.

| 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:** 22.5

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 |
|---------|---------|---------|---------|---------|
| 12 | 0 | 2 | 1 | 3 |

| 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](#) |
| 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 | 1 | 2 | 1 | 1 |

| File Description | 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](#) |

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**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:** 5

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 |
|---------|---------|---------|---------|---------|
| 4 | 0 | 0 | 0 | 0 |

| 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:**

Yes the institution has performance appraisal system for teaching and non-teaching staff. Performance of faculty and staffs are discussed in the meetings of staffs/faculty.

St. Joseph's Mishri Singh Vishwamohinee Memorial Teachers' Training College has mechanisms in place for performance assessment and using the evaluations to improve teaching, research and service of the all faculty and other staff. The college analyses and appropriately uses the assessment and evaluation and the annual appraisal outcome of both teaching and non-teaching staff. The College has suggestion box for volunteering suggestions on the performance of the faculty from any stakeholder. Students' feedback is a regular practice and they are free to communicate to the principal and the management. Students are given opportunity to express their views about different academic and co- curricular program organized by the college, during the academic session and comprehensive evaluation by students and peers are also incorporated in the assessment. The relevant committees, Teacher-in-charges and the principal present their overall assessment. All the suggestions and feedback are analyzed and a report is prepared and placed before the Manager, who decides on the action to be taken by the executive.

| File Description | Document |
|---|---|
| Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal | [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:**

Yes institution conduct audit for every financial year regularly from the chartered accountant.

A financial audit is conducted to provide an opinion whether financial statements i.e. information being verified is stated in accordance with specified criteria. In the institution there is a good and transparent system to manage the finance. Maintenance committees are formed every financial year and all expenditure is done by following the rules. Funds provided by central sponsored scheme are utilized for in service training and preparing modules, seminar. Internal audits of different departments are interchanged with each other as per the order of the head of the institution.

The institution has a mechanism for **internal and external audit**. We have our own internal audit mechanism where internal audit is an on-going continuous process in addition to the external auditors to verify and certify the entire Income and Expenditure and the Capital Expenditure of the Institution every year. Qualified Internal Auditors from external resources have been permanently appointed and a team of staff under them does a thorough check and verification of all transactions that are carried out in each financial year. Likewise, an external audit is also carried out in an elaborate way on yearly basis.

**External Audit :**The Audit involves performing procedures to obtain audit evidences about the amounts and disclosure in financial Statements. They perform the audit to obtain reasonable assurance about the financial statements.

**Internal Audit :**The accountant of the institution verifies every document, observations if any, is brought to the notice of Head of the Institution for immediate rectification. The details of all the expenditures / transactions of the entire financial year is consolidated and maintained at the accounts office and submitted for external audit at the end of the financial year.

01-01-2025 03:39:51

| File Description | Document |
|---|---|
| Report of Auditors of last five years signed by the Principal | 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

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

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

| File Description | Document |
|---|---|
| Data as per Data Template | View Document |

## 6.4.3

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

**Response:**

Institution utilize their funds in planned process. institution utilise funds in skill development of students like organizing seminar, events, sports activity etc. institution also utilise their funds on maintaiance of resources.

St. Joseph's Mishri Singh Vishwamohinee Memorial Teachers' Training College is a self-finance college. The Income of the college is generated from fees of students only. The college is self-assisting and does no longer acquire any investment to perform this system. The best supply of revenue is the charge gathered from college students according with affiliating college guidelines. College manage all fund mobilization in different different section like as:

- Teaching learning management.
- Faculty development through ICT.
- Career guidance.
- Labs.

- Seminar
- National and International Conferences
- Sports and Cultural Activities
- Purchase of Books, Software etc.
- Salaries to: Teaching Staff Non-Teaching Staff
- Etc.

For easy going for walks of the institution numerous committees/cell were constituted. Each committee/cell studies its personal field and analyses the requirements after which it is forwarded. No authority shall exercise its powers of sanctioning expenditure to skip an order which will be without delay or indirectly to its own advantage.

| File Description | Document |
| --- | --- |
| Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal | [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:**

**The National Assessment and Accreditation Council (NAAC)** propose that every institution should establish an Internal Quality Assurance Cell (IQAC). Quality enhancement is a continuous process, the IQAC will become a part of the institution's system and we are working towards realization of the goals of quality enhancement and sustenance. To put this in to practice, we have established an IQAC committee in our institution. IQAC is playing an important role in the planning and implementation of strategies related to academic, administrative, infrastructural respects. The IQAC not only give suggestive measures with regards to quality assurance. The IQAC organized workshop, seminar and conferences . Apart from this the IQAC has not only planned but succesfully implimented the management information system. Student feedback has beem taken and analysed by the IQAC and it's report has been given to the college management. The IQAC was instrumental to introduced the concept of academic and activity calander of the college. The IQAC during the last five years have organised five or more workshop for students one on motivational stratagies and the other on stress management, leadership, personality development etc. The IQAC has organised five or more workshops seminars for teachers and non teaching staff.

**Among many of its contribution three important practises have been institutionalized are:**

- The introduction of academic and activity calender was suggested by the IQAC in it's meeting.
- The concept of mini seminar & national seminar by the department concern was suggested by the IQAC in it's meeting.
- The faculties in the college are encouraged to utilize modern information and communication technology (ICT) tools such as smart classroom, Power Point Presentations, video streaming, audio component for effective classroom teaching.

| 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 institution reviews its teaching-learning process by comparing the final results of the students in comparison of previous year final results.

The IQAC of the college consists of all those faculty members and non teaching staff who are strategically important for academic, administrative financial and student support faculties of the college. Because of this it becomes a very important planning and implementation body of the college. The IQAC has also implemented the practice of uploading of the gist of class lectures on the college website. Among several teaching learning reforms implemented by the IQAC the following to may be considered as important:

- Topic wise annual distribution of the curriculam and its upload on the college website has been insured by IQAC. The IQAC has also implimented the practice of uploading of the gist of class lecture on the college web.
- Self appraisal forms are collected from faculty. Besides this IQAC has reviewed and implemented it's teaching learning process through college management.

The internal quality assurance system of higher education institutions aims at continuous improvement of quality and achieving academic excellence. The institution has an internal quality assurance cell, adopts a participatory approach in managing its provisions. It gives support to teaching and learning for example continuing education for faculty, Pedagogy enhancement, student support through mentoring and career advice, Support for student learning through focus on inputs, Introduction of new pedagogical tools or on

inputs such as the development of certain abilities for the students. Preparation of course plan at the of every session. Feedback is collected by the students through IQ AC on curricular aspects seeking learning methods, faculty programs and institutional programs. The improvement in courses and

teaching materials is brought about with the help of evaluation. All students are provided with the student diary that provides all details relevant for students. The academic calendar is prepared in advance displayed and circulated in the Institute and strictly followed. The IQAC conduct periodical meetings with the Departments, internal examination committee, Council of heads, the principal through out the Academic year in the presence of the IQAC coordinator. The Faculty Coordination Committee conducts an academic review of all departments collecting information on academic activities such as completion of study programs, unit tests, assignments, seminars, group discussions quiz, education tour and other activities. The Staff Council meeting is held in the beginning of the session to discuss the plan for the session. Students centric methods for clearing the concepts are adopted.  The institutions strives towards quality enhancement through internalization of the quality culture and institutionalization of best practices. The institution organizes seminars, conferences, and workshops at various levels. Extension and upgradation of classrooms and laboratories. Automation of library and its facilities.

| 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:** 1.2

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 |
|---|---|---|---|---|
| 02 | 1 | 1 | 1 | 1 |

| 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](#) |
| 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:** C. Any 2 of the above

| File Description | Document |
|---|---|
| Feedback analysis report | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Link to the minutes of the meeting 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:**

St. Joseph's Mishri Singh Vishwamohinee Memorial Teachers' Training College always keeps track of the incremental improvements achieved in academic and administrative domain of its functioning through quality assurance initiatives. The IQAC always reviews and takes steps to improve the quality of teaching-learning.

**Primary aim of IQAC:**

- To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.
- To promote measure for institutional functioning towards quality enhancement through internalization of quality culture and internalization of best practices.

**Incremental improvements are made in the academic, research, governance and administrative domains by the college in the following:**

- Fully Automation Library Software
- Green Land Scaping Campus
- Gym
- Safe Drinking Water
- Formulation of vision and mission of the college
- College website creation and maintenance
- Online fee payment
- Wi-Fi Facilities
- Smart Classrooms
- ICT Lab
- Language Lab
- Psychology Lab and other labs
- Meetings of IQAC regularly
- Seminar, Workshops and Conference organized every Year
- Students support Cells-Students Grievance Redressal, Student welfare, Anti-Ragging etc.
- Certificate Value-added Course
- Feedback collection to improve teaching Learning Process
- Opinion of Alumni- Valuable suggestion taking
- The IQAC periodically reviews the quality assurance and suggests for gradual expansion.
- Mentor allotment for students' guidance

| 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:**

St. Joseph's Mishri Singh Vishwamohinee Memorial Teachers' Training College strives to conserve energy by reducing energy consumptions and using less of an energy service. Some of the ways in which energy is conserved in the college. The Institutions "Energy Conservation cell resolves its energy conservation, use of Eco- Friendly Energy use of Alternate Sources of energy to preserve Environment for the benefit of present and future Generation with objectives and action plan in the beginning of the session and orientates the staff and students about it.

**Policy objectives:-**

- Complying all relevant legal and other requirement.
- Communicating this energy policy at all level of the organization.
- Providing our staffs, students, energy using persons with necessary awareness program and training to implement the policy.
- Identify improved energy efficiency technologies and developing them where practicable.
- Provision of naturally ventilated college campus, plantations, natural sunlight, window and use of technologically improved methods for lighting and waste reduction.
- Optimize gas usage, use of Eco- friendly Energy system. Reduction of other any Wastage.

**Action plan:-**

- Use 5 star labeled equipments Refrigerator, fan etc.
- Replacement of conventional to 36-40 watt floor lamp by to 9/18 watt LED tube.
- Preference to outdoor games, open gym facility for students and staffs.
- Well – designed building to maximize the use of natural light and ventilation.
- Organize seminar, poster making, science exhibition, project work in the area of energy conservation and use of renewable energy.
- Extension lectures of persons with expertise in the area to promote awareness about energy conservation in order to increase and encourage minimization at energy waste .
- Conducting awareness program for staff, students and society.
- After class and work time classrooms turning off the lights, closing projectors, computers and smart boards after use.
- Planting trees around the campus to minimise the use of air conditioner.
- Generators are also available in our college when requirement of power.

| 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:**

The institute encourages the process of eco-friendly waste disposal method. Maximum waste generated is recycled and solid waste is reused. For Streamlining Ways of energy conservation and use of alternate sources of energy for meeting its power requirements following measures are taken:

- Collection of solid waste in the form of paper and garden waste are dumped in one place, for composing other solid waste.
- For awareness regarding energy conservation rallies are organized.
- Institute has kept dustbin in all marked place in the campus to collect the waste.
- In college premises there are 3-star AC for reducing consumption of energy.
- As the rooms are very much ventilated so there is less requirement of electrical lights.
- The Institution has installed solar panels to save electricity. The college is in the process of installing more solar panels within the campus, to save electricity.
- College uses LED monitors in ICT labs for saving.
- For awareness regarding energy conservation poster making competition are organized.
- Peons are instructed to check each and every switch time to time for conserving energy.
- To uphold 'Green campus' 'Clean campus' slogan Minimum use of electric energy Promotion of the use of non-conventional energy Popularization of sustainable development goals through various in-house activities
- All the teaching, non-teaching and students are instructed regarding switch off the lights when they will go out from any room.

**E-waste Management:**

Old version computers wnich are not working are stored in one room. Electronic gadgets and various circuits are also stored in that room. Other e-waste such as compact disc, Batteries, Bulbs and Electronic items are collected from every room and office and delivered for safe disposal. Everyday our institution and surrounding area of the campus are cleaned by our Group-D staff. They are very careful and efficient to make our campus clean and tidy. Waste baskets and dustbin are kept in the every corner of our campus. Plastic is prohibited in our college campus as far as practicable. For dumping of plastic materials we provide separate bin. Waste chemicals and garbage are properly disposed.

| File Description | Document |
|---|---|
| Documentary evidence in support of the claim | [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:** C. Any 2 of the above

| File Description | Document |
|---|---|
| Income Expenditure statement highlighting the specific components | [View Document](#) |
| Geo-tagged photographs | [View Document](#) |
| Documentary evidence in support of each selected response | [View Document](#) |
| 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:** B. Any 3 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 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:**

St. Joseph's Mishri Singh Vishwamohinee Memorial Teachers' Training College is an eco-friendly institute.The institute is committed to the green movement and invests all efforts to maintain beautify green garden in and around campus.There are three sweepers appointed to maintain the cleanliness within campus.Sufficient senetizer are always available to use for all who approach the institute.The whole campus is covered with variety of fruits,flowers,grasses,decorative plants,medicine plants etc.There is no any polluting environment nearby the institute.

**The following initiatives are taken: -**

- Periodic inspection is done by the principal to ensure proper cleaning and sanitation.
- Regular pruning of tree is done for a better scenic beauty of the institute.
- Active participation of faculty and student seem to keep the campus clean during covid-19, regular sanitization was done by supportive staff.
- Developing plastic free campus.
- Regular cleaning of campus by supportive staff & student.
- Tree plantation by students, faculty member and non-teaching in the campus.
- Energy conservation.
- Rain water harvesting.

**Green Cover:**

A variety of plants have been planted through out the entire campus for the greenery of the college campus that helps to keep the college environment clean. Environment Day is celebrated every year during which students are made aware about the care of plants. In addition the following conditions apply to keep the college clean and tidy.

- All water supply system is connected with RO for safe and clean drinking water in whole campus.
- Plants are planted in the college every year on environment day.
- Plastic is used sparingly in college campus.

- celebration of world environment day with the theme- Reduce, Reuse and Recycle.
- Maintaining Carbon neutrality through Plantation move by NSS Students inside and outside college campus.
- Gardeners are employed to maintain green cover. No any pesticides are used.
- Safe cleaning material is used.

| 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:** B. Any 4 of the above

| File Description | Document |
| --- | --- |
| Videos / Geotagged photographs related to Green Practices adopted by the institution | [View Document](#) |
| Income Expenditure statement highlighting the specific components | [View Document](#) |
| 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:** 0

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 00 | 00 | 00 | 00 | 00 |

| 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:**

St. Joseph's Mishri Singh Vishwamohinee Memorial Teachers' Training College always sensitive and emphatic towards social, environmental and community problem. Time to time the college has organized the seminars, webinars and programs touching the issue of environment, society and community. The college is willing to nurture a healthy environment for which different programs like plantation are organized. The locality of the college is very good and always in helping mood. As there are some High schools near the locality so the practice teaching for the teacher's trainees are done in those schools. The college many times invites the mentors from the locality. Many times the experts from the locality are given opportunity to give their valuable lecture about some running problems. In any function of the college the local communities come and take part in any activities.The college regularly organizes different activities for inculcating the values of tolerance, harmony towards cultural diversities. These activities have a very positive impact on society's cultural and communal thought directly. The college thereby celebrates Independence Day, Republic Day, Gandhi Jayanti, every year with great honors and respect. These programs organized by the college promote greater value of life, love, integrity, fraternity

and patriotism in the minds of the students. Thus a sense of commitment towards nation, society and responsibility towards community and humanity at large is instilled in the mind of the students.

**Initiatives:**

- We participate in various cultural and educational activities in the nearby the institution.
- During pre-internship programme, B.Ed. 1st and 2nd year students learn the type of school, culture of the school, observe teachers while teaching, observe students.
- Students are also assigned projects on 'Tree Plantation' and "Beti Paradho Beti Baccaho". This type of projects provide them relevant learning experiences for knowledge, awareness, and ability to make decisions that promote health and well-being for themselves and their communities.
- The institution conducts outdoor programs related to curriculum, exposing students to first-hand experience, for example; Cleanliness and Health Campaign, Value Inculcation Program, workshops on Life Skills, Best out of Waste.
- Local police officers help us in conducting procession and during camps.
- Develop a system that facilitates home-school-community communication. To fulfill this purpose our institution arranges alumni meets, assemblies, parent teacher meeting,
- Institution organized and participated in blood donation camp for social welfare.
- Institution arranged workshops on English communication skill for the students from rural background to bridge the gap between urban and rural background students and bring the marginalized to main stream.
- Promoting biodiversity through energy conservation, waste management, greenbelt in campus, conserving water through rain water harvesting, etc.

| 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:** B. Any 3 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:**

Two best practices of St. Joseph's Mishri Singh Vishwamohinee Memorial Teachers' Training College below:-

**Best practices 1**

**Title of the practice:** "Life skill training"

**Context**:

Simulation based learning can be the way to develop the professionals knowledge, skills attitudes, protecting students from unnecessary career risks.

**The practice:**

The programme is independently planned and implemented by the administration of the college. Various small activities having great implication have been organized so as to outsmart in the world.

**Evidence of success:**

The success of the programme is the increased ability to explore the difference between need and wants, legal and employment issues which affect daily life.

**Problem encountered and resource required:** The resource person or mentor is required.

**Best practice 2**

**The context**:

The mentors need to provide the matter required for extra coaching and advice on career counseling. The mentors need to provide the slow learners with extra time to understand the work.

**The Practice**:

Bridge courses are conducted in required subjects to provide the confidence among the students. Audio-visual relating subjects are played, special remedial classes are conducted and regular assessments are made by the mentors.

**Evidence of success:**

 Success of the best practice is that securing first class in the final exam and clear the teachers eligibility test (TET)

**Problem encountered and resource required:** Human resources requirement is more important than finance and staff members to help the students.

| 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:**

The college regularly organizes different activities for inculcating the values of tolerance, harmony towards cultural diversities. These activities have a very positive impact on society's cultural and communal thought directly. The college thereby celebrates Independence Day, Republic Day, Gandhi Jayanti, every year with great honors and respect. These programs organized by the college promote greater value of life, love, integrity, fraternity and patriotism in the minds of the students. Thus a sense of

commitment towards nation, society and responsibility towards community and humanity at large is instilled in the mind of the students.

The distinctiveness of St. joseph's mishri singh vishwamohinee memorial teachers' training college consists mainly in creating for its faculty and students an atmosphere that provides a "share environment", safe and psychologically space that is both safe and comfortable. Safe because what we all needs to grow and blossom a supportive environment.

Comfortable because we promote friendliness environment. Such an environment is the natural result of the following strengths of the St. joseph's mishri singh vishwamohinee memorial teachers' training college community.

- It is accurately planned and implemented personal and professional development for faculty and students.
- Trainings and workshops imparts hand –on-experience to the students to work for community projects.
- The campus is free from pollution and plastics.
- The college arranged many awareness programmes regarding flood, health, education, child labour, hygiene, covid 19 etc.
- Provision of duty/academic/study leave and financial assistance to the teachers.
- Well qualified and motivated faculty with specialized in niche areas.
- Its outstanding human resources management system ensures a shared vision, a organized team and an winning work culture.
- Its well organized governance structure and administrative mechanism to ensure speedy implementation of all ddevelopmental plans.

India is a country of multi ethnic culture where people belonging to different religious, racial, cultural and lingual identities live together harmoniously. So to maintain an inclusive environment and to give environmental awareness and knowledge about resources and community practicality is very necessary to the students.

| 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 :

The trust of the institution namely MISHRI SINGH VISHWAMOHINEE MEMORIAL EDUCATIONAL SCIENTIFIC AND HEALTH TRUST also runs a CBSE affiliated school namely St. Josheph's public school.This school fuctions as a workshop of our teachers' training institute.

We are in the process of a hostel in the college campus.

Our committed teaching faculty use a variety of approaches for the transaction of the course, such as, class teaching, case studies, discussions on reflective journals, observation records, student portfolios, observation of children/school students, and interaction with community in multiple socio-cultural environments, tutorials, seminars, (including the use of Information Communication Technology) project/field work, term papers, individual or group assignments, and continuous engagement with the field work. The college ensures the optimal use of Instructional facilities like OHP, LCD Projector etc. Pupil teachers are encouraged to use these in teaching practice also. The college encourages student teachers to become techno-savvy and they are motivated to communicate among themselves through email using internet facilities provided by the college.

## Concluding Remarks :

All the activities of the institution are linked with the vision and mission. It has led to the growth of the college in the recent years in the field of infrastructural facilities, enhancement of teaching-learning process and image enhancement. The commitment of the principal, faculty and staffs has elicited cooperation from the parents, community and local bodies. Staff meetings are held at regular intervals to review whether the activities are being carried out in tune with vision and mission of the institution. Periodic review is done to ensure the same.

The members of faculty are provided conducive environment for the growth of institution and their personal growth as well. All faculty members and non-teaching staffs direct their efforts towards the improvement of the institution. This has led to the satisfaction level among members of the staffs. Self-motivation and institution are the outcomes of this constructive environment. Institution always motivates the faculty member to attend seminars, workshops and for higher studies and necessary needs are fulfilled by the institution.

Management of the college actively support and strengthens the processes going on in the institution. They provide infrastructural facilities without any constraint and help in making the academic calendar appropriate for learning and development. Support is provided readily with regards to faculty development, management, active participation in college like cultural programme, extension activities and celebration of important days etc.

01-01-2025 03:39:51

# 6.ANNEXURE

## 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|---|---|
| 1.1.2 | **At the institution level, the curriculum planning and adoption are a collaborative effort;**<br><br>**Indicate the persons involved in the curriculum planning process during the last completed academic year**<br><br>**1.   Faculty of the institution**<br><br>**2.   Head/Principal of the institution**<br><br>**3.   Schools including Practice teaching schools**<br><br>**4.   Employers**<br><br>**5.   Experts**<br><br>**6.   Students**<br><br>**7.   Alumni**<br><br>       Answer before DVV Verification : A. Any 5 or more of the above<br>       Answer After DVV Verification: B. Any 4 of the above<br>    Remark : Input edited as per the supporting documents |
| 1.2.4 | **Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through**<br><br>  1. **Provision in the Time Table**<br>  2. **Facilities in the Library**<br>  3. **Computer lab facilities**<br>  4. **Academic Advice/Guidance**<br><br>       Answer before DVV Verification : A. All of the above<br>       Answer After DVV Verification: C. Any 2 of the above<br>    Remark : Input edited as per the supporting documents |
| 1.4.1 | **Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.**<br><br>**Structured feedback is obtained from**<br><br>  1. **Students**<br>  2. **Teachers**<br>  3. **Employers** |

4. **Alumni**
5. **Practice teaching schools/TEI**

Answer before DVV Verification : B. Any 4 of the above
Answer After DVV Verification: C. Any 3 of the above
Remark : Input edited as per the supporting documents

| | |
|---|---|
| 1.4.2 | **Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following**<br><br>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website<br>Answer After DVV Verification: C. Feedback collected and analysed<br>Remark : Input edited as per the supporting documents |
| 2.3.4 | **ICT support is used by students in various learning situations such as**<br><br>1. **Understanding theory courses**<br>2. **Practice teaching**<br>3. **Internship**<br>4. **Out of class room activities**<br>5. **Biomechanical and Kinesiological activities**<br>6. **Field sports**<br><br>Answer before DVV Verification : B. Any 3 of the above<br>Answer After DVV Verification: D. Any 1 of the above<br>Remark : Input edited as per the supporting documents |
| 2.3.6 | **Institution provides exposure to students about recent developments in the field of education through**<br><br>**1.   Special lectures by experts**<br><br>**2.   'Book reading' & discussion on it**<br><br>**3.   Discussion on recent policies & regulations**<br><br>**4.   Teacher presented seminars for benefit of teachers & students**<br><br>**5.   Use of media for various aspects of education**<br><br>**6.   Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**<br><br>Answer before DVV Verification : C. Any 3 of the above<br>Answer After DVV Verification: E. Any 1 or none of the above<br>Remark : No any report given by HEI only provide a photo so input is edited |

| 2.4.3 | **Competency of effective communication is developed in students through several activities such as** |
|---|---|
| | 1. **Workshop sessions for effective communication**<br>2. **Simulated sessions for practicing communication in different situations**<br>3. **Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'**<br>4. **Classroom teaching learning situations along with teacher and peer feedback**<br><br>Answer before DVV Verification : A. All of the above<br>Answer After DVV Verification: D. Any 1 of the above<br>Remark : Input edited as per the supporting documents |
| 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**<br><br>1. **Teacher made written tests essentially based on subject content**<br>2. **Observation modes for individual and group activities**<br>3. **Performance tests**<br>4. **Oral assessment**<br>5. **Rating Scales**<br><br>Answer before DVV Verification : B. Any 3 or 4 of the above<br>Answer After DVV Verification: C. Any 2 of the above<br>Remark : Input edited as per the supporting documents |
| 2.4.5 | **Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of**<br><br>1. **Preparation of lesson plans**<br><br>2. **Developing assessment tools for both online and offline learning**<br><br>3. **Effective use of social media/learning apps/adaptive devices for learning**<br><br>4. **Identifying and selecting/ developing online learning resources**<br><br>5. **Evolving learning sequences (learning activities) for online as well as face to face situations**<br><br>Answer before DVV Verification : B. Any 4 of the above<br>Answer After DVV Verification: D. Any 2 of the above<br>Remark : Input edited as per the supporting documents |
| 2.4.13 | **Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include**<br><br>1. **Effectiveness in class room teaching**<br>2. **Competency acquired in evaluation process in schools**<br>3. **Involvement in various activities of schools** |

| | |
|---|---|
| | 4. **Regularity, initiative and commitment**<br>5. **Extent of job readiness**<br><br>Answer before DVV Verification : B. Any 4 of the above<br>Answer After DVV Verification: D. Any 1 or 2 of the above<br>Remark : Input edited as per the supporting documents |
| 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:**<br><br>**1.Seed money for doctoral studies / research projects**<br><br>**2. Granting study leave for research field work**<br><br>**3. Undertaking appraisals of institutional functioning and documentation**<br><br>**4. Facilitating research by providing organizational supports**<br><br>**5. Organizing research circle / internal seminar / interactive session on research**<br><br>Answer before DVV Verification : A. Any 4 or more of the above<br>Answer After DVV Verification: D. Any 1 of the above<br>Remark : Input edited as per the supporting documents |
| 3.1.4 | **Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include**<br><br>1. **Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**<br>2. **Encouragement to novel ideas**<br>3. **Official approval and support for innovative try-outs**<br>4. **Material and procedural supports**<br><br>Answer before DVV Verification : B. Any 3 of the above<br>Answer After DVV Verification: D. Any 1 of the above<br>Remark : Input edited as per the supporting documents |
| 3.2.1 | **Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years**<br><br>3.2.1.1. **Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**<br>Answer before DVV Verification: |

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

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3 | 2 | 1 | 1 | 2 |

Remark : Input edited as per the supporting documents

| 3.3.5 | **Number of awards and honours received for outreach activities from government/ recognized agency during the last five years** |

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Input edited as per the supporting documents

| 3.4.1 | **Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years** |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 5 | 3 | 2 | 2 | 2 |

Answer After DVV Verification :

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

Remark : Input edited as per the supporting documents

| 4.1.3 | **Percentage of expenditure excluding salary for infrastructure augmentation during the last five years** |

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

Answer before DVV Verification:

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| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 4604.15 | 10320.31 | 7753.24 | 51143.62 | 5197.35 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0.15 | 1.08 | 1.58 | 1.05 | 1.75 |

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 1131.6 | 308.16 | 0 | 1868.22 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0.68 | 0 | 0 | 0 | 1.56 |

**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**

Answer before DVV Verification : C. Any 2 or 3 of the above
Answer After DVV Verification: E. None of the above
Remark : Input edited as per the supporting documents

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 578.96 | 13615.97 | 2180.68 | 7783.72 | 251639.28 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 5.78 | 1.36 | 2.18 | 7.78 | 2.51 |

| 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** |
| | Answer before DVV Verification : A. Any 8 or more of the above |
| | Answer After DVV Verification: C. Any 6 of the above |
| | Remark : Input edited as per the supporting documents |
| 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** |
| | Answer before DVV Verification : B. Any 5 of the above |
| | Answer After DVV Verification: C. Any 3 or 4 of the above |
| | Remark : Input edited as per the supporting documents |
| 5.2.1 | **Percentage of placement of students as teachers/teacher educators** |
| | 5.2.1.1. **Number of students of the institution placed as teachers/teacher educators during the last five years** |
| | Answer before DVV Verification: |

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

| 0 | 12 | 15 | 5 | 2 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 07 | 0 | 0 | 0 | 0 |

Remark : Input edited as per the supporting documents

| | |
|---|---|
| 5.2.2 | **Percentage of student progression to higher education during the last completed academic year**<br><br>5.2.2.1. **Number of outgoing students progressing from Bachelor to PG.**<br>Answer before DVV Verification :  0<br>Answer after DVV Verification: 0<br>5.2.2.2. **Number of outgoing students progressing from PG to M.Phil.**<br>Answer before DVV Verification :  0<br>Answer after DVV Verification: 0<br>5.2.2.3. **Number of outgoing students progressing from PG / M.Phil to Ph.D.**<br>Answer before DVV Verification :  4<br>Answer after DVV Verification: 0<br><br>Remark : Input edited as per the supporting documents |
| 5.4.2 | **Alumni has an active role in the regular institutional functioning such as**<br><br>1.    **Motivating the freshly enrolled students**<br><br>2.    **Involvement in the in-house curriculum development**<br><br>3.    **Organization of various activities other than class room activities**<br><br>4.    **Support to curriculum delivery**<br><br>5.    **Student mentoring**<br><br>6.    **Financial contribution**<br><br>7.    **Placement advice and support**<br><br>Answer before DVV Verification : A. Any 6 or more of the above<br>Answer After DVV Verification: C. Any 2 or 3 of the above<br>Remark : Input edited as per the supporting documents |
| 6.5.3 | **Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last  five years.**<br><br>6.5.3.1. **Number of quality initiatives taken by IQAC or any other mechanism for promoting** |

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**quality during the last five years.**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 13 | 7 | 3 | 14 | 5 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 02 | 1 | 1 | 1 | 1 |

Remark : Input edited as per the supporting documents

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 169.99 | 93.18 | 23.89 | 119.46 | 83.62 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

## 2.Extended Profile Deviations

| ID | Extended Questions |
|----|--------------------|
| 1.1 | **Number of students on roll year-wise during the last five years..** |

Answer before DVV Verification:

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

Answer After DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 200 | 200 | 200 | 148 | 96 |

| 2.1 | **Total expenditure excluding salary year wise during the last five years (INR in lakhs)..** |
|-----|----------------------------------------------------------------------------------------------|

Answer before DVV Verification:

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

| 224201.44 | 77511.23 | 190944.61 | 344372.56 | 37862.94 |

Answer After DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2.93 | 9.34 | 11.40 | 12.72 | 11.40 |

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