



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**MANOHAR MEMORIAL COLLEGE OF EDUCATION**

MANOHAR MEMORIAL COLLEGE OF EDUCATION, SIRSA ROAD,  
FATEHABAD

125050

[www.mmcollegeofeducation.com](http://www.mmcollegeofeducation.com)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**June 2024**

# 1. EXECUTIVE SUMMARY

---

## 1.1 INTRODUCTION

Manohar Memorial College of Education, affiliated to Chaudhary Devi Lal University, Sirsa. Established in 2004, the college aims to provide quality education and training in the field of teaching. The College was accredited Grade “B” by the NAAC in its First Cycle in 2012. MM College of Education is located in Fatehabad and is well connected with public transport. A Managing Committee headed by Shri Rajiv Batra and eminent educationists from different fields manage the college. However, autonomy is given to the college principal to organize and manage the college. The committee of the NCTE has also been visiting the college to the maintenance of the norms for the professional programmes. The management is very supportive of the development of the college and provides ample encouragement to staff and students.

The College currently has approximately 350 students enrolled in different programmes, namely: B.Ed., B. A.B.Ed. and D.El.Ed. In addition to these, the college also offers various Value Added Course/Skill Development courses. The functioning of college is decentralized through various committees and cells. Representatives from the management, principals, faculty members, eminent personalities, staff members, students, and alumni are part of the committees and cells. Transparency in the working system is one of the best features of our institution.

The Statutory bodies of the College are the Governing Council, the Advisory Committees and the College development committee. These bodies along with the IQAC play an important role in framing policies and executing them. The Governing Council functions as the Executive Body of the college to take decisions and plan strategies which are appropriate for the development of the institution. Advisory committee and college development committee is responsible for scrutinizing the proposals with regard to the programmes of study, academic regulations, curriculum, syllabi and framing evaluation policies. The College office comprising of Administrative and Support Staff coordinates the administrative activities under consultation with the Principal. All stakeholders work within the institutional policies and practices so as to satisfy the vision and mission of the college.

Under the supervision of principal, heads and committee members plan for organizing curricular and cocurricular activities. The college practices a well-structured system of mentoring to provide proper guidance to the students in not only choosing the right career path but also to help them to become confident and emotionally secure individuals.

The Wi-fi enabled campus helps students to use online facilities like paying fees, to apply for all scholarships, avail library services, track attendance and internal assessment, read e-notices, e-content, submit examination forms, register with the Placement Cell, fill choices for the optional courses.

### **Vision**

To prepare professionally competent teachers equipped with the application of modern technologies for a global and knowledge-driven society coupled with ethical and spiritual values rooted in Indian Culture.

Institutional Objectives:

- To nurture the inner urge in teacher trainees for learning and development of positive attitude toward the teaching profession.
- To impart quality education to enlighten, emancipate and empower the pupil teachers.
- To develop and widen the mental horizons of the students keeping in view the global trends and developments in various fields especially the teaching-learning process in its myriad complexity.
- To acquaint and familiarize the pupil teachers with their subjects of study along with the modes of their practical applicability in dealing with curriculum transactions and evaluation.
- To prepare teachers of tomorrow who are competent, fully motivated, committed and creative teachers ready to accept the challenge of the newly emerging societal order in the global context.
- To develop the inbuilt abilities of the students by providing them with a platform to take a leading role in different programmes, co-curricular activities and the teaching-learning process.
- To create an awareness of vital issues like the environment, female foeticide, pollution, population, communal harmony and national integration.
- To enhance creative and critical thinking by rewarding excellence in curricular and co-curricular activities.

### **Mission**

- Expanding mental and intellectual horizons while encompassing emerging disciplines of knowledge.
- Development of global vision in future teachers to face new challenges.
- Preparing excellent human resources for the development of the country.
- Inculcating ethical base and spiritual consciousness rooted in Indian culture.

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

### **Institutional Strength**

1. Scholarship by Donors (Local Community)
2. Academic Bank of Credit
3. SC/BC scholarship
4. Every Year Complete Admission
5. 100% Result
6. Fully Wi-Fi Campus
7. Well-furnished Lab.
8. Notes of Syllabus
9. HTET's Coaching
10. Smart Classroom
11. Green lush gardens
12. Canteen
13. Self-study courses and Value added courses
14. MOOC development by students
15. Educational Tours
16. School' partnership in academic & cultural events.

### **Institutional Weakness**

1. face challenges in reaching out to a broader student base or attracting students from diverse geographical regions
2. Face competition from other institutions offering similar programs
3. Insufficient partnerships with industry for internships, placements, and collaborative research projects.
4. Dependence on government funding which may fluctuate and impact institutional resources.
5. Semi-Automated systems for library management leading to inefficiencies in cataloguing, tracking, and accessing resources.
6. Curriculum that does not reflect current industry trends, technological advancements, or interdisciplinary approaches, resulting in graduates ill-prepared for the evolving job market.

### **Institutional Opportunity**

1. To expand its program offerings or introduce new courses
2. Investing in research facilities and promoting a culture of innovation.
3. College is situated at the heart of the City.
4. New technological tools for online learning, virtual classrooms, and digital resources
5. International collaborations, student exchange programs, and global partnerships
6. Strengthening ties with the local community through outreach programs, volunteer opportunities, and collaborative projects.
7. Establishing specialized centres of excellence in emerging fields to attract research funding and talent.
8. Expanding online course offerings to reach a wider audience and cater to non-traditional students.
9. Exploring alternative revenue streams such as consulting services.
10. Setting up an entrepreneurship incubator to support student startups and foster innovation.
11. Developing cultural exchange programs to expose students to diverse perspectives and enhance global competency.
12. Strengthening partnerships with educational leaders for curriculum development, research funding, and job placements.

### **Institutional Challenge**

1. The Threat of Discontinuing D.El.Ed. Courses.
2. Changes due to New Education Policy
3. Rapid Technological changes
4. Increasing competition from other institutions with higher admission standards, leading to potential declines in enrolment and academic talent.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Curricular aspect of Manohar Memorial College of Education is governed by Chaudhary Devi Lal University, Sirsa. College executes the curriculum provided by university very effectively. Planning of implementation of the curriculum is done in a transparent and effective manner in the institution through academic calendar, session plans and time table. The syllabus, pedagogy and infrastructure have been regularly upgraded to remain responsive to changing needs. Academic processes are streamlined with timetables, workloads and other

administrative tasks prepared well in starting of new session. While planning curriculum implementation, focus is given on CLOs of the program. Teachers and students are also oriented about them during teacher induction programmes and student orientation programme respectively. The students are given choice to choose elective courses based on their aptitude, skill and aspiration. To develop skills and for professional enhancement of students, college has introduced many Value-Added Courses and Self Study Courses for the students. The curriculum is designed by university in such a manner that student can naturally learn the cross-cutting issues. Faculties also try to inculcate the national and international cross-cutting issues in the classroom.

Manohar Memorial College of Education focus on improving, so continuous process of obtaining feedback from different stakeholders is followed to make our students employable and a good citizen of the society. We are focusing on holistic development of students, focusing on physical, language, social, spiritual, and emotional aspects. We aimed to equip students with the necessary skills to become teachers for the 21st century. Activities include cultural values, gender equality, spiritual values, and ethics for teachers, and teaching skills. Professional skills are also developed through lectures on intellectual property, women empowerment.

.Seminars, Workshops and Group Discussions have been organized on different topics to develop a constructivist approach. Experiential learning through internships projects and field trips is specifically facilitated. The college engages its staff and students in several co-curricular activities and commemorative day celebrations, extension and outreach programmes etc. to enrich them with wide variety of co – curricular developments -Gender sensitization, awareness to environmental issues, shaping moral and ethical values, better career options and community orientation.

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

Teaching-learning is the most crucial area of a teacher training programme. Manohar Memorial College of Education ensures access and support to students from all sections of society. The college has assessed the different types of learners and their level of learning through Talent Hunt and Class room interaction, last year marks after the admission. Academic support is provided to students according to their learning level assessed. Bilingual approach is used in teaching learning process to cater the needs of different students. 'Bridge Courses' helps to fillup the gap between the new subject and old knowledge to meet the course learning outcome. The college has a "Mentor Mentee" policy to provide the students support on issues related to their strengths, weaknesses, prospective opportunities and challenges faced in relation to curricular and co-curricular aspects. The college has been upgrading its IT infrastructure regularly. Faculty members focus on developing e-content. Students are motivated to use ICT support for their learning, practice teaching, internship and co-curricular activities. Extension activities provide exposure to students about recent developments and are encouraged to think critically be innovative and creative in tasks assigned to them. Different opportunities are provided to the students to develop competencies and skills related to school based practices, communication, construction of assessment tools and organizing events etc. Internship is planned very systematically in renowned schools of Fatehabad.

Effective monitoring mechanism is in place during internship programme. Strengthening student's self-awareness, decision making abilities for professional engagement are modelled and demonstrated, to nurture creativity, critical thinking and problem-solving skills. The college has well qualified faculty involved in teaching-learning and research. Teachers are regularly updated with the teaching-learning and evaluative methods by organizing various workshops.

The progressive performance of the student teachers' are closely monitored through continuous internal assessments, psychological testing, reflections at the end of lessons, summarizing learning outcomes, scaled down teaching encounters, application of traditional vs modern approaches and models of teaching, on-line proficiency in technological tools and so on are a few strategies and techniques involved while preparing the students teachers' for their internship.

### **Infrastructure and Learning Resources**

Manohar Memorial College of Education has total built up area of 4 acres spacious and well-furnished infrastructure is maintained. The infrastructure is equipped with classrooms, laboratories, ICT Lab, psychology laboratory, seminar hall, library, and sports field. Provision of Wi-Fi enabled campus gives freedom and flexibility for faculty and students to share any information from remote sources. Computer cum language lab has a server with LAN and internet connection. During the pandemic, online classes, you tube content, MOOCs, e-books, Google classrooms, email blogs, WhatsApp were extensively used for individualized and effective teaching-learning and evaluation purposes. The Psychology Laboratory has different tests and batteries. It also has apparatus which are required for psychological testing.

Our library has richest collection of Books, Journals, Back volumes, Biographies, Subject and General Dictionaries, e-Resources. It is located on first floor of the building comprising of one Stock room, Reading hall, Circulation Counter, and a separate Research cell. Library resources are augmented every year with newer editions. The computer facilities and other learning resources are available for academic purpose and accessible to staff and students. CCTV and efficient security system ensure a safe and secure environment for the student teacher and faculty. The College has well equipped computer Laboratory with sufficient numbers of computers with internet facility to develop ICT skills in the students. Teaching faculty of our college adopted online teaching mode through many digital platforms like ZOOM, Google meet, Google classroom etc. during Covid-19 lock down. The College has been constantly upgrading the infrastructure to keep pace with increasing demand.

### **Student Support and Progression**

Manohar Memorial College of Education promotes holistic development of students. The college offers scholarship to needy students that help them to ease their financial burden and focus more on their studies. The College has various committees which actively conduct academic as well as extracurricular and co curricular events for the students such as seminars, workshops, student development programmes, placement drives, career counseling, etc. Students are elected as representatives in these committees that not only enhance their life skills but also add a student perspective to the functioning of these committees. Students actively participate in sports and cultural activities and bring accolades to college at the university, national and international levels. Teachers support students in their academic endeavors through regular tutorials, remedial and doubt sessions, conducted in small groups (slow/advanced learners).

College has a robust and responsive grievance cell that looks into the issues faced by the students. The college has constituted various committees to formulate procedures to address instances of ragging, sexual harassment, and Violation. The Placement Cell of the College works incessantly and in the last 5 years, the number of recruiters, students placed. In addition, there has also been considerable growth in the number of students pursuing higher education in India and abroad, after studying from Manohar Memorial College of Education. Moreover, the number of students clearing competitive exams has also increased tremendously in the past five

year. Alumni Society is connected with alumni placed in diverse fields such as armed forces, education, and research. And they are interacting and engaging with current students through various events such as career counseling sessions, webinars on women empowerment, soft skill development, and health and stress management.

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

This College of Education prioritizes a forward-thinking, inclusive, and empowering approach to leadership and management, fostering a collaborative environment for highly qualified and empathetic educators known for their well-rounded personalities. We empower faculty and foster innovation by leveraging technology through a user-friendly digital platform for classrooms. This includes features like micro-teaching sessions and access to online webinars, allowing for continuous learning and pedagogical exploration. Faculty members are encouraged to redesign their teaching methods, fostering a spirit of innovation and creativity in the classroom. In collaboration with external experts during regular meetings, the College actively follows a comprehensive and up-to-date curriculum enriched with various curricular and co-curricular activities designed by University.

Committed to continuous improvement, the management collaborates with external experts through interactions during statutory meetings, IQAC meetings, and advisory panels. This ensures well-organized events, effective infrastructure maintenance, and high-quality education. Student fees from B.Ed., D.El.Ed. and B.A.B.Ed. Programs fund our operations, with a portion dedicated to student support through financial aid, academic assistance, and counseling services. Commitment to transparency is paramount, as evident by regular administrative and academic audits.

The College provides a robust digital infrastructure, providing the faculty, students, researchers, administrators, alumni, and parents access to a wealth of information networks. We cultivate a healthy, clean, and well-maintained physical environment. Additionally, our academic and support facilities are designed to be reliable, engaging, and conducive to fostering personal and professional growth. To ensure optimal utilization of resources, a dedicated Governing Body oversees systematic and timely maintenance of our infrastructure and academic resources.

We actively cultivate leadership skills in our student teachers. During their practice teaching placements, each school selects a group leader from amongst the student teachers, providing them with valuable leadership experience.

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

Manohar Memorial College of Education values holistic and empowered growth and development of all its stakeholders. The various departments, societies, clubs and committees of the college regularly organize a plethora of events, seminars, conferences, competitions and fests. These events pivot around themes of gender equity, eco-consciousness, social responsibilities, constitutional rights and values, and cultural heritage. The college actively engages itself for distribution of woolen clothes to needy ones to promote sensitivity and awareness. The Institution ensures a barrier free environment through ramps/lifts, disabled-friendly washrooms. College encourages environment- friendly and eco-conscious practices. Use of energy efficient equipment, conducting energy and green audits, rainwater harvesting, are a few potential steps in this direction. The college is proud of its lush gardens, including Herbal Park. Various outreach activities, projects and events are conducted under NSS. Consistent efforts and financial investments have been made to augment the existing

ICT infrastructure, with latest technology for creating an environment for blended learning. The Institution is distinctive in its thrust towards capacity building for teaching, non-teaching staff and students, which conforms to NEP 2020 recommendations. Training programmes have been conducted for non-teaching staff. Students are trained through executive development programmes/short-term courses/co-curricular workshops conducted throughout the academic session.

The Research Committee of the College promotes active participation of faculty and students in diverse fields of research, reinforcing our commitment to research attitudes and scientific enquiry. It also opens new vistas for students to pursue their goals. The Placement Cell of the college through various placement opportunities, encourage and promote self-reliance among students.

**Best Practice 1:** College organize Faculty Development Programmes (FDPs), Faculty Orientation and Induction Programmes (FIPs), conferences, workshops, through offline and online modes. College has developed programmes to equip the teachers with various tools and applications for online teaching and develop Massive Open Online Courses (MOOCs).

**Best Practice 2:** College has Motto, 'Back to Nature' and organizes many activities and programs to reconnect students with the environment, promoting sustainability, and fostering a deeper appreciation for nature.

### **Research and Outreach Activities**

Manohar Memorial College of Education is keenly involved in creating and promoting a research culture amongst the faculty and students. Lecturers are encouraged to publish research articles in educational journals. Books related to research are purchased for the library. Many seminars, conferences, workshops are organized and attended by the college lecturers. Prominent among them are International Conference at Rao Lal Singh College of Education, Sidhrawali, Seminar at SNDT Women's University, Mumbai, 3 Days Online Workshop conducted by GJU, Hisar, National Seminar at BSK College of Education, Mandi Dabwali. The faculty members publish papers in several educational journals. Prominent among them are 'Analysis of the Indian National Education Policy – 2020', 'Enhancing the goals of Education with mindfulness & Psychological well being in 21st Century', 'Action Research', 'Educational Management and Educational Leadership'. Orientation Programmes for teachers and Students are organized by the college. The college has MOUs with several, schools, colleges. It utilizes the community resources by inviting community people for guest lectures, sending students to different schools & institutes for their project work, visits to science fairs, etc. Social and citizenship values are developed in the students through the celebration of the National festivals, National integration day, and through seminars and extension lectures. Many literary and cultural programs are organized in collaboration with schools and other colleges.

Extension and outreach activities carried out by women cell/NSS unit/ give direction to the extra-curricular character of the institution. These activities also strengthen the available network of clubs and subject societies to ensure students' involvement in social activities and movements. NSS volunteers experience a seven day camp in the village (Jhalnia), one day social project collecting data through questionnaire from the public and a cross-cultural educational tour from varying from four to seven days. To have a critical outlook and make a concrete contribution to the society, the volunteers are exposed to social rallies, medical camps, and human chain organisation. In continuation of their pedagogy training, the volunteers are expected to assist the children of neighbouring orphanages and hostels in the evening. This practice opens the way for experimentation and learning.





## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	MANOHAR MEMORIAL COLLEGE OF EDUCATION
Address	Manohar Memorial College of Education, Sirsa Road, Fatehabad
City	FATEHABAD
State	Haryana
Pin	125050
Website	<a href="http://www.mmcollegeofeducation.com">www.mmcollegeofeducation.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Janak Rani	0166-7220136	8295991897	0166-7220136	mmce123@yahoo.com
IQAC / CIQA coordinator	Gunjan Bajaj	0166-7220136	9996061913	0166-7220136	shonimareet@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 minority institution	No

Establishment Details	

State	University name	Document
Haryana	Chaudhary Devi Lal University	<a href="#">View Document</a>

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

Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
NCTE	<a href="#">View Document</a>	16-08-2004	236	Valid till further changes

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	Manohar Memorial College of Education, Sirsa Road, Fatehabad	Urban	5.09	5283.46

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	B.A.BEd,Education,	48	Intermediate	English,Hindi	100	100
UG	BEd,Education,	24	Graduation	English,Hindi	100	100

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				0				37			
Recruited	0	1	0	1	0	0	0	0	16	14	0	30
Yet to Recruit	0				0				7			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				7			
Recruited	0	0	0	0	0	0	0	0	2	4	0	6
Yet to Recruit	0				0				1			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				3
Recruited	3	0	0	3
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				11
Recruited	8	3	0	11
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
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**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	0	0	2	5	0	8
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	14	9	0	23
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	4	0	6
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		1	2	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	94	1	0	0	95
	Female	253	5	0	0	258
	Others	0	0	0	0	0
Diploma	Male	8	10	0	0	18
	Female	15	11	0	0	26
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	17	18	18	31
	Female	23	29	39	78
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	9	8	13	17
	Female	52	48	48	50
	Others	0	0	0	0
General	Male	40	39	39	49
	Female	147	146	130	125
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>288</b>	<b>288</b>	<b>287</b>	<b>350</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>a) Delineate the vision/plan of institution to transform itself into a holistic multidisciplinary institution. Manohar Memorial College of Education is actively engaged in offering quality Teacher Education Programme. It aims to improve overall, development of human beings- intellectual, aesthetics, social, physical, emotional, moral. The institute offers skill based and value based education. Apart from this our college is prepared for inclusion of more discipline to offer integrated education program in future as per NEP policy to the attainment of the holistic and multidisciplinary education. b) Delineate the Institutional approach towards the integration of humanities and science with STEM and provide the</p>
--	---



detail of programs with combinations. Manohar Memorial College of Education offers diversity for all curricula and pedagogy, utilising technology advancements in teaching and learning, and promoting rational decision-making, innovation, critical thinking, and creativity. The programmes B.Ed., B.A. B.Ed., & D.El.Ed offered by our institution include the integration of ICT in the teaching-learning process. Courses that add value, student participation in national priority projects, and skill development. Now, in view of NEP 2020 institution is positively waiting to transform ourself into a holistic multidisciplinary institution. c) Does the institution offer flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary education. Explain The "Learning Outcome Curriculum Framework" (LOCF) is based on the concept of flexibility e.g. students choose Elective papers from a pool of options. d) What is the institutional plan for offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st, 2nd and 3rd years of undergraduate education while maintaining the rigor of learning? Explain with examples. The college has several committees to engage in research and intervention for community issues, like Research Committee, NSS, Social Outreach & Community Development, Cultural Committee, Eco Club, Spiritual Cell, etc.. All the programmes offered by our college also have some components embedded in societal context. Teachers are encouraged to participate in various faculty development programmes and workshops related to the vision and implementation of NEP. e) What are the institutional plans to engage in more multidisciplinary research endeavours NAAC for Quality and Excellence in Higher Education to find solutions to society's most pressing issues and challenges? Instructional designs for CWSN, Qualitative research, Learning styles and classroom dynamics, Impact of online learning, Alternative transactional strategies, Structured mentoring, Moduling skill based job oriented courses, Addressing environmental issues etc. f) Describe any good practice/s of the institution to promote Multidisciplinary / interdisciplinary

	<p>approach in view of NEP 2020. Institute is also planning for infrastructure augmentation and faculty empowerment/up gradation to cope with NEP 2020 requirements. An ecosystem of interdisciplinary approach in view of NEP 2020 is being followed in the institution.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>a) Describe the initiatives taken by the institution to fulfil the requirement of Academic bank of credits as proposed in NEP 2020. The institution's preparedness for implementing the Academic Bank of Credits depends upon the guidelines of our affiliating university and the Higher Education Department of Education. . Our institution organized Workshop on ABC and enrolled/ register 92 students on ABC platform available on Digilocker and generated their ABC ID. b) Whether the institution has registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme? Provide details. Our college will be registered on a NAD portal for depositing students academic records as per the government directions, through these mechanism students will get benefited for pursuing higher studies that require a credible, authentic and convenient mechanism for access, retrieval and validation of such awards. c) Describe the efforts of the institution for seamless collaboration, internationalization of education, joint degrees between Indian and foreign institutions, and to enable credit transfer. The college has signed four MoUs for supporting collaboration, internalization and internationalization of education. d) How faculties are encouraged to design their own curricular and pedagogical approaches within the approved framework, including textbook, reading material selections, assignments, and assessments etc. The faculty have the freedom to author/prepare/design books, reading material, pedagogy of teaching-learning process. e) Describe any good practice/s of the institution pertaining to the implementation of Academic bank of credits (ABC) in the institution in view of NEP 2020. The College has started laying the groundwork for the ABC by organising a workshop on ABC and also generated ABC ID for 92 Students.</p>
<p>3. Skill development:</p>	<p>a) A total of 20 Value Added Courses such as Course on Yoga Education, Course on Assessment of Learning, Course on Hindi Vyakaran, Course on</p>

Communication etc. and 02 Skill Development Courses such as Fine Arts, Digital Skills, Communication Skills offered in last five years. The institution offers students the chance to take part in a variety of workshops, Guest Lectures and Seminars. Their ability to take the initiative to engage in diverse activities is aided by the experiential learning they receive from this. Spiritual lectures/talks by well-known speakers such as Swami Vigyananand ji Maharaj from Divya Jyoti Jagriti Sansthan, Acharya Gopal Ji, are conducted to raise students' spiritual quotient. b) We motivate students to take part in various Self Study Courses. Students are engaged in online skill oriented, value added courses on SWAYAM portal. More than 15 students have completed the 40 self study courses. c) Our Institution is offering Value added courses and Skill development courses, organised workshops, Seminars, Guest Lectures and academic activities to the students. It also assists students in identifying & developing their academic & career interest, and to set their short term and long term goals through individual counseling and group counselling. The popular adage "values are caught and not taught" is the premise on which this institution operates. National and regional festivals are celebrated to inculcate constitutional and cultural values. Activities such as debate, essay writing, elocution drama, dance etc are conducted on themes like communal harmony and human rights to develop humanitarian values. Values are practiced by students in activities related to cleanliness, hygiene by providing an environment of no plastic by preparing cloth/paper bags using eco-friendly material. Interaction of Resource persons with students through webinars, seminars and workshops. Students are encouraged to take part in various academic, cultural and sports activities. Encourage students to become members to various committees and go for field visits etc. iii. To offer vocational education in ODL/blended/on-campus modular modes to Learners. To understand Vocational education we had conducted a virtual discussion session among all faculty members on vocationalization of education as per NEP 2020. iv. NSDC association to facilitate all this by creating a unified platform to manage learner enrolment (students and workers), skill mapping, and certification. Practice followed for the Skill

	<p>development in view of NEP 2020. Skill Based Projects for effective learning in lab courses. v. Skilling courses are planned to be offered to students through online and/or distance mode. Formation of various Committees to achieve skill enhancement. e) The institution offers students the chance to take part in a variety of practical workshops. Humanitarian principles are developed through activities like debate, essay writing, elocution theatre, dance, etc.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>a) Delineate the strategy and details regarding the integration of the Indian Knowledge system (teaching in Indian Language, culture etc.) into the curriculum using both offline and online courses. The promotion of Indian Language is only possible if they are utilized regularly for teaching and learning purpose, our institute organizes the events and competitions. Yoga is promoted through regular activities. - Indian Arts are encouraged through workshops and exhibitions on diverse Indian folk art. Activities/competitions/workshops are conducted by Cultural Clubs/Societies like Art and Craft, Classical dance, Puppetry, etc. Opportunities are provided to the students to participate in all these activities to inculcate a sense of national integration, love for art, culture and a civic sense among the student community. b) What are the institutions plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular)? Provide the details. We employ bilingual mode (English, Hindi) for those who are somewhat lagging in either language. Online instruction is used during the COVID epidemic. Both faculty and students are invited to enroll in SWAYAM, an online self-study portal offered by the MoE, Government of India. c) Provide the details of the degree courses taught in Indian languages and bilingually in the institution. B.Ed., B.A. B.Ed. &amp; D.El.Ed d) Describe the efforts of the institution to preserve and promote the following: i. Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.) Class projects in Indian languages. Our institute organizes the events and competitions like essay writing, elocution, poem writing creative writing in this regional languages , Youth &amp; heritage festival in the regional languages. ii. Indian ancient traditional knowledge Opportunities are provided to the students to participate in all these activities to inculcate a</p>

	<p>sense of national integration, love for art, culture and a civic sense among the student community. The ability to communicate in Indian language will be considered part of qualification criteria for job openings. iv. Indian Culture and traditions. Our institute under the Guidance of IQAC, has organized programs and celebrate different days, Yoga Day, meditation talk on Moral values, daily morning prayers , and Indian and culture oriented activities to integrate Indian knowledge and values among students. e) Describe any good practice/s of the institution pertaining to the appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) in view of NEP 2020. Conducting regular activities/competitions in diverse forms of culture.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>i. Describe the institutional initiatives to transform its curriculum towards Outcome based Education (OBE)? The Learning OBE Framework (LOCF) was considered to formulate PLOs that were in alignment with the vision and mission of the college. After a workshop was organised by Dr. Rajkumar, Associate Professor, Dept. of Edu., CDLU, Sirsa to internalise the PLOs. In Faculty Orientation and student Induction Programme the introduction, importance, and tasks to achieve these CLOs and PLOS are informed to the teachers and students. ii. Explain the efforts made by the institution to capture the Outcome based education in teaching and learning practices. The faculty formulated course outcomes for their respective courses and mapped with programme outcome and programme specific outcome. Feedback obtained from the students as well as the interactions with Alumni helps faculty members to continuously understand good practices which can be included in curriculum transaction to result in better placement of the students professionally. iii. Describe any good practice/s of the institution pertaining to the Outcome based education (OBE) in view of NEP 2020. A variety of instructional methods, such as lectures, seminars, tutorials, workshops, and project based learning, are used to attain the learning outcomes. Our institution is affiliated institutions we are abide with the syllabus given by the university. Having focus on holistic development of the students, outcome based education is emphasised. This is accomplished by</p>

	<p>including curricular, co-curricular and extracurricular activities for the students. Furthermore, the faculty of the course writes the course outcomes. The course plan will include all the activities to ensure the course outcomes are attained. Students are constantly monitored through mentorship and internal assessment.</p>
<p>6. Distance education/online education:</p>	<p>a) Delineate the possibilities of offering vocational courses through ODL mode in the institution. The institution already has a YouTube and Facebook channel that streams the video lectures and other activities. b) Describe about the development and use of technological tools for teaching learning activities. students are also made aware of the available online sources of NPTEL, SWAYAM, Course ERA for further knowledge and upgradations. c) Provide the details about the institutional efforts towards the blended learning. The institutions has sufficient infrastructure and technical support in imparting teaching and learning process. A computer lab having 35 computers &amp; our Library having 05 computers with a student and computer ratio of 10:1. Facility to record lecture videos has been set up by the institution. Faculty use the technological platforms like Google Class, Zoom, Teachmint and offer blended learning. c) Describe any good practice/s of the institution pertaining to the Distance education/online education in view of NEP 2020. The institute faculty and students also prepare MOOCs in campus, permitting “anytime anywhere’ learning format. The weekly quizzes are attempted by the students from the comforts of their homes. The provisioning of ‘Blended Teaching Learning’ under various modes is in place as per the nature of the course. The institution uses online portals and online presentations, seminars, games puzzles, quizzes, Google forms and so on. Google classroom supports the students in communication and collaboration with others. Instant feedback from the teacher provides them with personalized learning. There are numerous challenges in online assessment and examination. The existing digital platforms are used extensively but equipment will be expanded further to meet the current and future challenges.</p>

**Institutional Initiatives for Electoral Literacy**

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, an Electoral Literacy Club has been setup in the College. An electoral Literacy Club is a platform to engage school students through interesting activities and hands-on experience to sensitize them on their electoral rights and familiarize them with the electoral process of registration and voting. also our college designed learning meets fun, activities and games to stimulate and motivate students to strengthening the culture of electoral participation among young and future voters. It is constituted at the behest of Election Commission of India (ECI) in all the educational institution with a motive to aware and ensure the participation of youth &amp; future voters who are pillars of Indian democracy.</p>
<p>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?</p>	<p>Session Student Representative Teacher  Representative 2022-2023 Pooja Bansal Mr. Lalit Kumar Chopra 2021-2022 Manisha Rani Mr. Lalit Kumar Chopra 2020-2021 Kiran Bala Mr. Lalit Kumar Chopra 2019-2020 Varsha Rani Mr. Lalit Kumar Chopra 2018-2019 Sonali Bansal Mr. Lalit Kumar Chopra</p>
<p>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.</p>	<p>1. Voter Registration awareness camp for the eligible students in the campus. 2. Pledge for Voter awareness 3.Essay Writing Competition. 4. Nukkad Nataks were organised for voter awareness . 5. Rangoli Making Competition</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>1. Voter Registration awareness camp for the eligible students in the campus. 2. Pledge for Voter awareness 3.Essay Writing Competition. 4. Nukkad Nataks were organised for voter awareness . 5. Rangoli Making Competition</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Voter registration drive conducted at Institute for above 18 yrs of age students</p>





## Extended Profile

### 1 Students

#### 1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
350	287	288	288	294
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Any other relevant information		<a href="#">View Document</a>		

#### 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
250	150	150	150	150
File Description		Document		
Letter from the authority (NCTE / University / R		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	25	25	25	25
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

#### 1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
141	141	138	138	137
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2022-23	2021-22	2020-21	2019-20	2018-19
118	133	144	138	137
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Consolidated result sheet of graduating students		<a href="#">View Document</a>		

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

2022-23	2021-22	2020-21	2019-20	2018-19
216	149	150	146	150
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

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

2022-23	2021-22	2020-21	2019-20	2018-19
37	15	15	16	19

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

## 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
38	23	23	23	23

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

## 3 Institution

### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
22.46	15.01	13.71	23.29	19.45

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

### 3.2

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

Response: 40

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

## 4. Quality Indicator Framework(QIF)

---

### Criterion 1 - Curricular Aspects

---

#### 1.1 Curriculum Planning

##### 1.1.1

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

**Response:**

Curricular aspects of B.Ed., B.El.Ed and D.El.Ed.course in Manohar Memorial College Of Education are governed by CDL University,Haryana as it is an affiliated college, so the curriculum and its proceedings are designed by the concerning authority. Effective as well as efficient curriculum delivery is the integral part of the education. IQAC with our staff aptly design, plan and implement the activity calendar keeping in mind the academic calendar of the university. Teaching focus, class assignments, internal assessments, use of reference materials and AV teaching aids for teachers are discussed. The planned activity calendar and curriculum is later circulated and distributed as per the college time table and work-load of concerned teacher. The college strictly adhere to the academic calendar and syllabi prescribed by the university. The college level committees prepare broad guidelines and frameworks to suit requirements of different courses. Regular meetings are held before the start of new session to discuss and plan in advance the execution of courses in the subsequent semester. Committees continuously work on the planning and implementation of academic time-table, practical sessions, internal assessment, periodical tests, college result analysis etc. In the same meeting planning regarding conducting co-curricular, value added activities is done for enrichment of the syllabus. At the college level, continuous evaluation through the periodical tests and pre- session tests is done for the best result. Evaluation is done by the concerning teacher and result is displayed on the notice board. MMCE also focus on Mid-session curriculum planning meetings to ensure whether any plan is being followed or any changes required. The feedback taken from the students at the end of the session gives us an overview of what should be improved and removed in order to make the teaching process and content more student friendly. The various curricular, co-curricular, cultural activities are organised for the students to equip them with all skills. Practical teaching sessions, internship scheme are organised. Students' representatives visit schools with teacher in charge for the practical sessions. Every academic year starts with orientation session to make student familiar with the institution, curriculum and learning outcome of the program. It has become the need of the time to avail ICT enabled facilities for the effectual teaching learning process. Keeping in mind all this, the college has equipped itself with ICT tools and faculties are involved in teaching with the use of 'Google class, YouTube videos, courses etc. The college has a seminar hall where major ICT oriented activities are organized. Beside this, the college has LCD projector facility to assist the teachers to make their teaching learning process effective.

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

**1.1.2**

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

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

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

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

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

### 1.1.3

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

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

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

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

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	17	17	17	17

**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
17	17	17	17	17

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

## **1.2.2**

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

**Response:** 4.4

**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
07	05	03	03	04

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Brochure and course content along with CLOs of value-added courses	<a href="#">View Document</a>

**1.2.3**

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

**Response:** 58.06

**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
332	168	102	99	174

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

**1.2.4**

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

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

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



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

### 1.2.5

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

**Response:** 1.86

**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
07	11	09	01	00

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

## 1.3 Curriculum Enrichment

### 1.3.1

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

**Response:**

**? A fundamental or coherent understanding of the field of teacher education.**

Manohar Memorial College of Education follows the curriculum provided by the CDL University, Sirsa Haryana for B.Ed. and B.A.B.Ed. course. It provides equal weightage to theory and school based practical activities. Before the commencement of regular classes, students (new entrants) are given a coherent understanding of different Teacher Education programmes running in the institution through student orientation programme. During this programme, students are oriented towards the objectives and activities of teacher education programmes to be undertaken during the session. New entrants are made aware of Programme and Course Learning Outcomes. Beside this, students are also made aware of culture, rules and regulations of the institution.

**? Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization**

The institution guarantees to enable the students to acquire the knowledge and the skills for different levels of school education through innovative techniques and hands on experience such as internship, field engagement, field trips etc. Faculty of the college uses different strategies and techniques like demonstrations, seminars, group discussions, PowerPoint presentations for clarity and understanding of each subject prescribed in the curriculum. These strategies further chisel their skills of teaching during internship programme. Not only knowledge of the curriculum as prescribed by the affiliating university is provided but also value- added courses also equip the prospective teacher with skills as per the needs of the schools.

**? Capability to extrapolate from what one has learnt and apply acquired competencies**

Manohar Memorial College of Education provide an opportunity to apply and practice theoretical aspects in real life situation through field experience. Learnt knowledge is of no use until it is applied for the welfare of the society. The skill development of the students is done through exposing the students to theoretical as well as practical aspect of teaching skills via micro and macro teaching practice. Acquired knowledge and competency is practiced by the students during school internship and field engagement activities. Students are given opportunities to apply learnt knowledge to real life situations through participation in team-work activities and various competitions organized at different levels.

**? Skills/Competencies suchas: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.**

The institution provides different activities and programmes to develop different type of skills and to inculcate values and attitudes. Besides theoretical knowledge and teaching competencies, students are given opportunities to acquire skills and competencies related to different aspects of personality so that they can navigate the environment. Celebration of important events and days also makes them to work in collaboration with peer, teachers and local bodies. Through various seminars, workshops, value- added courses, the college facilitates the development of emotional intelligence, critical thinking, and negotiation and communication skills.

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

### 1.3.2

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

**Response:**

• ***Development of school system***

Awareness of development of school system in India, organization of school plant, school site, building, infrastructure, school records and registers and maintenance were given through curriculum. Students of all the teacher education programmes running in the institution are familiarized with the diversities in the school system in India by providing theoretical (as mentioned in the syllabus) as well as practical knowledge through curriculum, school internship and field engagement. They were made aware about the board perspective of various boards such as CBSE, ICSE, State Boards etc.

• ***Functioning of various Boards of School Education***

There is a theoretical paper – Contemporary India and Education and school subjects of the B.Ed. curriculum, which familiarizes the pupil teachers with the concept, meanings and importance of equity and diversity. Besides it focuses on the education and social diversity. Similarly the paper on learning and teaching understand the theoretical frames of psychology for Learning and teaching Development task of the different stages.

• ***Functional differences among them***

The students are acquainted with the school system during the orientation session conducted before the commencement of internship program. They are asked to closely observe Government as well as Private Elementary and Secondary schools in rural and urban areas. Furthermore, students are made to analyze and study the admission policy, infrastructure facilities, evaluation policy, teaching pedagogical practices and roles and responsibilities of different staff members. Understanding of the concept of multiculturalism and values of respecting different cultures promotes the idea of respecting diversity through Art and drama in education and various cultural programs. The institution has mentee-mentor groups. Mentor takes care of students, counsel them, guide them, solve their difficulties. Institution organizes drama and art workshop, performing art workshop, annual gathering and arranges cultural, literary competitions like folk song folk dance which inculcate value of unity and integrity among diverse students. Institution always promotes gender equality. Gender equality is one of the key challenges facing society today. Guest Speaker from prominent field are invited to speak on the given topic which highlight the importance and contribution of women in the society.

- *Assessment systems*

During internship programme, students are also made familiar with the assessment system prevailing in the school. Evaluation policy of government and private schools in different areas with respect to different boards is also observed.

- *Norms and standards*

Norms and standards laid down by different Boards are followed in the schools with immense care and accuracy. The observation and practice of these norms and standards lead the students to understand the diversity in school Education system. Pupil teachers are given good opportunities to imbibe such standards, so as, to cater to the diverse needs of students and to ensure maximum learning amongst the students for their holistic development.

- *An international and comparative perspective*

Western vs. Indian thinkers, their ideologies and approaches are included in the syllabus of contemporary India and Education, knowledge curriculum part-1 and Learning and Teaching to acquaint the student teachers to understand the foundations, functions and forms of different boards.

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

### 1.3.3

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

##### **Response:**

The institution provides an effective and conducive environment to the prospective teachers for the overall/ holistic development including social, moral, cultural and academic aspects of programme. The institution not only ensures imparting knowledge but equips the prospective teachers and teacher educators with necessary knowledge and pedagogical skills. The theoretical and practical understanding of teaching as a profession is provided through skill practicing at micro and macro level. Initially students are acquainted with theoretical and practical aspects of micro teaching and its skills. Then, students are provided platform for practicing micro teaching skills during which they practice and master the skills as per their pedagogy curriculum. After, equipping the students with the micro teaching skills, they are sent to schools for their internship programme, as per prescribed syllabus with the objective of

maximum professional understanding. During internship programme, interns consolidate the relevant understanding of different subjects for eliciting maximum learning outcomes of students of allotted school. On the first day of internship in allotted schools, interns receive time table from the school. As per the timetable, they plan their teaching sessions and consolidate professionally relevant understanding that they have gained in college through various teaching-learning strategies, activities and functions. Every teaching session is supported by number of audio visual aids catering to diversity in the classroom. They prepare variety of lesson plans and teach accordingly. The interns ensure better understanding of theoretical as well as practical aspects of subject matter of students through various teaching-learning strategies. Cooperative learning approach, peer tutoring and experiential learning are used to embed students with values like cooperation, sharing, responsibility, sympathy and respect towards society at large along with understanding of the concepts. Strategies are decided according to the need of the learner and topic to be taught. They maintain their record accordingly. Interns are also motivated to identify weak students and organize remedial teaching for them. It ensures that weak students can cope up with other students in studies. Thus, teaching practice is a skill improvement as well skill development process with hands- on experience and teaching as a profession. The interns not just teach in schools but they become a part of the total system by participating in different co-curricular activities like morning assemblies, celebration of important days, school functions etc. Interns not only consolidate curricular experiences but also co-curricular experiences, also maintain result records, attendance register, admission, register, stock register etc. Training and participation in art and aesthetic improved development of aesthetic values and student teachers. Micro teaching demonstration class, criticism classes, feedback link practices and lesson based on model of teaching provide skills, competencies to transact school curriculum that are specific to optional subjects. They do not just perform their duties but develop enviable respect for the teaching profession. The Student Teachers observe the lessons of experienced teachers of their subject & incorporate necessary changes in their teaching style.

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

## 1.4 Feedback System

### 1.4.1

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

**Structured feedback is obtained from**

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

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

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

#### **1.4.2**

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

**Response:** D. Feedback collected

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

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

**Response:** 96.61

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

#### 2.1.2

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

**Response:** 271.2

**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
111	73	51	55	49

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

### 2.1.3

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

**Response:** 1.48

#### 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
01	01	02	04	04

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

## 2.2 Honoring Student Diversity

### 2.2.1

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

**Response:**

The induction programme is organized every year after the completion of the admission process. Principal, Faculty Head and the Incharges of important committees address the students to give them an



initial idea about the plan and process of graduation like rules of Autonomy, Examination Pattern; Basic facilities in the Campus and services of their interest; So that, new students get acquainted with the atmosphere of the college.

Through the entry level test, every teacher tries to identify slow learner and advance learner by interacting with them while teaching, first internal assessment gives clear idea about slow and fast learners.

- Slow learners are identified, doubts are cleared; Group discussions among student groups, enhance the understanding of the topic and power of critical analysis. The continuous assessment gives the students a chance to judge their performance and improve accordingly. Students are encouraged to clear their doubts in the class and after the class. Peer teaching is encouraged where high achievers help the low achievers in their field of study. The learning experience of advanced learners is promoted by solving higher difficulty level questions. Slow learners are identified, doubts are cleared, and difficult portions are re-taught through tutorials. The Career Counselling Cell, Placement Cell, etc. guide students in matters related to academics and career. Lectures and workshops are organized to learn to handle day to day stress while their studies.
- Talented students are identified and encouraged in their fields of interests and are sent to the Inter-collegiate and University level competitions. The Language Lab provides opportunities to listen to the accent of native English speakers and to develop skills in listening, speaking and communication. Coaching for various competitive exams give an opportunity to fast learners to go after their dreams.
- Under the Book Bank Scheme of our college, textbooks are provided to needy students every year, teachers provide reference books to advanced learners, guide them to issue specific books from the library, suggest them to use online study material and open before them the whole panorama of study material to make their learning experience enjoyable. Book Shows and Book Exhibitions have been organised by the college for students' support.
- Academic Support for different categories of Learners:
  - I. Activities conducted for slow learners: 1. Remedial classes 2. Unit wise question bank based on previous year question papers 3. Extra quizzes for practice 4. Extra assignments for practice
  - II. Activities conducted for Fast/Advanced learners 1. Higher level of learning through assignments/ quizzes. 2. Motivation for learning through MOOC and earning SWAYAM/ NPTEL certificate. 3. Motivation for opting Self Study Courses. 5. Motivation for participation in enrichment programs a, workshops and seminars.6. Support in Placements & career growth through workshops and Alumni interaction.

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

### 2.2.2

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

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

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

<b>File Description</b>	<b>Document</b>
Reports with seal and signature of Principal	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View Document</a>
Photographs with caption and date, if any	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 2.2.3

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

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

<b>File Description</b>	<b>Document</b>
Reports with seal and signature of the Principal	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View Document</a>
Photographs with caption and date	<a href="#">View Document</a>

### 2.2.4

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

**Response:** 26.92

#### 2.2.4.1 Number of mentors in the Institution

Response: 13

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

## 2.3 Teaching- Learning Process

### 2.3.1

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

#### **Response:**

Manohar Memorial College of Education, Fatehabad has always ensured excellence in its teaching-learning process by implementing creative strategies to improve the learning process and fostering a dynamic environment.

#### **1.Experiential and Participative Learning:**

Interactive sessions, experiential exercises, presentations by students, project work, audio-visual aids, practicum, online demonstrations, webinars/ online-workshops, debates, MOOCs and Self-Study Courses and quizzes are used besides direct teaching. Peer learning and group projects impart important values of sharing and cooperation. For example, students can choose from a number of subjects, with an emphasis of the course curriculum being on experiential and participative learning.

#### **2.Project-based Learning and Internships:**

Project based learning has become increasingly popular, with students conducting projects on their own or in partnership with their peer groups/ instructors to better understand significant societal issues and to develop their academic, conceptual, and practical knowledge. Our College promotes student internships as a way to give students practical experience which gives them an edge in their professional life. Internship offers an invaluable chance for students to network and build crucial professional connections even before they graduate.

#### **3.Extension Activities:**

Many extension activities are carried out by NSS and other committees for overall holistic development of the students and for empowering society.

**4. Problem-solving approach:**

The College uses the problem-solving approach to help students in developing their creativity, critical thinking, reasoning skills, logical thinking, ability to make decisions, and scientific attitude. The institution has engaged into a number of memorandums of understanding (MOUs) with a number of educational institutes to promote academic activities such as seminars, conferences, lectures, and other exchange efforts. These engagements expose students to a broader range of options and provide them with valuable experience. Students are encouraged to use ICT and E-resources.

**5. Magazine Publications:**

Our college publishes yearly publications and newsletters with timely current issues. These give students a platform to express their creativity, knowledge and talent in conjunction with the all-encompassing development of their personality. Students are encouraged to present their innovative ideas in various publications of the college “Kalandika” (college magazine), “Adhyatmikta Arth Purn Jeevan ” (Spiritual cell), “Jeevan Dagar” (Spiritual cell) and “ Manoharnama” (Newsletter), “Pragatisheel Nari ke Badhate Kadam” (Edited Book)

**6. Brain storming strategy:**

During theory classes, the teacher educators encourage the student teachers to focus on a topic and contribute to the free flow of ideas.

**7. Online mode/ Independent Learning:**

The college has a partially automated with "Libinfosoft library software" version 1.0.0.0 with internet facility. Inlibnet facility is provided in the library to facilitate accessing e-resources by students Journal Reflections Seminars/ Workshops/ Paper presentations using digital resources In order to nurture creativity and critical thinking, the students are also encouraged to participate in online inter-collegiate events and competitions.

<b>File Description</b>	<b>Document</b>
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.3.2**

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

**Response:** 44.12

**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
12	8	8	9	8

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

**2.3.3**

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

**Response:** 63.14

**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: 221

File Description	Document
Programme wise list of students using ICT support	<a href="#">View Document</a>
Landing page of the Gateway to the LMS used	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**2.3.4**

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

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

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

<b>File Description</b>	<b>Document</b>
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View Document</a>
Geo-tagged photographs wherever applicable	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link of resources used	<a href="#">View Document</a>

### 2.3.5

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

##### **Response:**

Manohar Memorial College of Education, Fatehabad has always ensured excellence in its teaching-learning process by implementing creative strategies to improve the learning process and fostering a dynamic environment.

##### **1.Experiential and Participative Learning:**

Interactive sessions, experiential exercises, presentations by students, project work, audio-visual aids, practicum, online demonstrations, webinars/ online-workshops, debates, MOOCs and Self-Study Courses and quizzes are used besides direct teaching. Peer learning and group projects impart important values of sharing and cooperation. For example, students can choose from a number of subjects, with an emphasis of the course curriculum being on experiential and participative learning.

##### **2.Project-based Learning and Internships:**

Project based learning has become increasingly popular, with students conducting projects on their own or in partnership with their peer groups/ instructors to better understand significant societal issues and to develop their academic, conceptual, and practical knowledge. Our College promotes student internships as a way to give students practical experience which gives them an edge in their professional life. Internship offers an invaluable chance for students to network and build crucial professional connections even before they graduate.

##### **3.Extension Activities:**

Many extension activities are carried out by NSS and other committees for overall holistic development of the students and for empowering society.

##### **4. Problem-solving approach:**

The College uses the problem-solving approach to help students in developing their creativity, critical

thinking, reasoning skills, logical thinking, ability to make decisions, and scientific attitude. The institution has engaged into a number of memorandums of understanding (MOUs) with a number of educational institutes to promote academic activities such as seminars, conferences, lectures, and other exchange efforts. These engagements expose students to a broader range of options and provide them with valuable experience. Students are encouraged to use ICT and E-resources.

### **5. Magazine Publications:**

Our college publishes yearly publications and newsletters with timely current issues. These give students a platform to express their creativity, knowledge and talent in conjunction with the all-encompassing development of their personality. Students are encouraged to present their innovative ideas in various publications of the college “Kalandika” (college magazine), “Adhyatmikta Arth Purn Jeevan ” (Spiritual cell), “Jeevan Dagar” (Spiritual cell) and “ Manoharnama” (Newsletter), “Pragatisheel Nari ke Badhate Kadam” (Edited Book)

### **6. Brain storming strategy:**

During theory classes, the teacher educators encourage the student teachers to focus on a topic and contribute to the free flow of ideas.

### **7. Online mode/ Independent Learning:**

The college has a partially automated with "Libinfo soft library software" version 1.0.0.0 with internet facility. Inlibnet facility is provided in the library to facilitate accessing e-resources by students Journal Reflections Seminars/ Workshops/ Paper presentations using digital resources In order to nurture creativity and critical thinking, the students are also encouraged to participate in online inter-collegiate events and competitions.

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

### **2.3.6**

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

- 1. Special lectures by experts**
- 2. ‘Book reading’ & discussion on it**
- 3. Discussion on recent policies & regulations**
- 4. Teacher presented seminars for benefit of teachers & students**

**5. Use of media for various aspects of education****6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

**Response:** A. Any 5 or more of the above

<b>File Description</b>	<b>Document</b>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

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

The teaching learning process at Manohar Memorial College of Education Fatehabad focuses on nurturing creativity, innovativeness, intellectual and thinking skills, and empathy and life skills among students. Teaching pedagogies have been modified over time to facilitate holistic development of students. Different tasks are assigned to students on a continuous basis and teachers encourage students to think divergently.

**CREATIVITY**

Creativity is a phenomenon whereby something new is formed; it involves transforming the ideas and imagination of students. In this direction students are given opportunity to enhance their creativity:

**Case 1:** Students create teaching learning materials related to their teaching methods under the guidance of their respective teachers. The different forms of TLMs prepared by students are charts, models, working models, flash cards, posters, PowerPoint presentations to enhance their teaching abilities. Here the student and teachers work together in selection of the appropriate TLM's on different topics, and students prepare the same using their creative ideas.

**Case 2:** The pedagogy courses offered in B.Ed. involve the development of creative and innovative lesson plans. Teachers make the students aware about the different Models of Teaching and supervise them in preparing the lesson plans and motivate them to use their creativity. Students get the opportunity to plan and implement lessons to promote their creative thinking.

**INNOVATIVENESS**



Innovation in Education encourages teachers and students to explore research and use the resources to uncover something new. Thus for encouraging innovative thinking in students of our college efforts are made by teachers and students in different ways.

### **Case 1**

Students at Manohar Memorial College of education to boost their innovativeness get opportunities to celebrate important days like Human Right Day, Women Day, International Tobacco Day, Bio Diversity Day, International Earth Day etc, here the teachers and students come together to innovate something and present it before people through the means of Social Media to create awareness in people.

### **Case 2**

Teachers encourage students to involve themselves in doing projects which leads to innovative ideas by students. Here the teacher gives detailed orientation about the purpose, meaning and procedure of projects/ assignments. Thus, the students under the guidance of teachers work on different problems existing in the field of education and through their project work they come up with innovative solutions for the same.

## **INTELLECTUAL AND THINKING SKILLS**

In this era flexible thinking and intellectual skills help to process, analyze and combine all sources of information to select the most suitable solution and ability to modify the same if necessary. Educators at Manohar Memorial College of Education make efforts in this direction of developing these skills through different tasks.

### **Case 1**

Through the various academic activities at Manohar Memorial College of Education get the opportunity to think intellectually. Here the teacher educators give orientation to the students regarding the social/educational problems. The group coordinates and prepares reports. In this way the students utilize and develop their intellectual and thinking skills.

## **EMPATHY**

Empathy involves experiencing another person's point of view, rather than just one's own. Empathy helps us cooperate with others, build friendships, make moral decisions, and intervene when we see others in trouble.

### **Case 1**

The curricular activities at Manohar Memorial College of Education provide an opportunity to visit any government/non-government organization working for women empowerment /issues related to women, students are required to make a report after observing the culture of the organization that develops a sense of Empathy.

## **LIFE SKILLS**

Life skills is a term used to describe a set of basic skills acquired through learning and/or direct life experience that enable individuals and groups to effectively handle issues and problems commonly encountered in daily life.

### Case 1

Manohar Memorial College of Education organized a Workshop on Stress Management. The workshop focused on relaxation techniques and made the students learn how a sound mind helps to deal with our stress at our home and workplace. Dealing with stress in daily life is a very important life skill and teachers equally help students by mentoring for the same.

### Case 2

Learning to protect our own bodies, creating strong personal boundaries, self defense and personal safety is something that's absolutely necessary in today's world. In the same reference Manohar Memorial College of Education Organized a workshop on Self Defense by Sankalp Swarojgar Kendra, Trust, Fatehabad with a Self Defense Instructor and Security advisor on 13th May 2023 and 11th Oct. 2023 in our college campus.

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

## 2.4 Competency and Skill Development

### 2.4.1

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

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

**Response:** C. Any 4 or 5 of the above

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

## 2.4.2

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**
- 9. Mobilizing relevant and varied learning resources**
- 10. Evolving ICT based learning situations**
- 11. Exposure to Braille /Indian languages /Community engagement**

**Response:** B. Any 6 or 7 of the above

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

### 2.4.3

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

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

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

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

### 2.4.4

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

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

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

<b>File Description</b>	<b>Document</b>
Samples prepared by students for each indicated assessment tool	<a href="#">View Document</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 2.4.5

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

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

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

<b>File Description</b>	<b>Document</b>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View Document</a>
Documentary evidence in respect of each response selected	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 2.4.6

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

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

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

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

#### 2.4.7

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

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

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

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

#### 2.4.8

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

**Response:**

##### **1. Selection/identification of schools for internship-**

Manohar Memorial College of Education Fatehabad follows the curriculum prescribed by Chaudhary Devi Lal University Sirsa, Haryana. This course enables student teachers to develop their commitment to the development of schools and society while adapting to the teaching profession. College selects ten to twelve student-teachers are included in each school. Government schools as well as secondary schools are included while selecting schools. Each school has given a letter to make the school available.

##### **1. Orientation to school principal/teachers-**

In the colleges, a consultation meeting of the principals, contact teachers of the schools selected for the internship is organized by the Academic Committee. In that consultation meeting, the objectives, nature, total duration, procedure and evaluation method of the internship are discussed.

### 3) Orientation to students going for internship-

Student teacher groups are formed prior to the actual internship. A week before the internship, necessary preparations are made by the intern department in the college. In the introduction, detailed instructions are given to the student-teachers about overall responsibility, work, observations, overall practice lessons to be taken, records, evaluation etc.

### 4) Defining role of teachers of the institution-

After formation of student-teacher groups for the internship, a mentor faculty member is selected for each group. The roles to be played by the mentoring faculty are explained by the Academic Committee. It provides information about completing all the work of the student teachers, keeping" records on time, providing accurate guidance, recording feedback in note books, viewing attendance sheet, granting leave, giving reimbursement, giving instructions, providing help, conducting transparent evaluation etc.

**5) Streamlining modes of assessment of student performance-** The marks are made by considering the reports prepared by the student teachers and their actual participation.

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

## 2.4.9

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

**Response:** 14.1

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

**Response:** 10

<b>File Description</b>	<b>Document</b>
Plan of teacher engagement in school internship	<a href="#">View Document</a>
Internship certificates for students from different host schools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of the schedule of work of internees in each school	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.4.10**

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

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

**Response:** B. Any 6 or 7 of the above

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

**2.4.11**

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

**Response:**

Manohar Memorial College of Education Fatehabad conducts a rigorous Internship Programme for Teacher-Trainees as prescribed in the syllabus given by the affiliating University. We at MMCE follow a



well-organized and well planned schedule for Internship. Student-teachers are trained under able guidance of faculty members and are prepared for the field in all aspects. Trainees are given ample demonstrations for each micro-teaching skill by the faculty members assigned for each subject and each skill. After demonstrations student-trainees are provided opportunities for simulations to practice each skill developed so that skill can be mastered before the actual internship in the reputed schools of proximity. List of schools is pre-decided by the Coordinator and are informed well in advance about the advent of the internship programme. Students are allotted the schools in heterogeneous groups. Students are allotted the schools well in time before the Internship programme commences so that they can get familiar with the route and there is no challenge faced on the first day. Each teacher educator is assigned a school for monitoring and evaluation purposes on a rotation basis. Teacher-educators also maintain a proper record of each observation and remarks given.

**ROLE OF TEACHER-EDUCATOR** The role of teacher educator is: 1.To maintain and ensure regularity and punctuality of teacher-trainees during the Internship. 2.Teacher Educators also ensure the optimal learning exposures to trainees during their Internship Programme. 3.They also look after the problems faced by the students in the schools and provide viable solutions at her level. 4.Teacher-educator assigned, assesses the students for their observation skills and their participation in school activities. 5.Suitable feedback is provided to the trainees for improvement in performance.

**ROLE OF SCHOOL PRINCIPAL** The role of school principal is: 1.To look after the proper allocation of classes to the Interns. 2.To orient the Interns about the functioning of school system and role of a teacher 3.To provide time-to-time guidance to Interns for their performance. 4.To report to Teacher-educator about the observations made for improvement

**ROLE OF SCHOOL TEACHERS** The role of school teachers are: 1.To provide a comfortable environment to the Interns welcoming them in the system to work with them and learn. 2.To provide them guidance in conducting the classes 3.To provide regular remarks on the lesson planning and its execution by the Interns in the class. 4.To provide feedback of interns to the teacher-educator.

**ROLE OF PEERS** 1.To sit and observe peers throughout class duration. 2.To monitor peers for better performance. 3.Discussion upon presentation is done among peers for improvement. 4.To reflect upon observation and improving oneself.

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

**2.4.12**

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

- 1. Self**
- 2. Peers (fellow interns)**
- 3. Teachers / School\* Teachers**
- 4. Principal / School\* Principal**

**5.B.Ed Students / School\* Students**

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

**Response:** B. Any 4 of the above

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

**2.4.13**

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

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

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

<b>File Description</b>	<b>Document</b>
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View Document</a>
Five filled in formats for each of the aspects claimed	<a href="#">View Document</a>

**2.5 Teacher Profile and Quality****2.5.1**

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

**Response:** 78.46

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

**2.5.2****Percentage of fulltime teachers with Ph. D. degree during the last five years****Response:** 39.22**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years****Response:** 8

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

**2.5.3****Average teaching experience of full time teachers for the last completed academic year.****Response:** 3.7**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year****Response:** 137

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

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

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

**Response:**

Manohar Memorial College of Education Fatehabad allows the faculty members to attend orientation, refresher courses, the Induction Training Programme, workshops, seminars, and symposiums hosted by government and non-governmental organisations. Following these programmes, the institution offers faculty development programmes through IQAC (Internal Quality Assurance Cell) in the form of seminars, where professors may exchange their experiences with their colleagues. Staff members are also permitted to act as resource persons in seminars, workshops, and other events at the university, colleges, and schools, and they also participate in college activities as resource persons. Staff members are encouraged by the Principal to deliver papers in national, international, and state-level conferences and workshops. For this reason, teachers can avail duty leave. The administration provides support and encourages book writing and article writing, are also encouraged to publish their articles in reputed Journals. They write chapters for edited books and research papers as well. The usage of cutting-edge technology is encouraged for all academic members. They have access to the computer lab and the internet, which they may use to stay informed about the most recent developments in their field and in education. Faculty members are allowed to do academic tasks including assessment, paper setting, invigilation of exams, etc. Each year, Chaudhary Devi Lal University Sirsa, Haryana assigns a few of our faculty members to serve on several special duties like flying squad during the university exams, external examiner for viva-voce etc. The institute promotes the staff to improve their qualifications for professional or career growth. The faculty members are free to take advantage of the chance to pursue higher education through FDP (Faculty Development Programme). The institution felicitates the faculty member when they get an honour. In meetings and through the public address system, the finest performance is also recognised. The principal also encourages staff members to pursue PhD and apply for NET examinations. All these kind of facilities and exposure provided to them helps the teachers to grow professionally and keep themselves updated with the new education trends.

File Description	Document
Documentary evidence to support the claims	<a href="#">View Document</a>

**2.6 Evaluation Process****2.6.1****Continuous Internal Evaluation(CIE) of student learning is in place in the institution****Response:**

The college believes in transparent mechanism of Internal Assessment. Teacher Students are communicated of the process well in advance and are made aware of the evaluation pattern. The complete guidelines and rules regarding examinations are provided in the College Prospectus and the same are displayed on college notice board. For teacher students, internal assessment comprises Term and Examinations, Personal Interviews, Reading Sessions, Group Discussions, Assignments, Seminars, Reports, Projects, Class Tests etc. Two House Exams of each subject are conducted. For Class Seminar Student teachers are allotted subject wise topics and present themselves with Power Point Presentation. They submit Home Assignments and project reports and Field visit reports within allotted time span.

Term end Examination is scheduled and conducted as per Academic Calendar. After the internal evaluation, students' performance is discussed with the students and necessary suggestions are given for further improvement.

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

### 2.6.2

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

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

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

<b>File Description</b>	<b>Document</b>
Documentary evidence for remedial support provided	<a href="#">View Document</a>
Details of provisions for improvement and bi-lingual answering	<a href="#">View Document</a>
Copy of university regulation on internal evaluation for teacher education	<a href="#">View Document</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View Document</a>

### 2.6.3

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

**Response:**

Manohar Memorial College of Education Fatehabad has a well-defined system in place to deal with examination related grievances under a grievance redressal cell. The examination committee also

resolves any grievances related to examinations in timely manner. The College displays internal assessment on display board where each student can view his / her total assessment marks and can report discrepancies, if any, within a specified time period after which the marks are finally uploaded on the College website. The faculty addresses the rightful grievances of the students pertaining to the marks obtained in the internal assessment. The evaluated papers related to internal examination consisting of class tests, House Exams, assignments, projects, sessional work, presentations etc. are returned to students with detailed remarks and suggestions are provided for improvement. Students are given various opportunities to showcase their abilities, knowledge and creativity. Uniqueness and originality are encouraged and promoted amongst the students. Any query of students regarding the feedback and evaluation is thoroughly addressed by the respective teachers. In case of any error is detected in the final mark-sheet in spite of rigorous scrutiny, it is promptly reported to the University by the College, within time.

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

#### 2.6.4

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

##### **Response:**

Academic calendar develops the environment of teaching learning and discipline. It binds all stake holders with a visionary programme throughout the year for all round development of the student teacher. Academic calendar is prepared by the Academic Committee of the College. Before the commencement, Chaudhary Devi Lal University Sirsa, Haryana notifies an academic calendar for all the programs, which contains the date of commencement, total number of working days and holidays of the semester, Internship schedule and dates for semester-end examinations. Manohar Memorial College of Education, Fatehabad follows the calendar issued by the University strictly and plans all its activities as per the dates mentioned in the calendar. The College prepares a College-level Activity calendar that includes details like Orientation Programs, cultural activities, internal exams, Celebration of special days, workshops, Internship and Practice Teaching schedules etc. All activities are conducted in adherence. Then the Activity calendar is forwarded to the IQAC. The IQAC after giving its inputs in the calendar uploads it on the college website. In the beginning of the academic session the students are apprised of academic calendar and same is displayed on notice boards and at strategic locations. The College-level activity calendar helps faculty members to plan their respective course delivery, research work, academic and co-curricular activities. It facilitates them in supervising and monitoring the completion of the syllabus and extra-curricular activities that are being planned by the faculty members.

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

## 2.7 Student Performance and Learning Outcomes

### 2.7.1

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

**Response:**

Manohar Memorial College of Education, Fatehabad follows the Outcome-Based Education; hence the Program Learning Objectives (PLOs) and Course Learning outcomes (CLOs) are aligned with the vision and mission of the college. MMCE focuses on development of its students not only by imparting quality education in teacher training but also in instilling a sense of self-worth and discipline. Students would get opportunities to participate in numerous co-curricular activities on and off the campus, to realize their true worth and potential. For defining the PLOs and CLOs, we follow the consultative process involving the stakeholders. Adequate care is being taken by the college in describing the knowledge, skills and competencies that students are expected to acquire during Teacher Training Programs. Manohar Memorial College of Education, Fatehabad works on those targeted aims and objectives rigorously to provide quality education to the learners as well as to achieve the expected outcome.

The college has a set mechanism in place to ensure that stated PLOs and CLOs are aligned throughout the year/semester by course teachers in the following ways:

- Continuous internal assessments are performed regularly and student grades are recorded, helping to predict their academic progress.
- Appropriate teaching methods are used to achieve effective learning outcomes. Participation in various literary and cultural programs, competitive activities such as debates, idioms, essay writing contests, quizzes, test. etc.
- Participation in various classroom activities such as group discussions and class-seminars and also in extracurricular activities such as morning assembly, tree planting campaigns, awareness camps. etc.
- Participation in community activities such as the visits to Adopted villages, blood donation camp, Aids Awareness rally etc.
- End semester in house test and final exams also help ensure the concordance of stated results.
- Parents are informed on regular basis about the academic performance of their wards.

Placement record, feedback from alumni regarding their job and excellence in various competitive exams ensures the alignment of stated PLOs and CLOs.

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

### 2.7.2

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

**Response:** 66.47

#### 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
91	94	95	91	91

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

### 2.7.3

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

**Response:**

The Progressive performance of students along with the attainment of attributes along with PLOs and CLOs is effective only when the learning is monitored and used for further improvements. The focus lies in classroom level monitoring of students' progress which is essential in bringing about positive attitudes and modifications in ones behaviour. This is achieved through, The Perspective papers and Pedagogic courses enhance the use of various methodologies in teaching and transacting the subject content of the school curriculum. The progressive performance of the students is measured through Microteaching and Integration where the students are equipped with knowledge of integrating teaching skills and simulation of lessons which improves their abilities, skills and expertise in their teaching profession. During the Teaching practice, students are assessed for their content mastery, transaction of the content and the



consistency in using tools and techniques in developing the lesson. Students are trained to apply appropriate Technology in the process of Classroom Communication & Interaction like browsing educational websites, learn to use open education resources and ways of integrating ICT into teaching & learning process. To enhance their professional competencies, students are assessed through peer evaluation, self-evaluation and teacher evaluation through learning of integrating Drama, Art, Self and Yoga into education. Periodic monitoring is done by the teachers either daily, monthly or weekly with the aim of enhancing learning. This proves effective as the students can improve on their teaching skills, mastery of the subject matter and also enhance interpersonal and intra personal communication with the teachers and peers. The curriculum consists of training students in preparing Individualized education programme wherein they are taught to measure progress done by children in inclusive setups by stating measurable or annual goals. This training is helpful in attaining the professional attributes of the students are dependent on instructional level of performance rather than personal level.

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

#### 2.7.4

##### Performance of outgoing students in internal assessment

**Response:** 150.35

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

Response: 212

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

#### 2.7.5

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

**Response:**

Manohar Memorial College of Education, Fatehabad has implemented a variety of arrangements to assess student learning needs. At the time of admission, the Principal interacts parents and students to

assess their needs and aspirations. Students are notified at the time of admission. The institution organizes an orientation program for students at the beginning of the new batch each year. New students were familiarized with the course, internal assessment methods, and extracurricular activities, rules and regulations as well as other facilities available in the institute. College holds aptitude tests to measure students' intellectual skills at entry level. A variety of talent-seeking programs in various fields such as drama, literature and fine arts are organized to discover the hidden talents and hidden abilities of students. Value added courses are designed for incoming students to bridge the gap between subjects studied in previous grades and the subjects to be studied in the new grades. Teacher Instructors assess students' learning needs through regular class test and house test. Student achievement is measured by their scores on these tests. Those who score below 70% are provided extra assistance to improve their performance. Based on classroom testing and internal testing, slow learners are identified and they provide remedial education. Students receive reading materials. Many articles homework and assignments assigned to them. Faculty members coordinate with parents of slow learning students to meet their needs. The mentor-mentor interaction keeps faculty in constant contact with students, helping them academic and personal issues and stimulate the general development of the student's personality. During internship, feedback Performa developed by the college is provided to the supervisors for evaluating teaching proficiency of student teachers. Peer group also encourage observing lessons and making constructive suggestions. They are rated on basis of various activities performed during the internship i.e. record keeping, action research, organize extracurricular activities, etc.

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

## 2.8 Student Satisfaction Survey

### 2.8.1

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

**Response:** 3.87

## 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:** 0.4

**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
01	01	00	00	00

#### File Description

#### Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

#### 3.1.2

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

**Response:** 0.16

**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
1.93	.40	00	00	00

#### File Description

#### Document

Sanction letter from the funding agency

[View Document](#)

Income expenditure statements highlighting the research grants received, duly certified by the auditor

[View Document](#)

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

<b>File Description</b>	<b>Document</b>
Sanction letters of award of incentives	<a href="#">View Document</a>
Institutional policy document detailing scheme of incentives	<a href="#">View Document</a>
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**3.1.4**

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

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

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

<b>File Description</b>	<b>Document</b>
Reports of innovations tried out and ideas incubated	<a href="#">View Document</a>
Documentary evidences in support of the claims for each effort	<a href="#">View Document</a>
Details of reports highlighting the claims made by the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.2 Research Publications

### 3.2.1

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

**Response:** 0.93

**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
9	2	2	2	04

<b>File Description</b>	<b>Document</b>
First page of the article/journals with seal and signature of the Principal	<a href="#">View Document</a>
E-copies of outer jacket/content page of the journals in which articles are published	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 3.2.2

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

**Response:** 1.08

**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
12	03	03	01	03

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

**3.3 Outreach Activities****3.3.1**

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

**Response:** 11.4

**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
17	12	09	11	08

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

**3.3.2**

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

**Response: 86****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
301	239	246	242	268

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

**3.3.3****Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years****Response: 81.75****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
300	220	240	232	240

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

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

**Response:**

Manohar Memorial College of Education, Fatehabad has made its noteworthy contribution to the society and environment by making a participation to promote College-Neighbourhood-Community network. Major emphasis is given on student engagement, service orientation and holistic development of students contributing to good citizenship. NSS unit and a team of committed faculty members engage students in the community development programmes. Rural India has been facing uncleanliness, unhygienic, malnutrition conditions and the most important problem is open defecation. Lack of awareness is noted among the villagers about such problems like health, cleanliness and diseases. Our NSS unit works for solving such social problems. Through this unit, the college undertakes various extension activities in the neighbourhood community. NSS organizes a residential seven day camp in nearby adopted village and several activities were carried out by NSS volunteers addressing social issues which include cleanliness, tree plantation, water conservation, Eradication of superstition, Beti Bacho-Beti Padhao, Nukkad Natak, Environmental awareness, Women empowerment, National Integrity, Aids awareness, Blood donation camp, Health check-up camp etc. The NSS unit of the MMCE organizes various extension activities also such as tree plantation, Road safety awareness, Save fuel save country programme, Swacchhta Abhiyan, National equality awareness. Other than NSS, the various departments of the college is conscious about its responsibilities for shaping students into responsible citizens of the country by making students aware of social issues through various programmes like Environmental Awareness, Personal Health and Hygiene, Diet awareness, Road Safety, Tree Plantation, Soil and Water Testing, Plastic eradication, No vehicle day, , Voters awareness, Door to Door Survey, Awareness Rally, Blood group detection ,Health check -up camps, Blood donation camps, Dental check-up camp, etc. All these mentioned activities have positive impact on the students and it developed student community relationship, leadership skill and self-confidence of students. It also helped in cultivating hidden personality of students and created awareness among students.

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

**3.3.5****Number of awards and honours received for outreach activities from government/ recognized agency during the last five years****Response:** 18**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
7	4	4	02	01



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

### 3.4 Collaboration and Linkages

#### 3.4.1

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

**Response:** 10.2

**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
23	13	6	5	4

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

#### 3.4.2

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

**Response:** 5

**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:** 05

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

**3.4.3**

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

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

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

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

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

#### **Response:**

Manohar Memorial College of Education, Fatehabad has a well-maintained infrastructure, having adequate number of classrooms, laboratories, library and other facilities for the execution of teaching-learning process.

Classrooms are very spacious with proper ventilation and light. The classrooms are furnished with comfortable furniture, green board, flannel board and can accommodate at least 50 students. The classrooms are utilized for lectures, mentor group meetings, micro teaching, simulated teaching, seminar cum paper presentation, association activities, conduction of written and practical examinations etc.

Computer cum Language Lab having 40 computers with internet connectivity to develop ICT and communication skills among the student teachers.

Educational Technology Room and e-content development Studio is equipped with ICT equipment such as projectors – Overhead Projector, slide projectors, LCD projectors, projection screen, tripod, public address system in adequate numbers and Vlogging Accessories Kit including Tripod, Shotgun Mic, and 360 LED Selfie Light etc. are used for the sake of the students.

Science and Math Room is equipped with the science apparatus, specimens, chart and models and other teaching learning material of math and science and is utilized to conduct practical demonstrations.

Psychology Lab is equipped with Psychological tests/ tools and apparatus which are used for research purpose and conducting various experiments.

Library is partially automated using LIBINFOSOFT Library Software used by student teachers and faculty members for referencing, reading and supervised self-study. It also serves as a venue for optional papers lectures, mentor and research group meetings. Library provides access to books, Encyclopedia, journals and regular newspapers, magazines and open e-resources through subscription.

Art and Craft Resource Centre is used for different art and craft activities, as well as to store and display of items prepared.

Multi-Purpose and Seminar Hall (an ICT enabled) are utilized for organizing Special Lectures, Conferences and Seminars, Celebration of Special Days, Festivals, Alumni Meets, Conduction of Examinations and other co-curricular activities.

Sports Resource Room is equipped with sports paraphernalia. The college provides adequate space,

sporting equipment and infrastructural facilities for sports to conduct indoor and outdoor games for students. The college has well maintained playgrounds for Basketball, Volley Ball, Cricket ground & Kho-Kho, and for indoor games college provides material and equipment like carom board, chess, skipping rope and table tennis, Badminton Court etc. Indoor - Outdoor open gym and Yoga activities are the additional features of the sports paraphernalia. Hence the college is equipped with modern and functional workspace and creates an excellent atmosphere for teaching and learning.

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

#### 4.1.2

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

**Response:** 27.27

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

Response: 06

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

Response: 22

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

#### 4.1.3

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

**Response:** 12.98

##### 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
3.92	4.837	0	0	3.431

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

**Response:**

Manohar Memorial College of Education Fatehabad boasts a well-equipped library that serves as a treasure trove of knowledge. To optimize its operations and provide an enhanced user experience, the library has implemented LIBINFOSOFT, a feature-rich library automation software. This software has significantly transformed the library into a modern and efficient hub of learning.

**LIBINFOSOFT Modules :**

LIBINFOSOFT offers a variety of modules that cater to various aspects of library management:

**Acquisition Section :**

- **Session Master Entry :** Enables the creation of new academic sessions.
- **Subject Entry for Class :** Categorizes subjects based on class level.
- **Subject Language Entry :** Defines the language of each subject.
- **Type Master Entry :** Classifies different types of library materials.
- **Accession Register :** Records the acquisition of new library items.

**Member Profile :**

- **Student Class Master Entry:** Maintains a record of student classes.
- **Member Designation Master Entry:** Categorizes members based on their designation (student, staff, etc.).
- **Student Member Entry:** Creates individual student member profiles.
- **Staff Entry:** Registers library staff members.

- **Associate Member Entry:** Facilitates the enrollment of associate members.
- **Detailed List of All Members:** Provides a comprehensive list of all library members.

#### **Circulation Section:**

- **Book Issue:** Manages the process of issuing books to members.
- **Book Return:** Records the return of borrowed books.
- **Fine Master Entry:** Sets up fine rules and penalties for overdue books.
- **Fine Deposit Entry:** Tracks fine payments made by members.
  
- **Old Question Papers:** Stores and manages old question papers for reference.
- **Syllabus:** Provides access to the latest syllabi for various courses.

#### **OPAC (Online Public Access Catalog) :**

**Book Search:** Enables users to search for books by title, author, subject, or keyword.

- **Book Map:** Displays the physical location of books within the library.
- **Stock Verification:** Checks the availability of books in real-time.

#### **Serial Record:**

- **Magazine Master Entry:** Creates and maintains records for subscribed magazines.
- **Magazine Transaction Details:** Tracks the circulation of magazines.
- **Journal Agency Detail:** Stores information about journal subscription agencies.
- **Journal Master Details:** Provides details about individual journals.
- **General Transaction Details:** Records transactions related to magazines and journals.

#### **Newspaper Record Section :**

- **Newspaper Master Detail:** Maintains information about subscribed newspapers.
- **Newspaper Agency Details :** Stores details about newspaper subscription agencies.
- **Newspaper Attendance Details:** Records the receipt and availability of newspapers.
- **Newspaper Bill Details:** Tracks newspaper subscription bills.

#### **Report Section:**

- **Acquisition Reports:** Generates reports on book acquisition, including vendor bills and date-based reports.
  
- **Circulation Reports:** Provides comprehensive reports on book circulation, including issue and return reports, history reports, total number of issued books by staff and students, withdrawal details, and fine reports.
- **OPAC Reports:** Generates reports on OPAC usage and search patterns.

#### **Computer Facility:**

- **OPAC Room** : Provides a dedicated space for users to access the OPAC and search for library materials.
- **Photocopying Facility**: Offers photocopying services to students at affordable rates.
- **Wi-Fi Access**: Enables users to connect to the internet within the library premises.
- **Computer Lab**: Provides access to computers for research and academic purposes.

File Description	Document
Bill for augmentation of library signed by the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Web-link to library facilities	<a href="#">View Document</a>

#### 4.2.2

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

**Response:**

The library of the college serves as gateway to the world of knowledge for prospective teachers by offering a wide spectrum of books to ignite their minds and cultivate reading habits. Students and teachers who needed are allowed to use all facilities provided by library at any time, librarian provides all possible help to students as well as to teachers. The library offers free Internet access with high speed broadband, Wi-Fi facilities which are required by students, and faculty for conducting research, writing research papers, other research oriented activities, etc. To made availability of e-resources in open access . The college has also providing services of e-Shodhganga, which are digital repositories of Indian e-theses and e-dissertations set-up by the INFLIBNET Centre.

File Description	Document
Details of users and details of visits/downloads	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Landing page of the remote access webpage	<a href="#">View Document</a>

#### 4.2.3

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

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

**3.Shodhganga****4.e-books****5.Databases****Response:** A. Any 4 or more of the above

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

**4.2.4****Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)****Response:** 0.69**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
2.04	.47	.18	.38	.39

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

**4.2.5****Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year****Response:** 6.74**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: 519

**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: 617

**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: 695

**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: 548

**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: 231

**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](#)

**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:** E. None of the above

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

### 4.3 ICT Infrastructure

#### 4.3.1

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

#### **Response:**

In order to cope with the age of modern technology, MMCE does not lag behind in possessing ICT facilities. To cater the demands and updated facilities for the students ICT infrastructure are in constant change and modification not in terms of hardware but in terms of software also. The institution has computer cum language laboratory with requisite numbers of computer, partially automated library, advanced equipped educational technology room and an ICT enabled seminar hall, multi-purpose hall with a LCD projector and screen. All teachers are connected with broadband/ Wi-Fi facilities. To make the learning process more effective various innovative methods are used by the teachers. This includes giving group assignments and having power point presentations, where students can discuss and explore their knowledge together. Constant guidance is provided to the students and at the very same time, they are encouraged to restrain their digital surfing in accordance with the syllabi or any other related arena. In general, computing and internet facilities are available to all teachers and students on the campus. The College has employed a full time IT consultant for maintenance and support of the ICT infrastructure. An ICT enabled educational technology room, seminar hall with smart board, wall mounted LCD projector and multipurpose hall with portable LCD projector and screen is used for conducting classes for the students, seminars, and various co-curricular activities. The educational technology cum e-content development studio room possesses other ICT equipment such as printers, photocopiers, projectors – Overhead Projector, slide projectors, LCD projectors, projection screen, public address system in adequate numbers and tripod, ring light etc. are used for the sake of the students. The College Library and provides unlimited access to e-journals and e-books through high-quality electronic databases.

<b>File Description</b>	<b>Document</b>
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	<a href="#">View Document</a>

#### 4.3.2

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

**Response:** 8.75

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

**4.3.3****Internet bandwidth available in the institution****Response:** 200**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 200

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

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

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

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

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

#### 4.4 Maintenance of Campus and Infrastructure

##### 4.4.1

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

**Response:** 52.95

**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
11.407	8	7.36	9.74	13.22

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

##### 4.4.2

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

**Response:**

Manohar Memorial College of Education, Fatehabad has an established system for maintenance and utilization of physical, academic and support facilities. For the smooth functioning of the system, various cells and committees like Research Committee, Academic Committee, and Library Committee, etc. formed every year by the IQAC which constantly monitor and evaluate the requirement for maintaining physical, academic and support facilities. It is also a common practice to receive suggestions and demands from students and faculty members regarding infrastructure maintenance. IQAC looks after the maintenance, repair, and construction work related to the building, general cleanliness, support facilities like safe drinking water, waste management, washrooms, replacement of fire extinguishers, electric work, plumbing, power supply, generators, gas line and water tank etc. All the electronic gadgets like projectors, computers, printers, photocopiers, air conditioners etc. are regularly serviced and reused.

Labs: Our college provides science lab, psychology lab, maths lab, computer lab, educational technology lab facilities to all the students of the college. The users of these labs pay immense attention while accessing the facilities and handle it with good care. All the concerned in charges take care of the labs. Stock registers are maintained timely of each lab.

Computer Lab has adequate number of computers with required component configuration and also loaded with latest antivirus software. Need based up gradation of software and hardware and maintenance of ICT facilities is done by the college from time to time. Maintenance of campus Wi-Fi connection lies with service provider.

Library has an advisory committee, which meets at regular intervals to discuss various issues related to library facilities, services, and activities. The committee works towards improving the overall library infrastructure and resources to make it user friendly. Every year, in the beginning of the session list of books in various subjects required by the faculty members, is invited. After that books are purchased by following proper procedure.

Sports Room and Play Grounds of the college is being looked after by the Physical Education teachers. All the sports materials and equipment are stored in a sports room. Students are allowed to use the sports materials only after signing in the issue-cum-return register. There are different playgrounds inside the campus where students practiced their track and field activities and different indoor-outdoor games like badminton, volleyball, cricket, basketball, etc.

Classrooms: The college authorities pay great attention to maintaining the classrooms and ensure uninterrupted teaching-learning activities. All the faculties are free to submit their requirements to the principal regarding repairing and maintaining the classroom furniture, and other equipment etc.

Lawns: There are beautiful lawns in the college. A team of efficient and experienced gardeners maintains these lawns. Planting of seasonal trees is carried in the college garden regularly.

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

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

**Response:** B. Any 4 or 5 of the above

File Description	Document
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View Document</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View Document</a>
Photographs with date and caption for each initiative	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 5.1.2

Available student support facilities in the institution are:

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

**Response:** C. Any 6 of the above

<b>File Description</b>	<b>Document</b>
Geo-tagged photographs	<a href="#">View Document</a>

### 5.1.3

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

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

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

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Samples of grievance submitted offline	<a href="#">View Document</a>
Institutional guidelines for students' grievance redressal	<a href="#">View Document</a>
Data as per Data Template for the applicable options	<a href="#">View Document</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View Document</a>

### 5.1.4

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

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**

**4. Placement Officer is appointed and takes care of the Placement Cell****5. Concession in tuition fees/hostel fees****6. Group insurance (Health/Accident)****Response:** B. Any 3 or 4 of the above

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Report of the Placement Cell	<a href="#">View Document</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>

**5.2 Student Progression****5.2.1****Percentage of placement of students as teachers/teacher educators****Response:** 13.28**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
28	23	11	12	15

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Appointment letters of 10% graduates for each year	<a href="#">View Document</a>
Annual reports of Placement Cell for five years	<a href="#">View Document</a>

**5.2.2****Percentage of student progression to higher education during the last completed academic year****Response:** 14.41



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

Response: 17

**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.**

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**5.2.3**

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

Response: 12.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	10	18	5	33

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View Document</a>

**5.3 Student Participation and Activities****5.3.1**

**Student council is active and plays a proactive role in the institutional functioning**

Response:

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

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

- To bring to the notice of concerned authorities, the problems, and difficulties faced by the students.
- To express views regarding the overall working of the college and its improvement.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View Document</a>
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View Document</a>
Copy of constitution of student council signed by the Principal	<a href="#">View Document</a>

### 5.3.2

**Average number of sports and cultural events organized at the institution during the last five years****Response:** 15.6**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
28	16	12	11	11

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View Document</a>

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

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

**Response:**

Manohar Memorial College of Education, Fatehabad is devoted to cherishing the relationship with its family members by constant touch-ups, college interactions, and friendly get-togethers. A non-registered but functional till date Alumni. It is regular practice of the association to conduct Alumni Meet every year where the members of the college gather together offering their vibrant participation in all spheres of college activities. A remarkable addition of new alumni members is a common practice every year. It meets periodically to discuss the ways and means to improve the academic environment of the institution as well as to exchange views on the scope of higher education and employment opportunities. The alumni members, who are working on various prestigious designations such as principals, coordinators etc. are helping in the placement of our students in different schools. These members are invited to the college on various occasions like teachers' day, annual function, and orientation day to motivate students, share their personal experiences during their professional capacities. They are also frequently invited during final discussion of skill in teaching for external supervision. During this event, they provide excellent feedback to improve interns' teaching abilities to serve better in real school environment. Their efforts are suitably recognized and acknowledged. Alumni of the college contribute over the years in growth and development of the college. Due to covid 19 an online alumni meet was arranged. This meet created nostalgic feelings and establishing ties among the alumni. Thus, rejuvenation

of ties was rekindled and ignited. Following are the significant contributions of alumni association.

1. To arrange placement and absorption of employable students as well as extending full support for the same.
2. To maintain the updated and current information of all Alumni.
3. To encourage, foster and promote close relations among the alumni themselves.
4. To enable the alumni to participate in activities that would contribute to the general development of the college.
5. To arrange get together of the alumni and social/cultural functions of the alumni.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Details of office bearers and members of alumni association	<a href="#">View Document</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View Document</a>

#### 5.4.2

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

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

**Response:** B. Any 4 or 5 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	<a href="#">View Document</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View Document</a>
Documentary evidence for the selected claim	<a href="#">View Document</a>

### 5.4.3

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

**Response:** 10

##### 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
2	2	2	2	2

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

### 5.4.4

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

**Response:**

It is a matter of pride that Manohar Memorial College of Education, Fatehabad has a strong Alumni group that strengthens the network among the alumni, faculty, and management and builds an integral relationship with students of the college. Alumni group of the college is an active body with many alumni as its members. It conducts formal Alumni meetings every year to reunite with their friends, Students, faculty members, and management; they cherish their memories and share their experiences. . MMCE has included its alumni as a significant part of many of the notable academic and administrative bodies such as Internal Quality Assurance Cell, Academic Committee, etc. The college gives high regard to the suggestions of alumni and utilizes the services for the development of the college in all the

possible ways. An Alumni Meet is organized for all the Alumni of the college annually. Many activities are organized for the alumni, alumni are honoured and the college provides all the present alumni in the alumni meet with souvenirs like mugs, photo frames, mementos, etc. The college conducts meetings with its Alumni Group on a continuous basis. On an average 2 meetings are organized by alumni groups every year, for this purpose a separate room is allocated to the alumni where they can discuss and exchange their views. These meetings provide a platform to the former students to provide suggestions with respect to the functioning and infrastructure of the college. Alumni of the college play a significant role in providing mentoring, Career guidance, Facilitating internships, and campus interviews for students with the help of their professional contacts, discussions on different topics for motivating the students to give their best and develop their capabilities. Apart from formal alumni association meetings, MMCE also engages the alumni support in many ways such as collecting suggestions, feedback on existing curriculum, updates on emerging trends, etc. through various networking platforms like Facebook, Twitter, WhatsApp, etc. In every meeting of Alumni a talk is arranged on a certain aspect by the alumni for the students related to the field. The topics on which these discussions and talks have been arranged are: Guidelines for improving communication skills, experience sharing regarding importance of participation in co-curricular activities, motivational words for how to become a good teacher, sharing of ideas related to constructivist approach, discussion on challenges in teaching profession, discussion on SWOC analysis, guidelines for how to face an interview, ICT based learning, Talk on how to be creative, lecture on innovations in teaching methods, talk on enhancing teaching skills, lecture on professional ethics. All these talks and discussions are done with the students in regards to motivating the students and nurturing their talents to do their best in this noble profession of teaching.

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### **Response:**

Our institution is governed by Manohar Memorial Education Society; it places a strong emphasis on inclusive decision-making processes that involve its teachers, students, and nonteaching staff.

#### **Perspective Plans**

At Manohar Memorial College of Education, Fatehabad, the formulation of perspective plans is a crucial aspect of institutional governance. These plans outline the institution's long-term vision and strategic goals. They serve as roadmaps for academic and infrastructural development. The involvement of teachers, students, and non-teaching staff in shaping these plans is prominent.

#### **Teachers' Participation**

Teachers play a pivotal role in decision-making at the college. They actively contribute to curriculum development, academic policies, and research initiatives. Through the Institutional Quality Assurance Cell (IQAC) teachers collaborate to enhance the quality of education and faculty development. Their insights and expertise ensure that academic programs remain relevant and responsive to changing educational paradigms.

#### **Students' Engagement**

Student participation is equally valued at Manohar Memorial College of Education, Fatehabad. Our college fosters a culture of active student involvement through the Students' Council. Students provide feedback on academic programs, extracurricular activities, and facilities. Their perspectives help to shape a student-centric learning environment.

#### **Non-Teaching Staff's Contribution**

The non-teaching staff members are integral to institution's operations. Their participation in decision-making processes ensures the efficient functioning of administrative and support services. Their insights are vital for streamlining processes, enhancing infrastructure, and maintaining a conducive environment for learning and working.

#### **Collaborative Decision-Making**

The collaborative decision-making process is facilitated through regular meetings, workshops, and open

forums where teachers, students, and non-teaching staff engage and share their views. The principal and the management work closely with these bodies, valuing their contributions and insights.

MMCE's commitment to participatory governance is a testament to its inclusive and democratic approach to decision-making. The college recognizes that the collective wisdom and diverse perspectives of its teachers, students, and non-teaching staff are instrumental in achieving its long-standing mission of providing quality education. This collaborative ethos ensures that the institution remains adaptable and responsive to the evolving needs of its stakeholders in an ever-changing educational landscape.

Overall, the environment of the college is based on the equality and democracy, with the help of these values' college runs smoothly and efficiently.

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

### 6.1.2

#### **Institution practices decentralization and participative management**

##### **Response:**

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

The College has a Students Representative body and it has been aptly named as "Student Council". The Class Representative (CR) system is fundamental to student representation as leaders. It allows one student to represent each class of students in the college with regular meetings held to ensure the system's efficiency and effectiveness in putting forward the interests and views of the students. Student Council meetings play a major role to assess the teaching, learning, and support services provided to the students by the college where students organize domain-specific events, extracurricular events, competitions and expert talks in addition to their leadership skills.



The members of the council are elected as per the rules. Students exercise their right to vote and the counting is done in a very transparent manner by including senior teachers and one or two students. Elected members are announced in the assembly. To promote decentralization and participatory management the college has very well allocated different duties to respective teaching members and non-teaching members.

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

### 6.1.3

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

##### **Response:**

Annual budget is meticulously prepared which helps to streamline. The budget under different heads such as college account & so on. MMCE conducts internal and external financial audits regularly at the end of financial year. The auditors visit the college at regular intervals; they verify all financial transactions with the supporting documents and approval of proper authority for each financial transaction. They plan and perform procedure to obtain the reasonable assurance about whether the financial statements are free from material misstatements. Based on such audit, they issue audit report to the college for True and Fair view on the financial statements. Such financial statements are signed and approved by the Auditor and Management. Based on the audited financial statements, auditors issue “Audit Report”

Transparency is also followed in academic functioning of the college. All the guidelines given by CDLU and UGC are followed. Before the commencement of the session, college Activity calendar is prepared and all the academic and non-academic activities are scheduled beforehand. It is circulated to all faculty members. Time tables and workloads are also prepared and circulated too. Greater use of technology is encouraged to enhance teaching-learning process; tests are scheduled regularly to assess the progress of the students. At least two in house examinations are conducted before the students appear in the final examination conducted by the university. There is an Examination coordinator who takes the responsibility of submitting the student applications for the exams, prepares date sheet, manages seating arrangement, maintains the record of absentees and also prepares the accounts question papers. The examination coordinator works with examination committee of the institution to complete the examination process smoothly. The results of students are also uploaded on college website.

The Principal is responsible for overall administration and academic functioning of the institution in keeping with policies of the management as well as the mandatory regulations. All the Administrative activities are also fair and transparent. All the records of students? admission work, examination work, purchase, accounts and inventory are maintained. All these records are uploaded time to time. Admission

process is fair and based upon merit. Library is partially automated e.g. records are maintained for issuing and returning of books. The process of book selection, purchase and accessioning the same after purchase is done by the librarian of our college.

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

## 6.2 Strategy Development and Deployment

### 6.2.1

#### The institutional Strategic plan is effectively deployed

##### Response:

The extensive goals of Perspective Plans are associated with Manohar Memorial College of Education, Hissar that is committed to providing quality higher education and research, skill-oriented human resources and the plan is accordingly focused on different core themes. As far as the strategic / perspective plan of the college is concerned, it is planned in a way, so that the college can develop and strive towards success in a systematic and balanced manner. Improving the academic and support facilities for the students is one of the measures recognized by the Perspective Plan. The college strives to go ahead with this perspective plan helping as a roadmap for students' achievement and college's growth and development.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link to the page leading to Strategic Plan and deployment documents	<a href="#">View Document</a>

### 6.2.2

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

##### Response:

**Policies:** College has well defined policies related with different running programs. The college governing body grants approval and ratification of various policy decisions of the college. It approves budgets for administrative, academic and research programmes and activities. Governing body also

institutes scholarships, endowments, fellowships to make regulations for various co-curricular and extra-curricular activities. The Principal of the college has the power to construct committees and cells according to the needs of the institution. The college has different committees and cells like academic, cultural, examination, finance and development, research & e-governance, divinity and extension activities etc. which make their policy by periodic meetings with principal. Regular meetings are held in order to maintain continuous communication between staff and principal. All the meetings and decisions taken are monitored by the IQAC, which through its course, the principal to build an environment of academic excellence in the college.

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

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

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

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

### 6.2.3

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

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

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

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

### 6.2.4

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

**Response:**

Manohar Memorial College of Education, Fatehabad forms various committees/ bodies/ cells and their functions are properly defined considering the overall development of the institute. For effective implementation and improvement of the institute following committees are formed.

- 1) IQAC
- 2) Academic Committee
- 3) Research Committee

4) Grievance Redressal cell

5) Placement cell

6) Alumni

7) Cultural Committee

8) Spiritual Cell

9) Examination Committee

10) Sports Committee

11) Library Committee

Meetings of all the above cells/ Committees are held and the work is actually done according to the resolutions and decisions made in those meetings. In the next meeting, the previous meeting is reviewed and further planning is done with the discussing.

<b>File Description</b>	<b>Document</b>
Minutes of the meeting with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Action taken report with seal and signature of the Principal	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

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

**Response:**

Yes, Manohar Memorial College of Education, Fatehabad has welfare measures for both teaching and non-teaching staff. The welfare major available for Teaching and Non-Teaching staff as per university norms are following.

- Training is provided to both Teaching and Non-Teaching staff for various workshops/ FDP/Seminars/ Conferences like road safety, insurance, health and fitness, post office schemes etc.
- Free Medical check-ups of teaching and non- teaching staff by MMCE management.
- Yoga camps are organised from time to time

- Duty leave is provided for attending Workshops, Orientation course, refreshers courses , Conferences Staff achieving State and International award are felicitated by the institution
- Increments on award of Ph.D and considerable increment is given to faculty for clearing NET.
- Research facilities are available for teachers pursuing their Ph.D.
- Fee Concession is provided for wards of the staff studying in the college.
- Employees Provident Fund for teaching and non-teaching staff.
- Management contributes equal share for Employees provident Fund.
- Staff can avail 20 days of Casual leave.
- Festival bonus for non-teaching staff.
- Salary-in-advance can be availed by staff in need. Laptop facility and Data Card Facility to teachers based on their role and position.
- Staffs are allowed to use college ICT facilities for their research work.
- Free Uniforms are provided to housekeeping Staff.

<b>File Description</b>	<b>Document</b>
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View Document</a>
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	<a href="#">View Document</a>

### 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:** 4.9

**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
04	0	1	00	0

File Description	Document
Institutional Policy document on providing financial support to teachers	<a href="#">View Document</a>
Income Expenditure statement highlighting the financial support to teachers	<a href="#">View Document</a>
E-copy of letter/s indicating financial assistance to teachers	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of participation for the claim	<a href="#">View Document</a>

**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:** 32

**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
12	5	12	1	2

File Description	Document
List of participants of each programme	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** 46.08

**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
9	12	10	7	9

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copy of Course completion certificates	<a href="#">View Document</a>

**6.3.5**

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

**Response:**

Manohar Memorial College of Education, Fatehabad has well developed performance appraisal system. This system works for the continuous development of the faculty member and the non-teaching staff of the college. It helps to provide quality education to the student and quality services to the student. It helps to achieve the overall vision and mission of the college. The performance of the each faculty members and non-teaching staff is examines on regular basis. The academic performance and overall conduct of the staff examines by the principal and the governing body of the institution. At the end of each academic year the Principal of the college create the confidential report of the all teaching and non-teaching member and presents before the governing body and after healthy discussion feedbacks are provided to all teaching and non-teaching staff orally. At the end of the each academic session the feedback form is provided to the students and these feedback forms are submitted by the students to the principal. After analyzing the data suitable instructions given to all teaching and non-teaching members of the college.

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



## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

#### Response:

The Annual financial audit of the college is carried out by a duly qualified Chartered Accountant whose appointment is approved by the Governing body of the college. He conducts periodical visits to the college and examines all books of records and financial statements. The whole process of auditing involves a careful scrutiny of the balance sheet of the college along with receipts and payments of the respective year. Any query, questions or objections raised by auditors are promptly dealt and addressed. Proper record of all expenses is maintained by the Accounts Department and is audited by the internal auditor on regular basis. The internal audit is the part of the institution and carried out on regular basis. The internal audit unit verifies the supporting documents involving examination of vouchers, bill payments, quotations and approval from the Management. The college boasts of a robust and transparent financial management system. We have well laid down rules and processes for sanctioning expenditure and submission of expense summary for all college activities. Permission is secured from the principal for all upcoming expenses which is submitted to the accounts branch for release of funds. Emphasis is placed upon e-payment wherever feasible. After the event documentary evidence in the form of invoice, vouchers or receipt duly compiled in the form of an expense statement is submitted.

File Description	Document
Report of Auditors of last five years signed by the Principal	<a href="#">View Document</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View Document</a>

### 6.4.2

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

Response: 0

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

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

<b>File Description</b>	<b>Document</b>
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	<a href="#">View Document</a>

### 6.4.3

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

#### **Response:**

Optimal Utilisation of Resources:

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

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

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

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

## 6.5 Internal Quality Assurance System

### 6.5.1

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

**Response:**

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

IQAC was constituted with the following goals

- 1) To improve the academic and administrative performance of the institution.
- 2) To develop quality culture in institution.
- 3) To co-ordinate among various activities of the institution.
- 4) To build an organized methodology of documentation and internal communication.
- 5) To integrate modern methods of teaching and learning.
- 6) To facilitate the creation of learner centric environment conducive to quality education.
- 7) Obtaining, analyzing and action taken on feedback responses from students, parents, and alumni on quality-related institutional processes.

Process Adopted by the IQAC of Institute-

College IQAC functions actively in improving the quality of education, teaching learning process and learning outcomes by internalizing policy and procedures of these quality strategies.

The quality strategies and processes used are:

- To introduced curricular aspects with value added course, self study courses, organization skill programme
- For feedback collection, analysis and review

- To improve continuously in admission process, student diversity, teachers quality, teaching learning process and learning outcome.
- Outcome based education is initiated by IQAC.
- Result-analysis and active Grievance Redressal Cell.
- Extension activities including FDP are enhanced.
- IQAC works constantly to establish newer collaborations and linkages with different organizations.
- Updating Infrastructural facilities including physical facilities, ICT facilities, library facility with ICT integration.
- Encourage student council activities including sports and cultural.
- Attending FDP to bring the knowledge of the teachers on par with the latest developments in their respective disciplines.
- Organising National and International level Seminars and Conferences on subjects enveloping a broad range of themes/sub themes relevant to modern day education in HEIs.
- Encouraging teachers to apply to research organisations like UGC, ICSSR, ICHR, and so on for funding of research projects.
- IQAC organized ICT,NEP 2020 workshops to enable teachers to intersperse technology in curriculum to make the art of classroom pedagogy more relevant and interesting.
- IQAC takes care of the needs of the administrative staff to improve their work atmosphere, both at the professional and emotional fronts.
- The IQAC proposes a number of best practices in various aspects of functioning of the administrative branch.
- A wide range of feedback forms are administered and the results analyzed for quality sustenance.

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

### 6.5.2

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

#### **Response:**

Manohar Memorial College of Education, Fatehabad reviews its teaching-learning process regularly. This responsibility is bear by the IQAC and Academic Cell jointly. Both the committees monitor the execution of time table, regular teaching in a classroom, teaching diaries and it properly conducts teaching system in college. It has been one of the concerns of IQAC to adopt practices, which will provide quality education to the students through an effective and meaningful teaching-learning process. This plays an instrumental role in enhancing the quality of the academic and co-curricular endeavors of the College in keeping with its vision and mission.

IQAC achieves this through practices, viz.,

1. Conducting self-checks by undertaking SWOT Analysis. Based on it, the IQAC gives constructive feedback to the Teachers suggesting measures for internal quality enhancement. It makes recommendations for them to do self-evaluation and to set higher goals to meet new challenges.
2. Collecting feedback from stakeholders like students, parents, staff and alumni to facilitate teaching-learning reforms. This helps in obtaining an unbiased and honest opinion about the institutional performance especially in academics. Student feedback of faculty is conducted semester wise. An analysis of the feedback is done and communicated to the faculty to enable them to enhance their teaching skills and their relationship with the students.
3. Improving the academic and administrative performance of the college.
4. To develop quality culture in the college.
5. Co-ordinating among various activities of the college.
6. Building an organized methodology of documentation and internal communication.
7. Integrating modern methods of teaching and learning.
8. Facilitating the creation of learner centric environment conducive to quality education.
9. Promoting research practice and programs in the college.

The institution reviews its teaching-learning process at periodic intervals through its various Academic and Administrative Committees which includes different cells like IQAC, Academic Cell, Research Committee, Cultural Cell, Sports Cell, Library Cell, , Student Council, Examination Cell, Alumni Cell, Grievance and redressal Committee, Publication committee, Admission Cell. Various quality initiatives for improving the teaching-learning process are taken by the Institute under the guidelines of IQAC like Organization of Seminars, Workshops, Events like Annual Carnivals, Graduation Ceremony, Exhibitions related to pedagogy subjects, field visits like visit to Special Schools, Adopted Village etc. for the Students, Faculty Development Programmes for faculty, Value-added courses for students, Encouragement to use ICT resources in teaching learning process. Institute reviews its teaching learning process through taking feedbacks in different areas:

Feedback from students, teachers and alumni on curriculum aspects is taken on a continuous basis, it is analyzed and appropriate steps are taken for improvement. Feedback of teachers is taken from students and accordingly suggestions are given. Feedbacks are collected after conduct of different activities. These feedbacks are collected and consolidated at the institutional level. The corrective actions are taken through IQAC.

Self-Appraisal Forms are collected from faculty. Besides this IQAC has reviewed and implemented its teaching-learning process.

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

### 6.5.3

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

**Response:** 29.6

**6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
38	22	36	22	30

File Description	Document
Report of the work done by IQAC or other quality mechanisms	<a href="#">View Document</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.5.4

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

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

**5. Participation in NIRF****Response:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Feedback analysis report	<a href="#">View Document</a>
e-Copies of the accreditations and certifications	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to the minutes of the meeting of IQAC	<a href="#">View Document</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="#">View Document</a>

**6.5.5**

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

**Response:**

The IQAC at Manohar Memorial College of Education, Fatehabad, is committed to a learner centric approach regarding teaching learning progression and has designed the policy to assess and evaluate it intermittently. The IQAC has designed gradual attributes like academic excellence, communication skills, personality development, leadership and global citizenship. To achieve learning outcomes, the IQAC periodically reviews the teaching learning process and suggests gradual and regular expansion, up-gradation and addition of the requisite material, equipment, infrastructure etc. IQAC consistently works towards incremental strategies to make the functioning of the institute effective and smooth. These strategies effectively work in line with the changing needs of the industry and students. This process is prominently evident through the following examples:

**1. MOU'S FOR HAND HOLDING IN QUALITY ASSURANCE**

Manohar Memorial College of Education, Fatehabad established a number of MOUs on the suggestion of IQAC to assure the quality of Education.

**2. Constitution of Cells/Committees for smooth Functioning of the college**

IQAC worked upon constitution of various cells/committees to decentralise the work among the members of staff and hence the below mentioned cells/committees were constituted to streamline the work of the institute which are as follows:

1. Admission Cell: Looks after admissions and category students and their fees concessions according to the documents produced.
2. Placement and Counselling Cell: Looks after the placement and coordinates with reputed schools for placement of trainees providing them adequate career counselling.
3. Cultural Cell: Looks after the cultural activities, celebrations and festivals around the session.
4. Sports Committee: Looks after the sports related activities providing kinesiological activities and facilitating for physical development by recreation activities.
5. Library Cell: Looks after the library records, new books required, memberships of different e-resources, students usage of library.
6. Examination Committee: Looks after Internal & external examination and maintains examination records and also keeps the record of any grievances related to examination
7. Alumni Cell: Ensures alumni association with the college and organises alumni meet and activities with and for alumni.
8. Academic Committee: Looks after the Internship and teaching practice of trainees in reputed schools and works for establishing MOUs with reputed schools in the proximity. It plans the session plan and academic calendar for the complete session for well-planned and organised functioning of the college.
9. Grievance Cell: Looks into the grievances of students and their resolution according to the UGC guidelines.
10. Research Committee- Looks after the research and development of faculty and students.
11. Publication Cell: Working upon publication work of faculty and students.
12. Student Council: Works for the students' welfare activities like equipping students.
13. IQAC Committee: Looks after the functioning of all the cells/Committees and takes decisions for the incremental strategies in context of all aspects such as Administrative, Academic & Infrastructure etc. The committee rigorously works towards extension of learning of students through varied modes of learning such as celebrating Literacy week & Yoga day etc.
17. Discipline Committee: The committee looks after the maintenance of discipline in the Institute.

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



## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

**Response:**

Manohar Memorial College of Education, Fatehabad is committed to promoting sustainability and reducing its environmental impact through its energy policy. The college recognizes the importance of energy conservation and the utilization of alternate sources of energy to meet its power requirements. With a strong focus on sustainability, the college has implemented several measures and initiatives to streamline energy conservation and promote the use of renewable energy sources. The Institute is always conscious about energy conservation and follow measures to reduce Wasteful energy consumption.

**Energy Conservation:** MMCE has taken proactive steps and set up an “Environment sustainability management committee” to ensure energy conservation across its campus. These measures include:

**Efficient Lighting:** The College has adopted energy-efficient lighting systems, such as LED bulbs and fixtures, throughout its premises. These lights consume less energy, have a longer lifespan, and contribute to significant energy savings. The policy is for individuals to turn on the power only when necessary and to switch it off when not in use.

**Optimization of Energy:** Heating, ventilation, and air conditioning systems are optimized to reduce energy consumption. Energy-efficient equipment, regular maintenance, and temperature control measures help in conserving energy while maintaining a comfortable indoor environment.

**Building Insulation:** MMCE has invested in improving the insulation of its buildings to minimize heat loss during winters and heat gain during summers, resulting in energy savings. Numerous classrooms, reading rooms, administrative offices, and the principal's chamber in the college are designed to be well-ventilated and brightly lit, maximizing the utilization of natural daylight throughout the daytime.

**Awareness Programs:** The college faculty members educate students, other faculties, and non-teaching staff about the importance of energy conservation. These initiatives promote responsible energy usage and encourage individuals to adopt energy-saving practices.

**Alternate Sources of Energy:** To meet its power requirements, our college actively promotes the utilization of alternate sources of energy. MMCE has embraced renewable energy technologies and initiatives

File Description	Document
Institution energy policy document	<a href="#">View Document</a>

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

The Waste Management Policy outlined by Manohar Memorial College of Education (MMCE) in Fatehabad is comprehensive and commendable. It reflects a strong commitment to environmental sustainability and responsible waste management practices. Here's a breakdown of the key aspects of the policy:

1. **Introduction:** The policy emphasizes the college's commitment to environmental sustainability and outlines the importance of proper waste management in achieving this goal. It mentions the need for waste segregation and conversion of waste into value-added products.
2. **Policy Statement:** Manohar Memorial College of Education (MMCE) prioritizes waste reduction, reuse, recycling, and recovery over landfill disposal, aligning with the waste hierarchy. Compliance with waste management regulations is emphasized, and all members of the college community are expected to adhere to the policy.
3. **Policy Objectives:** The objectives include ensuring compliance with waste management legislation, minimizing waste generation, establishing clear roles and responsibilities, promoting environmental awareness, investing in recycling opportunities, providing waste management training, and adopting a holistic approach to waste management.
4. **Organization and Management:** Various stakeholders, including the Advisory Board, Environment Sustainability Management Cell, support staff, and students, are responsible for implementing the policy. Their roles include coordination, monitoring, training, and ensuring legal compliance.
5. **Action Plan:** The Manohar Memorial College of Education has devised an action plan focusing on waste avoidance, minimization, recycling, and safe disposal of hazardous waste. It includes measures such as waste storage, recycling efforts, and setting up common treatment facilities.
6. **Waste Management Practices:** Manohar Memorial College of Education (MMCE) implements practices such as waste segregation, recycling of non-hazardous waste (including paper, biodegradable waste, and e-waste), and safe disposal of hazardous waste. Plans for establishing common treatment facilities further demonstrate the commitment to efficient waste management.

Overall, Manohar Memorial College of Education (MMCE) Waste Management Policy reflects a proactive approach towards environmental sustainability and sets a positive example for other institutions to follow. By prioritizing waste reduction, reuse, and recycling, the college aims to minimize its ecological footprint and contribute to a cleaner and healthier environment.

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

**7.1.3****Institution waste management practices include**

- 1. Segregation of waste**
- 2. E-waste management**

- 3. Vermi-compost**
- 4. Bio gas plants**
- 5. Sewage Treatment Plant**

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

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

#### **7.1.4**

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

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

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

<b>File Description</b>	<b>Document</b>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geotagged photographs	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>

#### **7.1.5**

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

**Response:**

Sanitation is considered as basic determinant in quality of life and human development index. Ensuring that college is well maintained is not only conducive to productivity, it also increase the likelihood of expecting more students. Manohar Memorial College of Education, Fatehabad promotes and aligns goals

to national mission of Swatch Bharat or Clean India Campaign which bring about change in behavioural and attitudinal aspect of habitants. The college strongly believes in emphasizing on Information, Education and Communication (IEC) for effective participation of campus users. MMCE highlights and takes care of every basic parameter of maintenance of cleanliness like personal hygiene, safe water, waste water disposal, solid waste disposal, food hygiene and environmental sanitation. In a quest for healthy, liveable and sustainable campus, spaces with plantation have a vital role. To add to the green cover of the college many tree plantation drives have been conducted by the college. MMCE also adopts saplings distribution program as an act of promoting environment and sustainability in events and functions. In order to reduce the pollution which are alarming in the region the institute observe a cycling day once in a month for all the students, faculty and staff members. Our college also prohibits intra movements of vehicles as to enhance the indoor air quality of the campus which in return reduce the air pollution. Our college has a robust network of sewage disposal system which also acts as a guiding force to implement hygiene and cleanliness in the campus Institute is resilient in deployment of dedicated team for maintenance of water system, drainage system and waste management system in the campus. The periodic maintenance practiced in the campus induces sense of cleanliness and also cut off extra expense on wastage. Access to sanitation facilities is a fundamental right to safeguard health. Separate and safe sanitary facilities for females in the campus are also an encouraging factor of the institute. Dedicated safe drinking water sources are present at many places throughout the campus which comes from storage tank. The water purifier (RO System) is installed at common level to ensure water quality. Manohar Memorial College of Education, Fatehabad believes in the fact that precaution is better than cure and abides to it thoroughly. Many promotional signages are put in the campus area to promote and aware students to avoid littering in open spaces. Use of Color coded dustbins to segregate solid waste at the source is deployed in the campus which safely collect, confine and dispose waste.

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

### 7.1.6

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

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

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

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

### 7.1.7

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

**Response:** 8.7

**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
1.64	1.18	1.75	1.28	2.32

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

### 7.1.8

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

**Response:**

Manohar Memorial College of Education, Fatehabad is deeply committed to incorporating the local

environment, locational knowledge, community practices such as the celebration of local festivals like Haryana Diwas Celebration, Lohri Celebration, Karwa Chauth etc. and challenges into its teaching-learning process. By doing so, our college aims to provide experiential learning opportunities to its students. The college has successfully integrated topics related to Environment and Sustainability, as well as Social issues, into its teacher education training program curriculum. This approach ensures that students not only gain content knowledge but also develop a strong connection and affinity towards the environment. To further enrich the learning experience, the college organizes outdoor programs that directly align with the curriculum. These programs include Cleanliness and Health Campaigns, Value Inculcation Programs, workshops on Life Skills, and seminars on relevant topics. Through these initiatives, students are exposed to real-world situations, enabling them to apply their theoretical knowledge in practical contexts. Collaboration with neighboring schools and community members is actively fostered by MMCE. MMCE provides resources and facilities to these institutions, promoting social connectivity, trust, and networks between students and communities. Teaching Practice Lectures on various subjects, including local languages like Hariyanvi, Women's Day, energy conservation, waste management and rainwater harvesting, are organized to raise awareness among students about environmental and social issues. These lectures also instil a sense of responsibility towards their local environment. The college conducts extension lectures and seminars on topics such as Road Safety and Traffic Rules, the Swachh Bharat (Clean India) campaign, Religious Equality, AIDS, and Human Rights Day. These activities deepen students' understanding of environmental and social challenges. Cleanliness drives and assigned projects related to Tree Plantation and the Beti Parao, Beti Bachao (Save and Educate the Girl Child) campaign promote a sense of ownership, pride, and active involvement in their local surroundings. Field trips, visits to museums, and historical monuments are organized to expose students to different environments and cultures. These experiences foster respect, appreciation, and understanding of their own heritage and that of others. MMCE actively engages with the community and supports marginalized individuals. The college organizes and emphasizes the importance of social welfare, values, and empathy. To facilitate effective communication and collaboration, the college arranges alumni meets, assemblies, and parent-teacher meetings. These platforms create opportunities for dialogue and shared responsibility among all stakeholders. MMCE also establishes linkages with other educational bodies and NGOs, inviting teachers and students from different schools and colleges to demonstrate lessons during teaching practice. Furthermore, voluntary visits to adopted villages and schools for disabled individuals contribute to the betterment of these communities. In conclusion, Manohar Memorial College of Education, Fatehabad actively integrates experiential learning, community engagement, and social responsibility into its educational framework. By nurturing socially conscious and environmentally responsible teachers, the college aims to create a positive impact on society.

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

### 7.1.9

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

- 1. Code of Conduct is displayed on the institution's website**
- 2. Students and teachers are oriented about the Code of Conduct**

**3. There is a committee to monitor adherence to the Code of Conduct****4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

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

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

**7.2 Best Practices****7.2.1**

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

**Response:**

**Practice - 1**

Title of the Practice - Spirituality: Rejuvenation in Education

**1. Duration**

This is well known practice conducted in the institute since 2011 onwards under which many activities are organized.

**Objective of the practice**

**The main objectives of spirituality for pupil teacher is**

1. To revolve around finding inner peace, clarity of mind, and a sense of purpose amidst academic pressures and personal growth.
2. To involve cultivating empathy, compassion, and resilience, which are invaluable qualities in

both academic and personal life.

3.To make the pupil teacher fully aware about the importance of value oriented education.

4.To explore spirituality through meditation, prayer, nature, art, or other practices that help them connect with their inner selves.

## The Context

Spirituality among students often involves a search for meaning and purpose in their lives, alongside the academic pursuits. For some, it might involve exploring their religious beliefs or cultural traditions, while for others, it could be about seeking inner peace, mindfulness, or connection with others and the world around them. Universities and Colleges sometimes offer resources for spiritual exploration, such as meditation groups, religious clubs, or counseling services. Many students found that integrating spiritual practices into their daily routines can help to reduce stress, increase resilience, and enhance overall well-being during their academic journey. It also help students to develop their overall personalities in shaping their future.

## Practice-2

**The college uses a variety of strategies to accomplish these objectives, including morning assembly meditation & Yoga camp, Lectures and Webinar, Celebrations of festivals and promote community welfare initiative. Evidence of Success**

Evidence of success in spirituality among students may not always be readily quantifiable, but some outcomes like students greet to their teachers, respect rules of good conduct and regularity in attendance, observe punctuality, respect college property, better intrapersonal relationship, changes in behavior and attitudes, and improvements in various aspects of well-being and academic performance can be observed through self-reported experiences.

### Problem Encountered and Resources Required

Some common problems encountered by students exploring spirituality in college include:

- 1.Time Constraints,
- 2.Lack of Community,
- 3.Stress and Anxiety,
- 4.Accessibility of Resources,

To address these challenges, students may require various resources, including:

- 1.Supportive Communities
- 2.Counseling Services
- 3.Meditation and Reflection Spaces
- 4.Educational Programming
- 5.Diverse Religious Resources



By addressing these challenges and providing the necessary resources, colleges created a supportive environment that encourages students to explore and deepen their spiritual journey while navigating the college experience.

Finally, Spirituality: Rejuvenation in Education helps students to develop their overall personalities in shaping their future.

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

## 7.3 Institutional Distinctiveness

### 7.3.1

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

#### Response:

Our efforts to be distinctive must be in harmony with our vision, priority and thrust area. Vision of our institution is " To prepare professionally competent teachers equipped with the application of modern technologies for a global and knowledge-driven society coupled with ethical and spiritual values rooted in Indian Culture." Institutional distinctiveness also sets goal and aim like To generate social and cultural consciousness among teacher trainers, our aim to produce future teachers with integrated personalities, who can prove as an asset in the national reconstruction. With this view, MMCE always celebrates different activities and important days and different event. We are committed to provide quality education to students. The head of an institution plays a key role in its successful functioning with the co-operation of well qualified and competent faculty .The institutional goal is to provide holistic education to prospective teachers and to achieve this goal the objectives of the institution envisage values oriented education, develop critical capacities, enhance skills and competencies, preserve socio-cultural heritage, bring peace and harmony to acquaint student teachers with the impact of globalization on education. In order to carry on and to regulate varied institutional functions, different committees, houses and clubs perform their assigned work.

In conclusion, the college's primary objective is to foster the development of creative and skilled teachers capable of excelling in a competitive world. Through its commitment to quality education, character development and the infusion of values, Manohar Memorial College of Education, Fatehabad plays a vital role in shaping the future of education and making a positive impact on society.

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

## 5. CONCLUSION

---

### Additional Information :

The institution has been providing opportunities for students to develop holistically, through various co-curricular and extra-curricular programmes and activities like **NSS Activities**; the motto of NSS is "Not for me, but for you". The unit in the college has been engaged in service through activities such as Covid awareness programs, mask and sanitizer distribution, blood donation camps even during Covid as there was desperate need for life-saving blood during the pandemic, Cloth distribution to needy ones. Among the most special activities, adopted village Jhalnia for the college NSS unit, where volunteers stay for seven days, and explore societal issues. Mentor-mentee system, remedial coaching for slow learners, extra Value Added courses for advanced learners facilitates the students to get motivated.

There is one multipurpose hall in the college. This is used for the following purposes: Holding of orientation, the celebration of certain functions and days of national and international importance, holding co-curricular activities, workshops and seminars, conducting examinations, holding guest lecturers, as a method laboratory and as a common room. The Library & Information Centre is small in size but maintains a high standard. The total number of books in the library is near about 13,166. Government Publication Books such as National Book Trust, New Delhi, National Council of Educational Research and Training, New Delhi, Publication Bureau Panjab University, Chandigarh, Indira Gandhi National University, New Delhi, Kurukshetra University Kurukshetra are also included. The Annual Sports Function is held every year to test the physical fitness, stamina and athletic skills of the students. All the students are required to participate in it. The college offers a well-maintained computer lab to facilitate various groups of students. Computer practical classes and hands-on experience are compulsory for all. The computer Laboratory has 35 systems. The college has been serving the cause of teacher education and offering teacher education courses with the campus area of about four acres.

### Concluding Remarks :

The institution has now completed 20 years in the field of education and is now progressing for the 2nd cycle of NAAC accreditation and the college was accredited with 'B' grade in the first cycle. With tireless effort of the proactive and participative Management, the academic growth is sustained and harmonious relationship is maintained among the faculty, students and management, which remains as a key of success. The curriculum of the institution reflects the global trends in higher education by the adoption of ICT enabled teaching, carrier oriented and various courses. The systematic evaluation and assessment processes gauge the knowledge and regulatory mechanism of the examination system. The research culture enables the faculty and students to undertake socially relevant projects.

The adequate infrastructure and its regular maintenance promote the optimum utilization of resources Effective Governance, leadership with proactive management and decision making process help to achieve vision and mission of the institution along with upholding cultural and traditional values. The institution nurtures Alumni meeting every year to the development of the institution in the form of their financial and non-financial contributions. The IQAC continuously monitors academic and administrative aspects. Best practice suited to different types of learners in order to promote knowledge acquisition, skill development, personality development, community orientation.

During the assessment period, various student-centric activities and programs have been planned and executed

with satisfactory results. With the intention of providing modern education skills to students at an affordable cost, B.A.B.Ed program has been launched in the academic year 2022-23. MANOHAR MEMORIAL COLLEGE OF EDUCATION dedicates us to our mission and vision statement in the service of society.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	<p><b>At the institution level, the curriculum planning and adoption are a collaborative effort;</b></p> <p><b>Indicate the persons involved in the curriculum planning process during the last completed academic year</b></p> <ol style="list-style-type: none"> <li>1. Faculty of the institution</li> <li>2. Head/Principal of the institution</li> <li>3. Schools including Practice teaching schools</li> <li>4. Employers</li> <li>5. Experts</li> <li>6. Students</li> <li>7. Alumni</li> </ol> <p>Answer before DVV Verification : B. Any 4 of the above            Answer After DVV Verification: C. Any 3 of the above            Remark : DVV has made the changes basis the supporting shared by HEI</p>
1.1.3	<p><b>While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through</b></p> <ol style="list-style-type: none"> <li>1. Website of the Institution</li> <li>2. Prospectus</li> <li>3. Student induction programme</li> <li>4. Orientation programme for teachers</li> </ol> <p>Answer before DVV Verification : A. All of the above            Answer After DVV Verification: C. Any 2 of the above            Remark : DVV has made the necessary changes basis the supporting shared by HEI</p>
1.2.1	<p><b>Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</b></p> <p>1.2.1.1. <b>Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.</b></p>

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	17	17	17	17

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	17	17	17	17

Remark : DVV has made the necessary changes

**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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : DVV has made the necessary changes basis the supporting shared by HEI

**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**

Answer before DVV Verification : A. All of the above

	<p>Answer After DVV Verification: E. Any 1 or none of the above                  Remark : DVV has made the changes basis the supporting shared by HEI</p>
<p>1.4.2</p>	<p><b>Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website                  Answer After DVV Verification: D. Feedback collected                  Remark : DVV has made the necessary chnages basis the supporting's hared by HEI</p>
<p>2.2.2</p>	<p><b>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</b></p> <ol style="list-style-type: none"> <li><b>1. Mentoring / Academic Counselling</b></li> <li><b>2. Peer Feedback / Tutoring</b></li> <li><b>3. Remedial Learning Engagement</b></li> <li><b>4. Learning Enhancement / Enrichment inputs</b></li> <li><b>5. Collaborative tasks</b></li> <li><b>6. Assistive Devices and Adaptive Structures (for the differently abled)</b></li> <li><b>7. Multilingual interactions and inputs</b></li> </ol> <p>Answer before DVV Verification : B. Any 4 of the above                  Answer After DVV Verification: C. Any 3 of the above                  Remark : DVV has made the necessary changes basis the supporting's shared by HEI</p>
<p>2.3.3</p>	<p><b>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..</b></p> <p><b>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</b></p> <p>Answer before DVV Verification : 350                  Answer after DVV Verification: 221</p> <p>Remark : DVV has made the necessary changes basis the supporting shared by HEI</p>
<p>2.3.4</p>	<p><b>ICT support is used by students in various learning situations such as</b></p> <ol style="list-style-type: none"> <li><b>1. Understanding theory courses</b></li> <li><b>2. Practice teaching</b></li> <li><b>3. Internship</b></li> </ol>

	<p>4. <b>Out of class room activities</b>                      5. <b>Biomechanical and Kinesiological activities</b>                      6. <b>Field sports</b></p> <p>Answer before DVV Verification : A. Any 4 or more of the above                      Answer After DVV Verification: C. Any 2 of the above                      Remark : DVV has made the necessary changes basis the supporting shared by HEI</p>
<p>2.4.1</p>	<p><b>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</b></p> <ol style="list-style-type: none"> <li>1. <b>Organizing Learning (lesson plan)</b></li> <li>2. <b>Developing Teaching Competencies</b></li> <li>3. <b>Assessment of Learning</b></li> <li>4. <b>Technology Use and Integration</b></li> <li>5. <b>Organizing Field Visits</b></li> <li>6. <b>Conducting Outreach/ Out of Classroom Activities</b></li> <li>7. <b>Community Engagement</b></li> <li>8. <b>Facilitating Inclusive Education</b></li> <li>9. <b>Preparing Individualized Educational Plan(IEP)</b></li> </ol> <p>Answer before DVV Verification : B. Any 6 or 7 of the above                      Answer After DVV Verification: C. Any 4 or 5 of the above                      Remark : DVV has made the necessary changes basis the supporting shared by HEI</p>
<p>2.4.2</p>	<p><b>Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as</b></p> <ol style="list-style-type: none"> <li>1. <b>Formulating learning objectives</b></li> <li>2. <b>Content mapping</b></li> <li>3. <b>Lesson planning/ Individualized Education Plans (IEP)</b></li> <li>4. <b>Identifying varied student abilities</b></li> <li>5. <b>Dealing with student diversity in classrooms</b></li> <li>6. <b>Visualising differential learning activities according to student needs</b></li> <li>7. <b>Addressing inclusiveness</b></li> <li>8. <b>Assessing student learning</b></li> <li>9. <b>Mobilizing relevant and varied learning resources</b></li> <li>10. <b>Evolving ICT based learning situations</b></li> </ol>



	<p><b>11. Exposure to Braille /Indian languages /Community engagement</b></p> <p>Answer before DVV Verification : A. Any 8 or more of the above          Answer After DVV Verification: B. Any 6 or 7 of the above          Remark : DVV has made the changes basis the supporting shared by the HEI</p>
2.4.4	<p><b>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</b></p> <ol style="list-style-type: none"> <li>1. <b>Teacher made written tests essentially based on subject content</b></li> <li>2. <b>Observation modes for individual and group activities</b></li> <li>3. <b>Performance tests</b></li> <li>4. <b>Oral assessment</b></li> <li>5. <b>Rating Scales</b></li> </ol> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: B. Any 3 or 4 of the above          Remark : DVV has made the necessary changes basis the supporting shared by HEI</p>
2.4.5	<p><b>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</b></p> <ol style="list-style-type: none"> <li>1. <b>Preparation of lesson plans</b></li> <li>2. <b>Developing assessment tools for both online and offline learning</b></li> <li>3. <b>Effective use of social media/learning apps/adaptive devices for learning</b></li> <li>4. <b>Identifying and selecting/ developing online learning resources</b></li> <li>5. <b>Evolving learning sequences (learning activities) for online as well as face to face situations</b></li> </ol> <p>Answer before DVV Verification : B. Any 4 of the above          Answer After DVV Verification: D. Any 2 of the above          Remark : DVV has made the necessary changes basis the supporting shared by HEI</p>
2.4.6	<p><b>Students develop competence to organize academic, cultural, sports and community related events through</b></p> <ol style="list-style-type: none"> <li>1. <b>Planning and scheduling academic, cultural and sports events in school</b></li> <li>2. <b>Planning and execution of community related events</b></li> <li>3. <b>Building teams and helping them to participate</b></li> <li>4. <b>Involvement in preparatory arrangements</b></li> <li>5. <b>Executing/conducting the event</b></li> </ol> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: D. Any 1 or 2 of the above          Remark : DVV has made the necessary changes basis the supporting shared by HEI</p>

2.4.7	<p><b>A variety of assignments given and assessed for theory courses through</b></p> <ol style="list-style-type: none"> <li>1. <b>Library work</b></li> <li>2. <b>Field exploration</b></li> <li>3. <b>Hands-on activity</b></li> <li>4. <b>Preparation of term paper</b></li> <li>5. <b>Identifying and using the different sources for study</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above  Answer After DVV Verification: B. Any 3 of the above  Remark : DVV has made the changes basis the supporting shared by HEI</p>
2.4.12	<p><b>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</b></p> <ol style="list-style-type: none"> <li>1. <b>Self</b></li> <li>2. <b>Peers (fellow interns)</b></li> <li>3. <b>Teachers / School* Teachers</b></li> <li>4. <b>Principal / School* Principal</b></li> <li>5. <b>B.Ed Students / School* Students</b></li> </ol> <p>(* ‘Schools’ to be read as “TEIs” for PG programmes)</p> <p>Answer before DVV Verification : A. All of the above  Answer After DVV Verification: B. Any 4 of the above  Remark : DVV has made the changes basis the supporting shared by HEI</p>
2.4.13	<p><b>Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include</b></p> <ol style="list-style-type: none"> <li>1. <b>Effectiveness in class room teaching</b></li> <li>2. <b>Competency acquired in evaluation process in schools</b></li> <li>3. <b>Involvement in various activities of schools</b></li> <li>4. <b>Regularity, initiative and commitment</b></li> <li>5. <b>Extent of job readiness</b></li> </ol> <p>Answer before DVV Verification : B. Any 4 of the above  Answer After DVV Verification: D. Any 1 or 2 of the above  Remark : DVV has made the chnages basis the supporting shared by HEI</p>
2.5.2	<p><b>Percentage of fulltime teachers with Ph. D. degree during the last five years</b></p> <p>2.5.2.1. <b>Number of full time teachers in the institution with Ph.D. degree during last five years</b></p> <p>Answer before DVV Verification : 9  Answer after DVV Verification: 8</p> <p>Remark : DVV has made the changes basis the supporting shared by HEI</p>

2.6.2	<p><b>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</b></p> <ol style="list-style-type: none"> <li>1. <b>Display of internal assessment marks before the term end examination</b></li> <li>2. <b>Timely feedback on individual/group performance</b></li> <li>3. <b>Provision of improvement opportunities</b></li> <li>4. <b>Access to tutorial/remedial support</b></li> <li>5. <b>Provision of answering bilingually</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above          Answer After DVV Verification: B. Any 3 of the above          Remark : DVV has made the changes basis the supporting shared by the HEI</p>																				
2.7.2	<p><b>Average pass percentage of students during the last five years</b></p> <p>2.7.2.1. <b>Total number of students who passed the university examination during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 871 1046 1005"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>118</td> <td>133</td> <td>134</td> <td>138</td> <td>137</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1084 1046 1218"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>91</td> <td>94</td> <td>95</td> <td>91</td> <td>91</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes basis the supporting shared by the HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	118	133	134	138	137	2022-23	2021-22	2020-21	2019-20	2018-19	91	94	95	91	91
2022-23	2021-22	2020-21	2019-20	2018-19																	
118	133	134	138	137																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
91	94	95	91	91																	
2.7.4	<p><b>Performance of outgoing students in internal assessment</b></p> <p>2.7.4.1. <b>Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year</b></p> <p>Answer before DVV Verification : 133          Answer after DVV Verification: 212</p> <p>Remark : DVV has made the necessary changes</p>																				
3.1.3	<p><b>In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:</b></p> <ol style="list-style-type: none"> <li>1. <b>Seed money for doctoral studies / research projects</b></li> <li>2. <b>Granting study leave for research field work</b></li> <li>3. <b>Undertaking appraisals of institutional functioning and documentation</b></li> </ol>																				

**4. Facilitating research by providing organizational supports****5. Organizing research circle / internal seminar / interactive session on research**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has made the changes basis the supporting shared by HEI

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**

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

Answer After DVV Verification: C. Any 2 of the above

Remark : DVV has made the changes basis the supporting shared by HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	04	04	04	04

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	2	2	2	04

Remark : DVV has made the necessary changes basis the supporting shared by HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	12	09	11	09

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	12	09	11	08

Remark : DVV has made the changes basis the supporting shared by the HEI, DVV has not considered the day specific celebrations

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
301	239	246	242	301

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
301	239	246	242	268

Remark : DVV has made the changes basis the supporting shared by the HEI, DVV has taken the reference of 3.3.1

**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
11	06	05	02	01

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	4	02	01

Remark : DVV has made the necessary changes basis the supporting shared by HEI

**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

Answer before DVV Verification : B. Any 5 or 6 of the above

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

Remark : DVV has made the changes basis the supporting shared by HEI

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:

2022-23	2021-22	2020-21	2019-20	2018-19
7.70	6.1	0.28	0.43	3.94

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3.92	4.837	0	0	3.431

Remark : DVV has made the changes basis the supporting shared by the HEI, DVV has only included the cost incurred on infra.

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

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

Answer After DVV Verification: E. None of the above

Remark : DVV has made the changes basis the supporting shared by HEI

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 : B. Any 4 of the above

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

Remark : DVV has made the changes basis the supporting's shared by HEI

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
13.36	9.26	7.99	10.95	15.09

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11.407	8	7.36	9.74	13.22

Remark : DVV has made the changes basis the supporting shared the HEI

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 : DVV has made the changes basis the supporting shared by HEI

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 : A. All of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

Remark : DVV has made the changes basis the supporting shared by HEI

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)**

Answer before DVV Verification : A. Any 5 or more of the above

Answer After DVV Verification: B. Any 3 or 4 of the above

Remark : DVV has made the changes basis the supporting shared by the HEI

5.3.2

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

**5.3.2.1. Number of sports and cultural events organized at the institution during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
31	18	14	11	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
28	16	12	11	11

Remark : DVV has made the necessary changes basis the supporting shared by HEI



5.4.2	<p><b>Alumni has an active role in the regular institutional functioning such as</b></p> <ol style="list-style-type: none"> <li><b>1. Motivating the freshly enrolled students</b></li> <li><b>2. Involvement in the in-house curriculum development</b></li> <li><b>3. Organization of various activities other than class room activities</b></li> <li><b>4. Support to curriculum delivery</b></li> <li><b>5. Student mentoring</b></li> <li><b>6. Financial contribution</b></li> <li><b>7. Placement advice and support</b></li> </ol> <p>Answer before DVV Verification : A. Any 6 or more of the above          Answer After DVV Verification: B. Any 4 or 5 of the above          Remark : DVV has made the necessary changes basis the supporting shared by HEI</p>																				
6.2.3	<p><b>Implementation of e-governance are in the following areas of operation</b></p> <ol style="list-style-type: none"> <li><b>1. Planning and Development</b></li> <li><b>2. Administration</b></li> <li><b>3. Finance and Accounts</b></li> <li><b>4. Student Admission and Support</b></li> <li><b>5. Examination System</b></li> <li><b>6. Biometric / digital attendance for staff</b></li> <li><b>7. Biometric / digital attendance for students</b></li> </ol> <p>Answer before DVV Verification : B. Any 5 of the above          Answer After DVV Verification: C. Any 3 or 4 of the above          Remark : DVV has made the necessary changes basis the supporting's shared</p>																				
6.3.2	<p><b>Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years</b></p> <p><b>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</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1749 1046 1883"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>09</td> <td>03</td> <td>02</td> <td>00</td> <td>07</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1962 1046 2096"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>04</td> <td>0</td> <td>1</td> <td>00</td> <td>0</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	09	03	02	00	07	2022-23	2021-22	2020-21	2019-20	2018-19	04	0	1	00	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
09	03	02	00	07																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
04	0	1	00	0																	

Remark : DVV has made the changes basis the supporting shared by the HEI, DVV has only considered the amount above 2000

**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)**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
.233	.257	.215	.29	.299

Answer After DVV Verification :

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

Remark : DVV has made the necessary changes.

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

**6.5.3.1. Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
55	23	36	23	33

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
38	22	36	22	30

Remark : DVV has made the necessary changes basis the supporting shared by HEI

**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**

	<p><b>4. Collaborative quality initiatives with other institution(s)</b></p> <p><b>5. Participation in NIRF</b></p> <p>Answer before DVV Verification : A. Any 4 or more of the above          Answer After DVV Verification: B. Any 3 of the above          Remark : DVV has made the changes basis the supporting shared by HEI</p>
<p>7.1.4</p>	<p><b>Institution has water management and conservation initiatives in the form of</b></p> <ol style="list-style-type: none"> <li><b>1. Rain water harvesting</b></li> <li><b>2. Waste water recycling</b></li> <li><b>3. Reservoirs/tanks/ bore wells</b></li> <li><b>4. Economical usage/ reduced wastage</b></li> </ol> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: C. Any 2 of the above          Remark : DVV has made the changes basis the supporting shared by HEI</p>
<p>7.1.6</p>	<p><b>Institution is committed to encourage green practices that include:</b></p> <ol style="list-style-type: none"> <li><b>1. Encouraging use of bicycles / E-vehicles</b></li> <li><b>2. Create pedestrian friendly roads in the campus</b></li> <li><b>3. Develop plastic-free campus</b></li> <li><b>4. Move towards paperless office</b></li> <li><b>5. Green landscaping with trees and plants</b></li> </ol> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: C. Any 3 of the above          Remark : DVV has made the changes basis the supporting shared by HEI</p>
<p>7.1.9</p>	<p><b>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</b></p> <ol style="list-style-type: none"> <li><b>1. Code of Conduct is displayed on the institution’s website</b></li> <li><b>2. Students and teachers are oriented about the Code of Conduct</b></li> <li><b>3. There is a committee to monitor adherence to the Code of Conduct</b></li> <li><b>4. Professional ethics programmes for students, teachers, administrators and other staff</b></li> </ol>

**are organized periodically**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has made the changes basis the supporting shared by the HEI

## 2.Extended Profile Deviations

Extended Profile Deviations
No Deviations