SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

MUNDESHWARI COLLEGE FOR TEACHER EDUCATION

SARARI-USRI ROAD, KHAGAUL, DANAPUR, PATNA
801105
www.mcte.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

- Mundeshwari College for Teacher Education (MCTE), established in 2013, is a pioneering institution committed to advancing the cause of education in Eastern India.
- It was founded by the Vikramshila Educational and Welfare Society affiliated to Arya Bhatt Knowledge university (AKU) Patna, with the overarching goal of uplifting the educational landscape of Bihar and its surrounding regions.
- Located in the semi-urban area of Khagaul, Patna, MCTE was born out of a vision to address the critical need for qualified educators and to provide a platform for quality teacher education.
- The founders envisioned an institution that would not only impart academic knowledge but also instil values of social responsibility, ethical conduct, and community service among its students.

Vision

- The founders of MCTE were driven by a profound commitment to educational excellence and social reform.
- Their vision was to create an institution that would serve as a catalyst for change in the educational system of Bihar, which had long suffered from neglect and underdevelopment.
- They believed that by training high-quality teaching professionals, MCTE could play a crucial role in transforming the educational landscape of the state. This vision continues to guide the college's operations, shaping its mission, curriculum, and community engagement initiatives.

Mission

- MCTE's mission is to develop outstanding educators who are not only proficient in their subjects but also deeply committed to the welfare of their students and communities.
- The college aims to provide an environment where students can develop their intellectual, social, and emotional capacities, preparing them for the challenges of the modern educational landscape.
- MCTE is dedicated to continuous improvement, ensuring that its programs are responsive to the evolving needs of the education sector.
- Through its commitment to research, community service, and academic excellence, MCTE strives to be a leader in teacher education in India.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- MCTE's strengths lie in its dedicated faculty, state-of-the-art infrastructure, and strong academic track record.
- The college's location in a semi-urban area allows it to attract students from both rural and urban backgrounds, providing a diverse and inclusive learning environment.

- The institution's commitment to research, holistic student development, and community engagement further enhances its reputation as a leading teacher education college.
- MCTE's affiliation with Arya Bhatt Knowledge University ensures that its programs are aligned with the latest academic standards and best practices

Institutional Weakness

- Despite its many strengths, MCTE faces certain challenges that need to be addressed to achieve its full potential.
- One of the primary weaknesses is the lack of direct involvement in curriculum development, which is controlled by the affiliating university.
- This limits the college's ability to tailor its programs to the specific needs of its students and the local community.
- Additionally, the college must navigate the limitations imposed by the absence of government grants and the lack of a promotion policy for faculty members, which can impact staff retention and motivation.

Institutional Opportunity

- MCTE is well-positioned to capitalize on several opportunities for growth and development.
- The college has the potential to introduce new, market-oriented courses that cater to the evolving needs of the education sector.
- By expanding its academic offerings, MCTE can attract a broader range of students and enhance its reputation as a centre of excellence in teacher education.
- The college also has the opportunity to develop stronger linkages with public schools, educational institutions, and industry partners, providing students with more robust career support and placement opportunities.

Institutional Challenge

- The college faces several challenges that must be addressed to sustain its growth and success.
- The high rate of unemployment and underemployment among graduates necessitates a greater focus on skill development and employability.
- MCTE must ensure that its programs are aligned with the demands of the job market and that students are equipped with the skills needed to succeed in their careers.
- Additionally, the bureaucratic processes involved in introducing new academic programs can be a hindrance to timely innovation and expansion.
- The commercialization of education and shifting societal values also present challenges to the college's mission of providing value-based education.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Mundeshwari College for Teacher Education (MCTE) has a regular in-house practice of curriculum planning and review to ensure alignment with local, national, and global educational needs. Established in 2013, A Unit of Vikramshila Education and Welfare Society, MCTE offers a two-year B.Ed. program affiliated with Aryabhatta Knowledge University, with the curriculum regularly updated to meet the demands of the changing educational landscape.

- The institution involves faculty, alumni, school administrators, and subject experts in the curriculum review process. Stakeholder involvement is a key indicator of its success, as feedback is regularly collected from students, faculty, and educational institutions to ensure curriculum relevance and effectiveness. MCTE also places emphasis on the holistic development of students, focusing on intellectual, physical, ethical, and aesthetic growth.

- A dedicated Curriculum Committee manages syllabus implementation, emphasizing ICT integration, ethical education, and physical education as core areas. Regular meetings and workshops are conducted to discuss curriculum changes, adapting the program to local contexts while preparing students for global competitiveness.

- The internship programs provide practical teaching experience across various school levels, including special schools, helping students understand diverse educational systems. This hands-on exposure is supplemented by workshops on assessments and classroom management, ensuring that students acquire practical skills necessary for teaching.

Additionally, MCTE's focus on extracurricular activities, such as debates, cultural events, and social responsibility projects, ensures that students develop leadership skills and a sense of community involvement. Through this multi-dimensional approach, the college fosters educators who are prepared to contribute to the local, national, and global education system.

Teaching-learning and Evaluation

Mundeshwari College for Teacher Education (MCTE) integrates a comprehensive approach to teaching, learning, and evaluation in its B.Ed. program.

- **Assessment and Support Systems:** MCTE identifies students' learning needs through initial tests on teaching aptitude, language proficiency, and talents. This information supports tailored academic interventions. An induction program and bridge courses facilitate smooth transitions into the B.Ed. curriculum, with continuous mentoring to foster professional development.

- **Innovative Teaching Methods:** The college employs diverse teaching strategies including debates, concept maps, mind maps, online quizzes, role plays, and small group discussions. These methods enhance critical thinking, empathy, collaboration, and concept mastery. Techniques such as flipped learning, mobile learning, and digital interactive texts cater to various learning styles, while English

teaching involves simulations, creative writing, and dramatic enactments.

- **Internship Program:** The internship is structured into pre-orientation, implementation, and presentation phases. It includes selecting schools, orienting student teachers and school staff, and reflecting on experiences. Monitoring by educators, school principals, and peers ensures adherence **to educational standards.**
- **Continuous Internal Evaluation (CIE):** CIE involves returning marked answer sheets for review, guided discussions, assignments, and support for slow learners. MCTE follows Arya Bhatt Knowledge University guidelines, ensuring clear communication of examination procedures and providing grievance redressal mechanisms.
- **Professional Development:** Ongoing development is supported through in-house seminars, workshops, and conferences. The college utilizes digital platforms and IQAC initiatives to facilitate continuous learning and collaboration.

Thus, MCTE's structured approach ensures students are well-prepared, adaptable educators, ready to meet the challenges of the teaching profession effectively.

Infrastructure and Learning Resources

Mundeshwari College for Teacher Education (MCTE) has implemented a robust system to maintain and optimize its physical, academic, and support facilities. The following highlights the key aspects:

Library Management:

- **Cataloging and Stock Verification:** New resources are cataloged, and annual stock-taking ensures accurate inventory and addresses discrepancies.
- **Staffing:** A dedicated team, including a librarian and support staff, maintains the library's organization and cleanliness.

Science Laboratories:

- **Supervision: Assistant Professor Kumari Barkha** oversees operations, inventory management, and equipment maintenance.
- **Disposal of Outdated Materials:** Chemicals and equipment are disposed of following safety guidelines.

Sports Facilities:

- **Maintenance:** The Department of Physical Education manages the upkeep of sports fields and tracks.
- **Equipment Inventory:** Detailed records and annual upgrades ensure access to modern sports equipment.

ICT Resource Centre:

- **Infrastructure:** Managed by a System Administrator, it maintains the college's digital and technological resources, including Wi-Fi and computer systems.

Procurement and Maintenance Committees:

- **Construction & Purchase Committee:** Reviews and recommends suppliers to ensure cost-effective procurement.
- **Cleanliness & Sanitation Committee:** Enforces regular cleaning and hygiene standards.

Gardening Club:

- **Green Spaces**: Manages the campus's landscaping, including regular plantation and maintenance of gardens.

Electrical Maintenance:

- **Infrastructure:** Full-time electricians ensure the reliability of electrical systems, including inverters and generators.

These systematic procedures ensure MCTE's facilities are well-maintained and optimally utilized, supporting the institution's commitment to academic excellence and holistic development.

Student Support and Progression

Mundeshwari College for Teacher Education (MCTE), Patna, has an active Student Council that plays a significant role in the college's governance, fostering leadership and teamwork among students. The council's structured involvement ensures that students actively contribute to institutional functioning while developing essential skills for future educators.

Key areas of Student Council involvement include:

- **House System:** The college is divided into four houses, each led by a Captain and Vice-Captain, fostering healthy competition and managing assemblies and other activities.
- **Teaching Practice (TP) Group Leadership:** TP Group Leaders are responsible for monitoring pupil teachers' attendance and performance during their teaching practice sessions, ensuring professional standards are met.
- **Class Representatives (CRs):** Elected annually, two boys and two girls act as CRs, representing their peers, organizing student activities, and acting as a liaison between students and faculty.
- **NSS Camp Coordination:** The Student Council oversees the participation of students in National Service Scheme (NSS) camps held twice a year, promoting social responsibility through community service.
- **Discipline Management:** Student leaders such as House Captains, TP Leaders, and Festival Leaders work closely with faculty to maintain discipline across the institution, ensuring a conducive learning environment.
- **Event Management:** The council takes charge of organizing and managing various academic and cultural events, ensuring smooth execution under faculty supervision.
- **Collaborative Decision-Making:** The Student Council is also deeply involved in strategic planning, working with the faculty to address student grievances, provide feedback, and shape policies related to student welfare, campus life, and curriculum development.

Through these initiatives, the council not only enhances institutional functioning but also ensures student perspectives are included in decision-making, preparing students for leadership roles in education.

Governance, Leadership and Management

Mundeshwari College for Teacher Education (MCTE), Patna, exemplifies a governance model with effective leadership and inclusive management, aligning with its vision and mission.

- **Vision and Mission-Oriented Leadership**: MCTE's leadership is committed to fulfilling its mission through holistic student development, including enhancing teaching skills, overall personality, and instilling human values and cultural respect.

- **Participatory Decision-Making:** The governance structure promotes inclusivity by involving students, faculty, staff, and the broader community in policy formation.

- **Effective Leadership and Management**: The Principal and administrative staff handle meticulous planning and systematic reviews to ensure efficient academic and administrative processes. Adherence to the Arya Bhatta Knowledge University academic calendar supports timely achievement of goals.

- **Internal Quality Assurance Cell (IQAC):** The IQAC, consisting of senior faculty, management representatives, alumni, and social organizations, plays a crucial role in maintaining and enhancing educational quality, underscoring MCTE's commitment to excellence.

- **Academic and Professional Support:** MCTE offers substantial resources for academic and professional development. Faculty are encouraged to pursue research and attend workshops and conferences.

- **Social and Economic Welfare:** The college supports staff well-being with amenities, timely salary payments, Provident Fund loans, research stipends, uniforms, medical benefits, and maternity leave.

- **Performance Appraisal:** A structured appraisal system, involving self-assessment, student feedback, and supervisory reviews, supports continuous improvement in teaching and efficiency.

- **Financial Management:** Rigorous internal and external audits maintain financial integrity. Funds are mobilized through student fees and interest income, focusing on infrastructure, academic resources, and administrative needs.

- **Internal Quality Assurance:** The IQAC drives quality enhancement through technology, performance evaluation, and faculty support, fostering continuous improvement in teaching and learning.

This governance framework ensures MCTE supports its staff, maintains high educational standards, and manages resources effectively.

Institutional Values and Best Practices

Energy Policy and Conservation Measures:

MCTE, affiliated with Arya Bhatt Knowledge University, Patna, adheres to a robust energy policy emphasizing conservation and alternative energy sources. The policy includes:

- **Energy Efficiency:** Adopting Energy Conservation Measures (ECMs) to reduce consumption while ensuring quality. Strategies involve optimizing natural light usage and minimizing artificial lighting.
- **Solar Energy:** Installing solar panels to decrease dependence on conventional power, with future plans to expand and further cut carbon footprint and costs.
- **LED Lighting and Efficient Appliances:** Transitioning to LED lighting and energy-efficient appliances (e.g., 3-star air conditioners) to reduce energy consumption and expenses.
- **Behavioral Practices and Awareness:** Conducting regular campaigns and activities, such as poster competitions and rallies, to foster energy-saving habits among staff and students.

Waste Management Practices:

MCTE's waste management policy focuses on minimizing, recycling, and safely disposing of waste:

- **Waste Minimization:** Reducing waste at the source and promoting material reuse.
- **Recycling and Organic Waste Management:** Segregating waste into general, paper, and plastic for recycling; repurposing e-waste; composting organic waste to enrich campus gardens.
- **Hazardous Waste and Water Conservation:** Managing hazardous waste to prevent contamination and installing water-saving measures, including efficient irrigation.

Cleanliness, Sanitation, and Environmental Sustainability:

- **Cleanliness and Sanitation:** Maintaining high cleanliness standards with regular campus cleaning and hygiene reminders.
- **Green Cover and Biodiversity**: Conducting plantation drives, maintaining green zones, and installing birdhouses to boost biodiversity.
- **Pollution Control:** Promoting eco-friendly transportation, banning plastic bags and disposable utensils, and enforcing smoking bans.
- **Environmental Awareness:** Educating through Eco Club activities and digital communication to minimize paper use.

Leveraging Local Environment and Resources:

- **Integration of Local Knowledge:** Engaging in community activities and incorporating local cultural practices to enrich student experiences.
- **Community Engagement:** Collaborating with local institutions, involving alumni, and organizing workshops with local artists.

MCTE's approach integrates energy efficiency, waste management, cleanliness, and community engagement to create a sustainable and supportive educational environment.

Research and Outreach Activities

Mundeshwari College for Teacher Education (MCTE) is dedicated to community development and social responsibility through its College-Neighbourhood-Community network. These outreach activities are integral to the B.Ed. curriculum and are bolstered by the **National Service Scheme (NSS)**, focusing on sensitizing students to social issues and contributing to community well-being.

- **Curriculum Integration:** The B.Ed. curriculum at MCTE includes community engagement activities, addressing issues such as health, hygiene, sanitation, and environmental conservation. This approach allows students to apply their knowledge in practical settings, enhancing societal welfare.
- **NSS Contribution:** The NSS plays a crucial role in extending outreach efforts, focusing on social service and community engagement. It aligns with the curriculum to reinforce MCTE's commitment to producing socially responsible educators.

Community Support Initiatives:

- **Adopted Villages and Mohallas:** MCTE supports nearby **SARARI** village and mohallas through initiatives that improve living conditions and raise social issue awareness. Students engage directly with these communities, addressing their challenges.
- **Electoral Responsibility Awareness:** Students organize workshops to educate residents on voting rights and the electoral process, strengthening democratic engagement.
- **Health and Hygiene Campaigns:** MCTE students conduct health camps and awareness drives focusing on hygiene, nutrition, and disease prevention, with special attention to women's health.
- **Environmental Conservation:** The college organizes tree plantation and cleanliness drives to promote sustainable practices and environmental awareness.
- **Impact:** These activities help students develop essential skills like leadership and teamwork, and foster empathy and social awareness. Through these efforts, MCTE contributes to community development and prepares students to become socially responsible educators.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MUNDESHWARI COLLEGE FOR TEACHER EDUCATION
Address	Sarari-Usri Road, Khagaul, Danapur, Patna
City	Patna
State	Bihar
Pin	801105
Website	www.mcte.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Dr Sunita Singh	06115-215636	9835998354	-	mcte.patna@gmail.com
IQAC / CIQA coordinator	Shashi Singh	-	7004119049	-	shashisingh911@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Bihar	Aryabhatta knowledge University	View Document

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	01-08-2013	24	Continuing as per NCTE Recognition Norms

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	Sarari-Usri Road, Khagaul, Danapur, Patna	Semi-urban	0.625	2156.36

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education Department,Education	24	Graduation	English + Hindi	100	83

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				16			
Recruited	0	0	0	0	0	0	0	0	5	11	0	16
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				10
Recruited	9	1	0	10
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	1	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	6	0	8
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	2	0	5
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	2	1	0	3

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	46	0	0	0	46
	Female	132	0	0	0	132
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	3	1	2	1
	Female	2	5	5	1
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	1	1	0
	Others	0	0	0	0
OBC	Male	10	17	21	13
	Female	40	28	32	32
	Others	0	0	0	0
General	Male	5	10	9	10
	Female	38	37	28	20
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		98	99	98	77

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Mundeshwari College for Teacher Education (MCTE), situated on Sarari-Usri Road, Khagaul, Patna, and affiliated with Arya Bhatt Knowledge University (AKU) Patna, exemplifies a forward-looking approach to teacher education under the ambit of the National Education Policy (NEP). Embracing a multidisciplinary concept in its B.Ed. curriculum, MCTE goes beyond traditional boundaries, offering a unique educational approach that encourages students to explore diverse subjects across various disciplines. Teacher education at MCTE is designed not only to impart specialized knowledge but also to foster a comprehensive understanding of multiple fields. This integrated

	approach ensures that future educators gain a holistic perspective, essential for navigating the complexities of modern education. By transcending disciplinary silos, MCTE aims to enrich teaching-learning processes, promoting a deeper and more interconnected learning experience. At MCTE, the practical and theoretical aspects of the curriculum are seamlessly integrated through a multidisciplinary lens. This approach not only enhances pedagogical skills but also equips aspiring teachers with the versatility needed to adapt to evolving educational landscapes. By emphasizing interdisciplinary connections, MCTE prepares educators to address the diverse needs of students and communities effectively. Aligned with the NEP's vision of fostering a multidimensional educational ecosystem, MCTE stands at the forefront, championing innovation and inclusivity in teacher preparation. By integrating varied knowledge domains into its curriculum, MCTE ensures that graduates are not only proficient in their subject matter but also capable of fostering critical thinking and creativity among their future students. By embracing the spirit of the NEP, MCTE continues to set benchmarks in preparing educators who are not just specialists in their fields but also catalysts for transformative education.
2. Academic bank of credits (ABC):	In alignment with the objectives of the National Education Policy (NEP) 2020, Mundeshwari College for Teacher Education (MCTE), a unit of Vikramshila Educational & Welfare Society and affiliated with Arya Bhatt Knowledge University (AKU), Patna, strongly advocates for the implementation of the Academic Bank of Credit (ABC) in the B.Ed. curriculum. This forward-thinking approach will significantly enhance the flexibility and personalization of teacher education, aligning with the vision of NEP 2020. The adoption of ABC will enable MCTE to promote student-centric education, where learners are at the core of the educational experience. By allowing students to accumulate and transfer academic credits across various institutions and disciplines, ABC fosters a more learner-friendly and individualized teaching approach. This system empowers students to tailor their academic journey based on their personal interests, strengths, and future goals, providing them

	the flexibility to learn at their own pace. In addition, MCTE believes that the integration of ABC will further the development of an interdisciplinary approach in teacher education. It will encourage students to explore subjects beyond the traditional curriculum, offering them opportunities to choose courses that spark their curiosity and align with their professional aspirations. By doing so, MCTE nurtures a holistic and well-rounded education, preparing future educators to be versatile and adaptable in diverse educational settings. Furthermore, ABC will empower students to take ownership of their learning paths, providing them the autonomy to choose from a variety of disciplines while building a strong foundation in teacher education. This personalized learning model ensures that students are not only well-prepared in their core areas but also equipped with a broader understanding of multiple knowledge domains. By championing the implementation of the Academic Bank of Credit in its B.Ed. curriculum, MCTE upholds its commitment to innovative, inclusive, and student-focused education. This initiative not only aligns with NEP 2020 but also places MCTE at the forefront of educational reform, ensuring that future teachers are equipped with the skills, knowledge, and flexibility to thrive in an ever-changing world.
3. Skill development:	The National Education Policy (NEP) 2020, with its strong emphasis on skill development, provides a transformative pathway for restructuring the educational ecosystem. Mundeshwari College for Teacher Education (MCTE), affiliated with Arya Bhatt Knowledge University (AKU), Patna, whole heartedly embraces this vision, recognizing the critical role it plays in enhancing the employability of future generations. By integrating skill development into the B.Ed. curriculum, MCTE aims to equip its students with the competencies necessary for a dynamic and evolving job market. NEP 2020 advocates for a comprehensive approach to skill development, positioning it as a cornerstone for improving employability and driving economic growth. At MCTE, we are committed to fostering these skills through a curriculum that blends theoretical knowledge with practical application. By embedding skill-based learning into teacher education, we ensure that our graduates are not only

proficient educators but also adaptable and versatile professionals capable of thriving in diverse educational and employment landscapes. Skill development plays a crucial role in addressing poverty reduction, promoting inclusive growth, and enhancing socio-economic mobility. At MCTE, we believe that by focusing on skill-building, we can contribute to creating a cycle of high productivity, increased employment opportunities, income growth, and overall community development. Our institution is dedicated to preparing educators who can impart these valuable skills to future generations, ensuring a positive ripple effect on society at large. The Government of India has laid the foundation for a sustainable skill development ecosystem, and MCTE is committed to leveraging the opportunities presented by NEP 2020. By aligning our educational practices with the policy's objectives, we aim to build a robust framework that maximizes the potential of our unique demographic dividend. Through skill-driven education, MCTE is dedicated to empowering individuals to become self-reliant, employable, and equipped to contribute meaningfully to India's future. In conclusion, the NEP 2020's focus on skill development serves as a key driver for improving employability, economic growth, and social progress. At MCTE, we are proud to be part of this transformative journey, shaping educators who will not only teach but also inspire the next generation to excel in a rapidly changing world.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	At Mundeshwari College for Teacher Education (MCTE), located on Sarari-Usri Road, Khagaul, Patna, and affiliated with Arya Bhatt Knowledge University (AKU), we take pride in embracing the rich heritage of India's knowledge system. Aligned with the objectives of the National Education Policy (NEP) 2020, we actively incorporate this treasure trove of wisdom into our teacher education programs. By immersing our trainee teachers in India's vast historical, cultural, ecological, and commercial wealth, we aim to foster a deep connection with the country's intellectual traditions. As part of this effort, MCTE organizes field visits to places of historical, ecological, cultural, and commercial significance. These visits are integral to the holistic development of our trainees, providing them with hands-on learning experiences that broaden their understanding

	of India's diverse and rich heritage. This exposure not only nurtures their appreciation for the country's cultural legacy but also enhances their professional competencies by connecting theoretical knowledge with practical experiences. In addition, MCTE places a strong emphasis on the arts, including music, drama, and visual arts, which are woven into the core curriculum of our B.Ed. program. These co-curricular activities serve as powerful tools for enhancing the creativity and professional competencies of trainee teachers. By engaging with the arts, our students are encouraged to explore their own creative potential and develop innovative teaching methodologies that can inspire future generations. The existence of these co-curricular activities within the B.Ed. program at MCTE offers endless opportunities for our trainees to showcase their unique talents and differential aptitudes. Whether through performances, exhibitions, or collaborative projects, our students are encouraged to express themselves while honing essential teaching skills. Furthermore, MCTE integrates community-based activities and awareness programs into its curriculum, providing trainees with a platform to engage with local communities and promote cultural and social awareness. These initiatives highlight the traditions, values, and ethos inherent in India's cultural system, fostering a sense of responsibility and inclusivity among our future educators. Through these programs, MCTE ensures that its graduates are not only skilled in their professional roles but also deeply rooted in the values and wisdom of India's ancient knowledge systems. In essence, MCTE is committed to creating a comprehensive learning environment that nurtures both the intellectual and cultural growth of its trainees. By integrating India's knowledge system and co-curricular activities into the B.Ed. curriculum, we aim to produce well-rounded educators who are equipped to carry forward the rich legacy of Indian education while preparing their students for the challenges of the future.
5. Focus on Outcome based education (OBE):	In accordance to the National Education Policy (NEP) 2020, Mundeshwari College for Teacher Education (MCTE), places a strong emphasis on the clear articulation of learning outcomes in its B.Ed. curriculum. Our college recognizes that the explicit declaration of learning outcomes is essential for

	guiding trainee teachers toward professional excellence and ensuring that they achieve the skills and competencies necessary to excel in their teaching careers. At MCTE, trainee teachers are made aware of the specific tasks and expectations from the very outset of the program. Upon entry, they are apprised of the learning outcomes they are expected to achieve during their course of study, as well as the professional standards they must meet by the end of the program. This clarity of objectives allows trainees to focus on their development and track their progress throughout their learning journey. As part of our commitment to fostering effective teaching practices, trainees at MCTE are taught how to identify and define the requisite learning outcomes for their respective content areas. They learn how to align these outcomes with their instructional strategies, ensuring that they provide meaningful and goal-oriented learning experiences for their future students. By embedding this practice into our curriculum, MCTE equips its students with the skills to design effective lesson plans, evaluate student progress, and tailor their teaching to meet diverse learning needs. Moreover, MCTE's B.Ed. program emphasizes the importance of assessing student performance based on these predefined learning outcomes. Trainees are trained to develop assessment methods that accurately measure student achievement against the prescribed standards. This not only enhances their own teaching abilities but also prepares them to foster a learning environment where their future students can thrive, grow, and meet academic benchmarks with clarity and purpose. Through this structured approach, MCTE ensures that its B.Ed. graduates are well-prepared to enter the teaching profession with a clear understanding of the outcomes-driven approach to education. By aligning our practices with the NEP 2020, we aim to create educators who are not only knowledgeable but also capable of imparting knowledge in a way that is measurable, meaningful, and impactful.
6. Distance education/online education:	The National Education Policy (NEP) 2020 acknowledges the vital role of technology in bridging gaps where traditional and in-person modes of education may not be feasible. At Mundeshwari College for Teacher Education (MCTE), we proactively embrace this vision by integrating

Information and Communication Technology (ICT) into various facets of our teaching and learning processes. Our institution is committed to leveraging ICT to address the current challenges of providing high-quality education in a rapidly evolving digital landscape. MCTE has taken significant initiatives to incorporate ICT-based education across its B.Ed. curriculum. Recognizing the transformative potential of technology, we ensure that our trainee teachers are well-versed in utilizing digital tools and platforms to enhance the learning experience. This integration is not limited to online teaching; it extends to online assessment and the effective use of e-resources, making the educational process more accessible, efficient, and engaging. In our online teaching modules, ICT plays a crucial role in facilitating interactive and dynamic learning environments. Trainee teachers are trained to use various digital platforms to deliver content, engage with students, and foster collaborative learning, even in remote settings. This approach ensures continuity in education, regardless of physical or geographical constraints. Furthermore, MCTE incorporates ICT in the assessment process, enabling accurate and timely evaluations of student performance. Through online assessments, trainee teachers learn how to design and administer tests that are both fair and efficient, utilizing digital tools that provide immediate feedback and data-driven insights into student progress. This not only enhances the quality of assessment but also prepares our graduates to handle modern educational challenges effectively. Additionally, the use of e-resources is an integral part of our ICT strategy. MCTE provides access to a vast array of digital libraries, online journals, and educational software, ensuring that our trainee teachers have the resources they need to deepen their knowledge and stay updated with the latest developments in the field of education. By familiarizing them with these tools, we equip our graduates with the skills to integrate digital resources into their future classrooms, enriching the learning experience for their students. Thus, MCTE's commitment to incorporating ICT in education reflects our dedication to meeting the demands of a digital age, in alignment with NEP 2020.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, Mundeshwari College for Teacher Education (MCTE), located on Sarari-Usri Road, Khagaul, Patna, and affiliated with Arya Bhatt Knowledge University (AKU), Patna, has established an Electoral Literacy Club (ELC) to promote awareness and understanding of electoral processes among students. The ELC at MCTE was formally set up in August 2023, reflecting our commitment to fostering responsible citizenship and encouraging active participation in democratic processes. The establishment of the ELC aligns with our broader educational mission of integrating civic education into the B.Ed. curriculum. Through the club, we organize various activities such as voter awareness campaigns, workshops on the importance of voting, and interactive sessions on the electoral system. These initiatives are designed to equip our trainee teachers with the knowledge and skills necessary to educate their future students about the significance of electoral participation and democratic engagement.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, Mundeshwari College For Teacher Education (MCTE), has successfully established an Electoral Literacy Club (ELC) to promote civic engagement and electoral awareness among students. The ELC was set up in August 2023 and has been fully functional since its inception. To ensure the effective operation of the ELC, MCTE has appointed a dedicated students' coordinator and coordinating faculty members. The club is representative in character, involving both faculty and student representatives to foster a collaborative environment. The ELC is actively involved in organizing various activities and initiatives aimed at enhancing the understanding of electoral processes and promoting informed voting practices. For the academic year 2023-24, the Electoral Literacy Club at MCTE has been formed with the following faculty members and student representatives: Nodal Officers: Mrs Kumari Shashi Singh Mrs Noushia Tabassum Conveners: Mr Ajit Kumar Ms Shivani Gupta These individuals play a crucial role in steering the activities of the ELC, ensuring that it remains a vibrant and impactful part of the college's educational and civic mission. Through the ELC, MCTE continues to uphold its

	commitment to promote democratic values and preparing its students to be responsible and informed citizens.
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.	The Electoral Literacy Club (ELC) at Mundeshwari College For Teacher Education (MCTE) has been actively promoting voter awareness and civic responsibility through various initiatives. On October 31, 2022, the club organized a Poster Making Competition on the theme 'My Vote is My Right – Power of One Vote'. Following that, a Singing Competition on the same theme was held on November 21, 2022. The college celebrated National Voter's Day on January 25, 2023. A Voter's Pledge was administered. In addition, the ELC conducted a mock drill on how to cast a vote and organized an Awareness Programme on New Voter Registration, ensuring that students were well-informed about electoral procedures.
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.	As part of the Poster Making Competition, students at Mundeshwari College for Teacher Education (MCTE) showcased their creativity by designing impactful posters on the theme "My Vote is My Right – Power of One Vote". This initiative was part of the college's ongoing efforts to raise awareness about the importance of voting and to actively engage students in electoral processes, contributing to the broader goals of the Electoral Literacy Club (ELC).
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.	Students at Mundeshwari College for Teacher Education (MCTE) who are above 18 years of age and have not yet registered to vote are actively encouraged by their teachers to do so. The faculty members guide and motivate students to ensure they fulfill their civic responsibility by registering their names in the voter list, emphasizing the importance of participation in the democratic process.

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
197	194	173	125	115

File Description	Document
Institutional data in prescribed format	[View Document](#)

1.2

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

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

File Description	Document
Letter from the authority (NCTE / University / R	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.3

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

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

File Description	Document
Institutional data in prescribed format	[View Document](#)
Central / State Govt. reservation policy for adm	[View Document](#)

1.4

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
97	95	75	48	58

File Description	Document
List of final year students with seal and signat	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
97	95	75	48	58

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

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	99	98	77	57

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

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	16	16	16	16

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

2.2

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

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

File Description	Document
University letter with respect to sanction of p	[View Document](#)
Any other relevant information	[View Document](#)

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
19.95	22.87	21.16	19.91	29.96

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

3.2

Number of Computers in the institution for academic purposes..

Response: 20

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

Mundeshwari College for Teacher Education (MCTE), founded in 2013 is a noble initiative of Vikramshila Educational and Welfare Society, Patna with an objective to pursue excellence in the field of education and enhance the employment opportunities among the talented and educated youth. MCTE is located in Sarari- Usri Road , Khagaul,(Danapur) semi-urban Patna, is dedicated to enhancing education quality and creating employment opportunities for talented youth. The college aims to transform the education scenario in Eastern India by providing a high-quality academic environment.

Programs Offered:

MCTE offers a two-year, full-time Bachelor of Education (B.Ed.) program, recognized by the National Council for Teacher Education (NCTE Bhubaneshwar now at Delhi) and affiliated with Aryabhatta Knowledge University, Patna. The syllabus for this program is prescribed and regularly updated by Aryabhatta Knowledge University to ensure its relevance to local and national educational needs.

Vision:

The vision of MCTE is to develop high-quality teaching professionals who contribute to the development of Bihar and the nation.

Mission:

MCTE's mission is to impart high-quality education through outstanding instructors and continuous research. The institution aims to foster ideas that contribute to the economic development of Bihar and the country.

Aims and Objectives:

MCTE aims to establish itself as a center of excellence, focusing on the all-round development of students. The college strives to develop professional competencies necessary for educating learners and instill values and ethics to act as catalysts for social change. Additionally, MCTE provides community service in education and offers vocational guidance and placement assistance.

Curriculum Planning and Review:

The college engages in regular curriculum planning and review, adapting its curriculum to the local

context and requirements. This process involves collaboration with faculty, alumni, school administrators, and subject experts. The syllabus implementation is governed by clear regulations and mechanisms to ensure effective execution.

Curriculum Highlights:

MCTE emphasizes the holistic development of students, focusing on their physical, intellectual, practical, aesthetic, and moral growth. The curriculum is designed to develop graduate attributes, aligning with institutional goals and preparing students for competitive national and global environments. Stakeholder involvement is crucial in this process, with periodic meetings and workshops

Stakeholder Involvement:

Regular meetings and workshops are held with various stakeholders to discuss and implement curriculum changes. Feedback from stakeholders is utilized to refine and ensure the relevance and effectiveness of the curriculum.

Curriculum Committee:

The curriculum committee, composed of staff and student council members, focuses on syllabus implementation, ICT integration, ethical and physical education, social, political, and cultural awareness, value addition, and social responsibility.

Review and Revision Process:

The curriculum review and revision process is iterative and occurs at the end of each session. Pre-board meetings assess academic gaps and societal demands, leading to draft proposals for curriculum revisions. These proposals undergo rigorous scrutiny and refinement by the Board of Studies, based on expert feedback and evaluation.

Continuous Improvement:

MCTE continuously adapts its curriculum to recent advancements and feedback, ensuring alignment with the evolving needs of global, national, and local contexts.

- SWAYAM LAB with Interactive Studio including Software and registration,Interactive Flat Panel Smart Class with OPS and UPS with Cabinet and Lifetime LMS Android Application, Language Lab cum ICT Software 20+1 Console Software & Basic English Study Materials.

1.1.2

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

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

1. **Faculty of the institution**

2. **Head/Principal of the institution**

3. **Schools including Practice teaching schools**

4. **Employers**

5. **Experts**

6. **Students**

7. **Alumni**

Response: A. Any 5 or more of the above

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

1.1.3

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

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

Response: A. All of the above

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

1.2 Academic Flexibility

1.2.1

Curriculum provides adequate choice of courses to students as optional / electives including

pedagogy courses for which teachers are available

Response: 100

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

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

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
19	19	18	18	18

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

1.2.2

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

Response: 1.2

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
03	03	0	0	0

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

1.2.3

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

Response: 35.7

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
191	96	0	0	0

1.2.4

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

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

Response: A. All of the above

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

1.2.5

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

Response: 44.28

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
90	96	95	75	0

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

At Mundeshwari College for Teacher Education (MCTE), we are committed to providing a nurturing environment that not only prioritizes academic achievement but also cultivates a wide array of skills and competencies essential for success in today's multifaceted world. Through a carefully curated blend of academic programs, workshops, training sessions, and experiential learning opportunities, we aim to empower our students with the tools they need to thrive personally, professionally, and socially.

Comprehensive Curriculum and Foundational Understanding

- **Curriculum Design:** Our curriculum is meticulously designed to facilitate the acquisition of knowledge, skills, values, and attitudes. This empowers students to excel academically and compete professionally in their respective fields, aligning with evolving global trends.
- **Foundational Courses:** At the outset, foundational courses impart a comprehensive understanding of teacher education, covering its philosophical, sociological, historical and psychological dimensions.
- **Core Courses:** These courses provide essential knowledge, including the evolution of teacher education in India and contemporary educational paradigms.

Practical Application and Procedural Knowledge

- **Internship Programs:** Structured into two phases, our internship programs cater to middle, secondary, and higher secondary levels. These hands-on experiences allow student teachers to demonstrate competencies and skills within their pedagogic subjects.
- **Workshops:** Workshops are conducted to equip student teachers with essential skills such as preparing achievement tests, diagnostic tests, and school-based activities. Specialized workshops focusing on experiences in special schools and student portfolio preparation are also offered.

Holistic Development and Value-Added Courses

- **Value-Added Courses:** Integrated into the curriculum to empower students with essential life skills, these courses enrich their overall educational experience and enhance their effectiveness as educators.
- **Technological Integration:** Recognizing the significance of technology in modern education, we employ a range of technological tools and methodologies. Students engage in activities such as blog creation, participation in online self-study courses, and the administration of online tests.

Skill and Competency Development

- **Workshops and Training Sessions:** Specialized workshops in life skill education, personality development, and soft skills aim to cultivate essential attributes such as self-management, negotiation skills, and emotional intelligence among students.
- **Citizenship Training Camps:** These camps, along with field and extension activities, play a pivotal role in nurturing team-building and leadership skills among students.
- **Communication Skills:** Sessions focusing on reading and reflecting on texts, activities conducted in language laboratories, and participation in morning assemblies enhance students' communication skills.

Inclusive Education and Social Responsibility

- **Inclusive Education:** Opportunities to visit and study schools catering to differently-abled individuals, coupled with courses on 'Gender Justice and Inclusive Education,' equip students to manage inclusive classrooms effectively.
- **Social and Cultural Values:** Observing significant days and participating in cultural festivals enrich students' understanding of social and cultural values, instilling a sense of community and inclusivity.
- **Extension and Outreach Activities:** Engagement in extension and outreach activities fosters civic consciousness among students, encouraging them to actively contribute to society.

Application and Extrapolation of Competencies

- **Real-Life Application:** Through fieldwork and community engagement, students are provided opportunities to apply acquired knowledge to real-life situations.
- **Observation and Participation:** Engaging in peer observation, observing classes conducted by mentor teachers, and actively participating in various co-curricular activities facilitate the development of critical thinking and problem-solving abilities.

Ultimately, at Mundeshwari College for Teacher Education, we aspire to cultivate a cadre of educators who excel academically and embody empathy, innovation, and leadership. This comprehensive approach ensures that our graduates emerge as competent, well-rounded individuals equipped to meet the challenges and opportunities of a dynamic global landscape.

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 Education System:

At MCTE, the B.Ed. curriculum equips students with a thorough understanding of various school education systems through a blend of theoretical knowledge and practical experience.

Core Courses:

• Education in Contemporary India: Explores current educational issues and policies.

• History and Political Economy of Education: Provides insights into the historical and economic aspects of education.

Concept and Management:

• Theoretical courses cover the principles, concepts, and significance of school systems, including their management.

• Suggested activities and lectures enhance understanding of school management practices.

Internship Programs:

• B.Ed. students' complete internships at secondary and higher secondary levels in two phases, offering practical experience with various educational patterns in India.

• Internships include teaching practice, classroom management, and observing different school environments.

Functions of Various Boards of School Education:

• The curriculum ensures students understand the structure and functioning of different educational boards through both theoretical learning and practical exposure.

Internship Experiences:

• B.Ed. students teach in state board, matriculation. They observe and interact with students and teachers to gain insights into different educational systems.

Special Schools Interaction:

• Visits to special schools provide students with an understanding of inclusive education, covering curriculum, administration, and co-curricular activities for differently-abled students.

Assessment System:

• The curriculum includes comprehensive training on assessment and evaluation.

Workshops and Lectures:

• Workshops on achievement tests and mark analysis, along with lectures on current assessment practices, provide essential knowledge.

Practical Tools:

•   Students learn to use various assessment tools, including tests, rating scales, and inventories, which are crucial for practical assessments and data collection.

International and Comparative Perspective:

•   Students gain an international and comparative view of educational systems through diverse methods.

Core Courses and Seminars:

•   Courses cover historical perspectives and global educational theories. Students attend seminars and conferences focused on international education systems.

Suggested Activities:

•   Activities include researching international educational systems and participating in debates to understand global curriculum variations and teaching methods.

Practical Exposure and Interaction:

•   Practical exposure and interaction are integral to the B.Ed. curriculum.

Practical's and Special Sessions:

•   Courses like **Knowledge & Curriculum,Assessment for Learning and Inclusive Education** involve visits to schools of different boards, allowing students to compare State Board, ICSE and CBSE systems.

Alumni and Expert Interaction:

•   Alumni and experts from various boards share their experiences. Students engage in school visits, interact with authorities, and prepare reports based on their observations.

Norms, Standards, and State-Wise Variations:

•   Understanding norms, standards, and state-wise variations is crucial.

Norms and Standards:

•   Each board has specific norms and standards. Students learn about these through school visits and internships, observing how schools adhere to these standards.

State-Wise Variations:

•	Students from various states and alumni working in different regions share their experiences, helping others understand the diversity in educational practices across India.

Online Sessions with International Teachers:

•	International educators conduct online sessions, offering insights into educational systems abroad and fostering global perspectives.

Alumni Interaction:

•	Alumni from different schools discuss differences between State, CBSE and ICSE boards, enriching students' understanding of different educational practices.

Thus, MCTE's B.Ed. curriculum effectively prepares students to understand and navigate diverse school systems in India and internationally. Through a combination of theoretical knowledge, practical experience, and global perspectives, students are equipped to address the complexities of various educational environments.

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:

At MCTE, our B.Ed curriculum is meticulously designed to amalgamate theoretical knowledge with practical application, fostering a comprehensive professional acumen in our student teachers. Through a diverse array of curricular and co-curricular activities, students are equipped with the necessary skills and insights to excel in their teaching careers and beyond.

Theoretical and Practical Integration:

•	The curriculum emphasizes a balanced integration of theoretical concepts with hands-on experiences. Students are introduced to foundational theories of education and pedagogy, which are then applied through micro-teaching sessions.

•	These sessions allow students to practice and refine their teaching skills in a controlled environment, laying a strong groundwork for their professional development.

•	Following this, students undertake a rigorous internship program in schools, where they consolidate their understanding by planning and delivering lessons.

•	This real-world experience enables them to apply various teaching strategies and utilize

audiovisual aids to address diverse learning needs effectively.

Holistic Development:

•   The B.Ed program at MCTE extends beyond traditional classroom instruction to include a holistic approach to teacher education.

•   Activities such as micro-teaching, lesson planning, and the development of instructional materials ensure that students become proficient in their pedagogical skills.

•   Furthermore, the program incorporates ICT training, preparing students to use the latest educational technologies and digital platforms to enhance their teaching effectiveness.

Professional Skills and Career Readiness:

•   To ensure that students are prepared for the demands of the teaching profession, the curriculum includes career development components such as resume writing workshops, interview preparation, and project-based learning.

•   Students also benefit from career guidance counseling and opportunities to engage with local experts and community organizations.

•   These experiences are designed to develop essential workforce skills and professional acumen, equipping students to navigate the complexities of their future careers with confidence.

Personal and Social Development:

•   MCTE's curriculum supports the all-round development of student teachers through various initiatives.

•   Participation in cultural events, observation of significant national and international days, and involvement in social projects foster personal growth and social awareness.

•   Programs focused on physical education, drama, arts, and soft skills further contribute to the enrichment of students' personalities.

•   Additionally, activities related to health and wellness, such as yoga and sports, help students maintain a balanced and healthy lifestyle.

Curriculum Transaction and Evaluation:

•   The curriculum transaction involves a blend of seminars, workshops, and discussions that address

contemporary educational issues, including gender sensitivity and social challenges.

• Through these activities, students develop critical thinking skills and an understanding of diverse perspectives.

• The institution also emphasizes the importance of evaluating teaching effectiveness through various tools and techniques, ensuring that students are well-versed in assessing and enhancing their pedagogical practices.

Leadership and Extracurricular Engagement:

• Leadership skills are nurtured through the formation of student councils and participation in school assemblies and club activities.

• These opportunities allow students to develop organizational and management skills, preparing them for leadership roles in their professional lives.

• Engagement in extracurricular activities also fosters a sense of responsibility and community involvement, further enriching their educational experience.

Conclusively it can be said, MCTE's B.Ed program is designed to provide a comprehensive educational experience that integrates theoretical knowledge with practical application, while also addressing personal, social, and professional development. This holistic approach ensures that our student teachers are not only skilled educators but also well-rounded individuals prepared to make a meaningful impact in their profession.

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: A. All of the above

1.4.2

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

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

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: 86.2

File Description	Document
Data as per Data Template	View Document

2.1.2

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

Response: 48.8

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
27	25	30	21	19

File Description	Document
Data as per Data Template	View Document

2.1.3

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

Response: 1.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	06	01	0	0

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

2.2 Honoring Student Diversity

2.2.1

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

Response:

At MCTE, we recognize the importance of preparing students adequately for their professional journey in education. To this end, we employ a comprehensive assessment and support system designed to identify and cater to the individual learning needs of students entering our B.Ed. programme. Our admission process is governed by the Government of Bihar's Education Department, which conducts a combined entrance test through Lalit Narayan Mithila University, Darbhanga, as the nodal agency. This process includes a rigorous counseling session to allocate different B.Ed. colleges based on ranks. Here's a detailed outline of our assessment and support system.

Entry-Level Assessment:

- **Combined Entrance Test:**

  Administered by the Government of Bihar, Education Department.

  Lalit Narayan Mithila University, Darbhanga acts as the nodal agency.

  Followed by counseling sessions that rank students and allocate them to B.Ed. colleges

  accordingly.

- **Personal Interview:**

  Conducted by the faculty to gauge the students' genuine interest in the teaching

  profession. Assesses knowledge about the B.Ed. programme and readiness for professional

  education.

Initial Assessment Tests:

- **Entry Behaviour Test:**

Conducted at the start of the academic year. Designed to measure general knowledge related to education, interest in teaching, teaching aptitude, proficiency, and skills.

Transitioned from a written format to an online format.

- Test scores are analyzed to identify individual learning needs, which inform further activities and support.

Language Proficiency Test:

- Conducted for B.Ed. students to assess their proficiency in communication skills, vocabulary, and reading comprehension.
- Test results are used to design and implement communication skill enhancement programmes.

Talent Quest:

- Organized in the first week of the programme.
- Provides a platform for students to showcase their unique talents.
- Faculty observe and note students' performances to identify special abilities and strengths.

Student Profile Consolidation:

- Data from the various assessments are consolidated into a comprehensive student profile.
- Profiles include basic information, educational qualifications, and identified talents.
- These profiles are instrumental in tailoring academic support and monitoring student progress.

Academic Support Provided:

- **Induction Programme:**
- Aims to help students adjust to the new academic environment.
- Inculcates the ethos and culture of the institution.
- Includes interactions with alumni and teachers to provide insights into the field of teacher education.

Bridge Course:

- Conducted for one week before the commencement of regular course activities.
- Focuses on areas such as communication skills, life skills, time management, personality development, and motivational programmes.
- Ensures a smooth transition to the professional B.Ed. programme.

Mentor-Mentee System:

- Each faculty member mentors a fixed number of students.
- Provides continuous academic, co-curricular, and emotional support throughout the programme.

Counseling Sessions:

- Regular mentor-mentee interactions are maintained.
- Professional counseling is provided when necessary to address specific student needs.

Communication Skill Classes:

- Specially organized for students from rural areas to enhance their fluency in English.
- Aims to develop effective communication skills essential for the teaching profession.

Digital Skill Training:

- Intensive training sessions are conducted to equip students with essential digital skills.
- Prepares students to effectively use digital resources for teaching and learning processes.

In nutshell, The assessment and support system at MCTE is meticulously designed to ensure that students entering the B.Ed. programme are well-prepared for the academic challenges ahead. By identifying individual learning needs and providing tailored support, we ensure our students' continuous development and successful adjustment to the professional environment of education.

2.2.2

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

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

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

7. **Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

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

2.2.3

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

Response: Whenever need arises due to student diversity

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 39.4

2.2.4.1 **Number of mentors in the Institution**

Response: 5

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

In the dynamic landscape of education, the pursuit of effective teaching and learning methodologies is essential for nurturing the diverse talents and learning styles within student populations. Recognizing this imperative, educational institutions, particularly colleges offering B.Ed. programmes affiliated with Arya Bhatt Knowledge University (AKU), have embraced a multi-faceted approach to pedagogy. This approach integrates traditional teaching practices with contemporary methodologies, fostering an environment conducive to the holistic development of future educators. By incorporating a myriad of teaching modes, ranging from participative and collaborative strategies to the utilization of online platforms, institutions strive to create engaging learning experiences that cater to the evolving needs of students.

Modes of Teaching and Learning Utilized:

Participative Learning Methods

- **Demonstration:** Provides concrete examples and practical understanding.
- **Pair Work:** Encourages collaboration and enhances productivity.
- **Project-Based Learning:** Involves students in hands-on projects, such as addressing Covid-related and socio-environmental issues.
- **Problem-Solving:** Develops critical thinking and analytical skills.

- **Role Play:** Enhances understanding and imagination by simulating real-world scenarios.
- **Field Visits:** Offers experiential learning through direct interaction with the environment.
- **Dramatization and Puppetry:** Boosts creativity and engagement.
- **Visual Tools (Mind Maps, Concept Maps, Interactive Flat Panel with LMS Android Application):** Aids in organizing thoughts and exploring new ideas.

Rationale for Selecting Participative Learning Modes:

- **Active Engagement:** Strategies like demonstration and problem-solving involve students actively in the learning process.
- **Meaningful Interaction:** Pair work and group projects facilitate collaborative learning.
- **Practical Experience:** Real-world projects and field visits offer practical knowledge and skills.
- **Creativity and Imagination:** Role play and puppetry foster creative thinking.
- **Idea Exploration:** Visual tools help in understanding complex relationships and concepts.
- **Innovation:** Encourages research and innovative thinking through experiments.

Collaborative Learning Strategies:

- **Co-operative Learning:** Encourages teamwork and shared responsibility.
- **Group Discussions and Focused Group Discussions:** Facilitate deep understanding through dialogue and exchange of ideas.
- **Panel Discussions and Brainstorming:** Promote critical thinking and idea generation.
- **Group Projects and Team Teaching:** Enhance collaborative skills and shared learning.
- **Debates and Dramatization:** Develop communication skills and critical analysis.

Rationale for Selecting Collaborative Learning Modes:

- **Personal Responsibility and Group Accountability:** Promotes a sense of ownership and collective effort.
- **Discussion-Based Learning:** Encourages active participation and diverse perspectives through various forms of discussions.

Online Mode of Learning:

- **Flexibility and Convenience:** Offers uninterrupted access to education, adaptable to students' schedules.

- **Innovative Techniques:** Includes flipped learning, game-based learning, mobile learning, podcasts, vodcasts, simulations, and virtual labs.
- **Interactivity and Engagement:** Utilizes interactive tools to foster deeper understanding and retention.
- **Assessment and Collaboration:** Online quizzes and seminars facilitate continuous assessment and collaborative learning experiences.
- **Resource Accessibility:** Provides access to educational resources and instructor interaction from anywhere with an internet connection.
- **Preparation for the Technology-Driven World:** Accommodates diverse learning styles and prepares students for future technological advancements through SWAYAM LAB with Interactive Studio, Language Lab cum ICT Software

The adoption of multiple modes of teaching and learning in B.Ed. programmes represents a progressive approach towards education that aims to meet the diverse needs of learners.

Moreover, these diverse methodologies empower future educators to adapt to changing educational landscapes and foster lifelong learning habits among their future students. As we continue to navigate the complexities of education.

File Description	Document
Link for additional information	[View Document](#)

2.3.2

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

Response: 79.01

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
10	15	15	14	10

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

2.3.3

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

Response: 92.89

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: 183

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

2.3.4

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

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

Response: A. Any 4 or more of the above

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

2.3.5

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

Response:

Continuous mentoring is a cornerstone of the educational approach at Mundeshwari College for Teacher Education (MCTE), particularly in the development of professional attributes among B.Ed. students. This mentoring is holistic, encompassing various critical aspects such as teamwork, diversity management, professional ethics, stress management, and staying current with educational advancements. Through a blend of curricular and co-curricular activities, MCTE ensures that students are well-prepared for their future roles as educators. This response delves into the specific strategies employed to achieve these goals.

Mentoring for Teamwork:

Team-building skills are crucial for future educators, as teaching often involves collaboration with colleagues, students, and the community. MCTE integrates teamwork development into both curricular and co-curricular activities. Programmes like Morning Assembly and Citizenship Training Camp play a significant role in fostering these skills. Classroom strategies such as group discussions, pair work, cooperative learning, role plays, group projects, and group assignments are routinely employed. Additionally, extra-curricular activities, including festival celebrations, club activities, extension initiatives, cultural programmes, and sports events, further enhance team-building capabilities. These experiences are designed to prepare students for collaborative efforts in their professional lives.

Mentoring for Managing Student Diversity:

- Understanding and managing student diversity is essential for effective teaching. At MCTE, B.Ed. students are introduced to diversity through courses like **'Gender Studies and Inclusive Education'**.
- Conferences and invited talks provide insights into the needs of diverse learners. Hands-on experiences with psychometric tests, such as intelligence, creativity, and aptitude assessments, help future teachers understand and categorize students based on their abilities.
- Visits to special schools and internships offer first-hand experience in addressing the needs of students with varying abilities. The Mentor-Mentee system supports this by regularly addressing the diverse needs of students and providing remedial teaching and peer tutoring where necessary.

Mentoring for Professional Conduct:

- Professionalism and ethical conduct are emphasized throughout the B.Ed. programme. Students receive guidance on professional ethics, communication with authorities, peers, and students, and maintaining self-esteem and respect for others.
- Orientation sessions help familiarize students with codes of conduct and professional standards.
- This training ensures that future teachers can navigate professional environments with integrity and respect, fostering positive interactions within their educational communities.

Mentoring for Stress Management:

- Balancing personal and professional life is a critical skill for educators.
- MCTE addresses this through regular invited talks by experts on stress management. Yoga and other physical health activities are incorporated to maintain mental and physical well-being.
- Life skill training and counseling sessions are periodically conducted to help students develop positive attitudes and coping strategies for managing stress. These initiatives ensure that students are well-equipped to handle the pressures of their future careers.

Mentoring for Staying Current with Educational Trends:

- To keep students abreast of the latest developments in education, MCTE organizes webinars, workshops, and seminars on topics such as the New Education Policy, innovative teaching strategies, and recent research advancements.
- Special sessions and invited talks focus on developing professionalism and keeping students informed about new educational methodologies.
- Workshops on teaching skills, assessment techniques, teaching aids preparation, and digital skills training are also conducted.
- Regular interactions with alumni provide additional insights into professional growth and current practices in the field.
- Furthermore, capacity-building programmes, such as those focused on the National Education Policy 2020, offer comprehensive understanding of contemporary educational structures and approaches.

File Description	Document
Link for additional information	[View Document](#)

2.3.6

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

1. **Special lectures by experts**

2. **'Book reading' & discussion on it**

3. **Discussion on recent policies & regulations**

4. **Teacher presented seminars for benefit of teachers & students**

5. **Use of media for various aspects of education**

6. **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: A. Any 5 or more of the above

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

2.3.7

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

Response:

Case Study -1

Teaching-Learning Process in MCTE's B.Ed Curriculum: Nurturing Creativity, Innovativeness, Intellectual Skills, Empathy, and Life Skills.

- In the realm of educational pedagogy, understanding the psychological perspective of learning is paramount.
- At Mundeshwari College for Teacher Education (MCTE), innovative teaching strategies are employed to engage prospective teachers in a transformative educational journey, particularly in the course "Childhood and Growing up, Learning and Teaching as well as in Creating an Inclusive School"

Core Course: Pedagogical perspectives in Learning:

- **Debate:** A debate on any topic fosters intellectual skills and critical thinking. Prospective teachers are divided into groups to present the pros and cons of each aspect, enhancing their

analytical abilities.

- **Concept Maps:** Students prepare concept maps for selected areas in the course, which develop metacognition and concept mastery. This activity hones their intellectual and thinking skills, promoting a deeper understanding of psychological concepts.

- **Mind Maps:** Following the discussion of each topic, students create mind maps. This activity improves concept mastery and nurtures creativity by allowing students to visually organize and connect ideas.

- **Online Quizzes:** Regular online quizzes are conducted to reinforce students' intellectual skills. These assessments provide immediate feedback and encourage continuous learning.

- **Role Play:** Role plays on selected topics provide realistic experiences and visual memory, helping students empathize with different perspectives and develop a practical understanding of psychological principles.

- **Small Group Discussions:** Students articulate their ideas within small groups, stimulating critical thinking and allowing them to learn collaboratively.

- **Flipped Learning:** Prospective teachers are provided with YouTube videos on specific topics in advance. After watching and noting down points, they engage in classroom discussions to clarify doubts, fostering an innovative approach to learning.

- **Mobile Learning:** Students engage with online materials using mobile devices at their own pace. They self-assess their progress through quizzes, developing intellectual skills and fostering innovation.

- **Hands-On Experience:** In the Psychology lab, students gain hands-on experience performing experiments, which develops their problem-solving skills and practical understanding.

- **Short Films:** Screening short films on selected topics provides an engaging learning experience, helping students understand concepts clearly and develop a positive attitude.

- **Digital Interactive Texts:** Students create digital interactive texts on psychologists using hyperlinks. This activity caters to diverse learning styles and enhances understanding through virtual experiences, making learning more interesting.

Impact on Students:

- These diverse teaching-learning strategies encourage active participation, fostering curiosity and critical thinking.
- Tailoring instruction to individual needs and interests boosts motivation and achievement.
- Collaborative work promotes teamwork, communication skills, and the ability to learn from peers, preparing students for real-world collaboration.

Case Study 2: Teaching of English:

- Language acquisition transcends mere grammatical rules; it is an immersive journey into culture, expression, and communication.
- In the context of English language education, MCTE employs innovative strategies to nurture creativity, intellectual skills, and effective communication.

LSRW Skills through Simulation:

- Experiential learning strategies like simulations expose students to native English speakers' videos, helping them practice and internalize the language.

Flipped Learning:

- PowerPoint presentations on specific topics are shared in advance. Classroom discussions the next day clear doubts and deepen understanding, promoting innovative learning.

Creative Writing Excursions:

- Prospective teachers visit various places in excursions or Pvt visits and practices to write poems, expressing their creativity and emotions in a natural setting.

Dramatic Enactments:

- Enacting dramas helps students delve into characters, exploring motivations and relationships.
- This activity enhances their communication skills and creative expression.

Brainstorming:

- On-the-spot topics encourage students to think outside the box, fostering innovative ideas and free-flowing thought without judgment.

Letter Writing:

- Writing letters to peers and teachers helps students express emotions and improve their written communication skills.

Language Games:

- Games like hangman, Pictionary, and charades make learning enjoyable and effective, providing opportunities to revise and recall grammar material in an entertaining way.

Word Games:

- Activities like Scrabble, Boggle, and crossword puzzles nurture creativity and cognitive development, enhancing language skills and social interaction.

Observation of Important Days:

- Celebrating days like designated National Day celebration National Reading Day and World Doll Day, students share nostalgic memories and understand the cultural significance of these observances.

By employing these strategies, MCTE's B.Ed curriculum effectively nurtures creativity, innovativeness, intellectual skills, empathy, and life skills among students, preparing them for successful teaching careers and lifelong learning.

File Description	Document
Link for additional information	[View Document](#)

2.4 Competency and Skill Development

2.4.1

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

1. **Organizing Learning (lesson plan)**
2. **Developing Teaching Competencies**

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

Response: A. Any 8 or more of the above

File Description	Document
Data as per Data Template	View Document

2.4.2

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

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

File Description	Document
Data as per Data Template	View Document

2.4.3

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

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

Response: A. All of the above

File Description	Document
Data as per Data Template	View Document

2.4.4

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

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

Response: A. All of the above

File Description	Document
Data as per Data Template	View Document

2.4.5

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

1. **Preparation of lesson plans**

2. **Developing assessment tools for both online and offline learning**

3. **Effective use of social media/learning apps/adaptive devices for learning**

4. **Identifying and selecting/ developing online learning resources**

5. **Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: A. All of the above

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

2.4.6

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

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

Response: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

The internship programme at Mundeshwari College for Teacher Education (MCTE) is meticulously structured to offer student teachers a comprehensive and practical teaching experience, essential for their professional growth.

Phases of the Internship Programme

1. Pre-Orientation:

Selection of Schools:

- The Internship In-Charge gathers detailed information from students regarding their current addresses, preferred schools, and educational boards (e.g., State, CBSE, ICSE).
- Based on this data, the In-Charge visits the selected schools to seek formal permission for the students' internships.
- Alumni play a significant role in facilitating school placements by leveraging their connections, thereby aligning placements with student preferences and ensuring a smoother process.

2. Actual Implementation:

Orientation to School Principals and Teachers:

- Upon securing permission, the Internship In-Charge personally meets with school Principals and teachers.
- During these meetings, they provide a detailed orientation about the internship, including:

The objectives and scope of the internship:

- Expected lessons and activities
- Assessment criteria and progress monitoring
- An information booklet is handed over to the schools, outlining the internship programme's details to ensure transparency and facilitate tracking of student progress.

Orientation for Student Teachers:

MCTE organizes a comprehensive orientation session for student teachers at the college. This session covers:

- **Lesson Planning:** Techniques for creating diverse, need-based lesson plans tailored to different student needs.
- **Block Teaching:** Strategies for delivering block teaching lessons effectively.
- **Unit Plans and Unit Tests:** Guidance on designing and implementing unit plans and assessments.
- **Blueprints:** How to construct blueprints for various lessons and assessments.
- **Observations:** Methods for conducting and utilizing observations in teaching practice.
- **Co-curricular and Extra-curricular Activities:** Incorporating these activities into teaching to enhance overall student development.
- **Behaviour Management:** Approaches to managing classroom behavior and creating a conducive learning environment.

Students receive lists of their assigned schools, Group In-Charges, and Group Leaders. They collect timetables from the schools and use this information to prepare detailed lesson plans.

3. Presentation:

Exposure to Varied School Set-Ups:

The internship provides student teachers with exposure to a wide range of school environments. They are placed in:

- Government and private schools
- Rural and urban settings
- Schools under various boards as approved by the affiliating university. ((State, CBSE, ICSE)
- This diverse exposure is crucial for understanding different educational contexts and adapting teaching strategies accordingly.

Detailed guidance and information booklets are provided to help students navigate these varied environments effectively.

Final Presentation:

At the end of the internship, student teachers present their experiences in a seminar hall. This presentation includes:

- **PowerPoint Slides:** To visually communicate their teaching experiences and learnings.
- **Video Clips:** Short clips showcasing their teaching practice and classroom interactions.
- **Reflections:** Detailed reflections on their teaching experience, challenges faced, and lessons learned.

The presentation is attended by the Principal, faculty members, and peers, providing an opportunity for feedback and assessment of their overall performance.

Roles and Responsibilities:

Role of Teacher Educators:

Teacher educators act as guides, mentors, and supervisors throughout the internship. Their responsibilities include:

- Conducting demonstration lessons in pedagogy classes to model effective teaching practices.
- Assisting students in preparing lesson notes, blueprints, and unit tests.
- Collecting daily reports from Group In-Charge teachers to monitor student progress.
- Visiting the schools weekly for F.Y.B.Ed. internships and bi-weekly for S.Y.B.Ed. internships to offer support and assess progress.
- The Principal also makes periodic visits to each school during the internship.

File Description	Document
Link for additional information	[View Document](#)

2.4.9

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

Response: 19.4

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

Response: 5

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

2.4.10

Nature of internee engagement during internship consists of

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

Response: A. Any 8 or more of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Mundeshwari College of Teacher Education (MCTE) implements a rigorous and structured monitoring mechanism for its B.Ed. programme's school internship. This system ensures that student teachers gain

valuable real-world experience while being closely supervised and guided. The monitoring process involves various stakeholders, each playing a critical role in the success of the internship programme.

Role of Teacher Educators:

- **Assignment of Student Teachers:** Each teacher educator is assigned a group of 11 to 12 student teachers, ensuring manageable oversight and personalized attention.
- **Regular School Visits:** Teacher educators conduct compulsory visits to the internship schools twice a month.
- **Review of Lesson Plans and Teaching Aids:** During their visits, educators review student teachers' lesson plans and teaching aids to ensure they meet educational standards.
- **Classroom Observations:** Teacher educators observe student teachers' classroom sessions, providing immediate feedback on their teaching practices.
- **Feedback Submission:** Post-visit, educators submit detailed feedback to the Internship Incharge and the Principal, enabling continuous improvement.
- **Interaction with School Principals:** Teacher educators engage with school principals and coordinators to gather insights on student teachers' performance, fostering a collaborative approach.

Role of School Principals:

- **Appointment of Internship Coordinators:** The school principal appoints a dedicated school coordinator or senior teacher to oversee the student teachers during their internship.
- **Monitoring Attendance:** The coordinator, under the principal's guidance, monitors the daily attendance of student teachers, ensuring punctuality and commitment.
- **Monthly Meetings:** The principal conducts at least one meeting per month with student teachers to assess their overall performance and professional behavior.
- **Assignment of Responsibilities:** Principals may assign additional responsibilities, such as proxy periods or co-curricular activities, to student teachers based on school needs.
- **Activity Oversight:** Principals review and approve student teachers' plans for co-curricular and extra-curricular activities, ensuring alignment with school policies.
- **Comprehensive Feedback:** The principal provides a detailed feedback report on each student teacher, covering aspects such as performance, curriculum implementation, and professional behavior.

Role of School Teachers:

- **Guidance and Mentorship:** School teachers offer academic and moral support, guiding student teachers in lesson planning and teaching execution.
- **Allocation of Teaching Units:** Teachers assign specific teaching units and sub-units to student teachers, ensuring they experience a variety of classroom scenarios.
- **Classroom Observation:** School teachers allow student teachers to observe their classes and encourage self-critique, fostering reflective practice.
- **Written Feedback:** Teachers provide written feedback on student teachers' lesson notes, contributing to their professional development.

Role of Peers:

- **Collaborative Learning:** Student teachers work together as a team, observing and critiquing each other's teaching practices to improve their skills.
- **Recording Observations:** Peer observations and critiques are recorded in an observation diary, serving as a valuable tool for continuous improvement.
- **Team Activities**: Student teachers collaborate on school assemblies and other events, promoting teamwork and leadership skills.
- **Mutual Support:** A strong sense of camaraderie and mutual support is cultivated among student teachers, enhancing their learning experience.

Role of College Principal:

- **School Visits:** The College Principal visits the internship schools at least once during the internship period to monitor progress and address any issues.
- **Liaison with School Principals:** The Principal maintains regular communication with school principals and coordinators to ensure smooth operations.
- **Post-Internship Feedback:** The Principal actively participates in post-internship presentations, providing feedback using a structured observation rating scale to help student teachers refine their skills.

File Description	Document
Link for additional information	[View Document](#)

2.4.12

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

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

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

Response: A. All of the above

2.4.13

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

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

Response: A. All of the above

2.5 Teacher Profile and Quality

2.5.1

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

Response: 101.25

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

2.5.2

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

Response: 30.86

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

Response: 5

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

2.5.3

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

Response: 3.53

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

Response: 60

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:

1. Continuous Professional Development Initiatives

- **In-House Discussions**: Teachers actively engage in informal and formal discussions regarding recent developments and ongoing issues in education. These discussions not only keep them informed but also provide a platform to exchange ideas and perspectives.
- **Reading & Research:** Faculty members regularly read recently published books, articles, and other literature related to their subject areas and broader educational interests. This habit of continuous learning ensures they remain updated with the latest trends and innovations in education.
- **Staff Meetings:** Important educational issues are identified and discussed during staff meetings, where appropriate decisions are made to address them. This formal approach ensures that critical matters receive the attention they deserve.

2. Participation in Seminars, Workshops, and FDPs

- **Active Participation:** Teachers regularly participate in seminars, workshops, and Faculty Development Programmes (FDPs) organized by the college. These platforms provide opportunities for them to learn new teaching methodologies, update their skills, and stay informed about current educational trends.
- **Research Presentations & Publications:** Faculty members have presented and published research articles and papers in State and International Conferences organized by the college. These contributions to academic discourse highlight their commitment to professional growth and knowledge sharing.

3. IQAC Initiatives for Skill Enhancement

- **Tailored Sessions:** The Internal Quality Assurance Cell (IQAC) at MCTE organizes various sessions aimed at updating teachers' skills and knowledge. For example, sessions on Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs), as well as workshops on innovative educational tools like QR code creation, are conducted based on the specific needs of the faculty.
- **Teacher Orientation Programmes:** These programs focus on introducing and familiarizing teachers with current educational innovations and practices, ensuring they are well-equipped to meet the challenges of modern education.

4. Information Sharing and Collaboration

- **Publications on Policies and Regulations:** Faculty members actively contribute to the dissemination of educational policies and regulations through various publications.

- **University Committee Involvement:** The college principal plays a significant role in university-level committees, including being a member of the Board of Studies, Moderation Committee member, and an AAA (Academic Administrative Audit) Committee member. These roles allow for significant contributions to policy development and academic program delivery.

5. Professional Networking and Courses

- **Orientation & Refresher Courses:** Faculty members participate in Orientation, Refresher, and Short-Term Courses, both online and offline. These courses are instrumental in keeping teachers updated with the latest pedagogical approaches.
- **External FDPs & Workshops:** In addition to in-house programs, faculty members attend FDPs and workshops organized by other universities, ensuring exposure to diverse teaching methodologies and educational practices.
- **Guest Lectures & Conference Participation**: The college principal has delivered guest lectures on topics like Creative Activities Services (CAS), NEP 2020.

6. Digital Platforms for Knowledge Exchange

- **WhatsApp Groups:** Faculty members use WhatsApp groups created by the University and various organizations to share and discuss recent developments and issues in education. This digital platform enables real-time communication and collaboration among educators.
- IQAC Dynamic Portal with cloud server: The IQAC Dynamic Portal, integrated with a cloud server, ensures real-time data management and seamless access to institutional performance metrics. This system enhances transparency and supports continuous quality improvement initiatives.

These concerted efforts by the faculty at MCTE ensure that they remain at the forefront of educational advancements, continuously improving their professional competencies and contributing to the overall growth of the institution.

2.6 Evaluation Process

2.6.1

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

Response:

Continuous Internal Evaluation (CIE) is a crucial component of our institution's educational framework, designed to enhance student learning and performance through systematic and regular assessment. The core objective of CIE is to use evaluation outcomes to identify and address areas of improvement, ultimately fostering a supportive learning environment. The following steps outline our approach to CIE.

Review and Feedback on Answer Sheets:

- **Marked Answer Sheets:** Once assessments are completed, marked answer sheets are returned to trainee teachers. This practice allows them to review their performance in detail and understand where improvements are needed.
- **Weakness Identification:** By examining their marked answer sheets, trainee teachers can identify specific weaknesses in their answers. This transparency helps them understand their mistakes and areas for improvement.

Guided Discussions and Clarifications:

- **Discussion of Responses:** Teacher educators conduct thorough discussions on each question attempted by the majority of trainee teachers. This collaborative analysis helps clarify common errors and misconceptions.
- **Correct Answer Explanation:** Educators provide detailed explanations and model answers to demonstrate the correct approach to answering questions. This helps trainees learn effective strategies and improve their problem-solving skills.

Assignments and Practical Application:

- **Course Assignments:** Each course within the programme includes assignments designed to assess and enhance understanding of specific units. These assignments encourage trainees to apply theoretical knowledge in practical contexts, deepening their comprehension.
- **Evaluation of Assignments:** The completion and quality of assignments are closely monitored to gauge the trainee teachers' grasp of course material and their ability to apply it effectively.

Adherence to University Criteria:

- **University Guidelines:** The college strictly adheres to the internal evaluation criteria established by the Aryabhatta Knowledge University to which Institute (MCTE) is affiliated. This ensures that our evaluation processes align with broader academic standards and expectations.
- **Circulars and Notifications:** Information regarding examinations, including circulars and updates, is regularly displayed on notice boards and shared through WhatsApp groups. This ensures that all trainee teachers are well-informed about examination schedules, requirements, and any changes.

Syllabus and Paper Patterns:

- **Initial Orientation:** At the beginning of each session, faculty members elaborate on the syllabus, objectives, and paper patterns to provide a clear understanding of course expectations.
- **Extra Guidance:** Faculty offer additional guidelines and counselling sessions to support trainees in their preparation, helping them navigate the syllabus and exam formats effectively.

Support for Slow Learners:

- **Special Tests:** Tailored assessments are administered for slow learners to provide them with opportunities to demonstrate their understanding in a more supportive setting. These special tests help identify specific areas where additional support is needed.

School Internship and Practical Assessments:

- **Internship Evaluation:** During the school internship phase, trainee teachers undergo various assessments based on internal evaluations. These evaluations are conducted by mentors, method teachers, and school principals or heads.
- **Microteaching Evaluation:** Microteaching sessions are evaluated by method teachers to monitor the development of teaching skills. This includes assessing lesson planning, delivery, and student engagement.
- **Peer Feedback:** Peers also play a role in the evaluation process by providing verbal feedback during micro-teaching sessions, simulated demo classes, and practice teaching classes. This peer feedback helps trainees refine their teaching methods and gain different perspectives.

By implementing these comprehensive evaluation strategies, the institution aims to foster continuous improvement in student learning, ensuring that trainee teachers are well-prepared for their professional roles.

2.6.2

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

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

Response: A. Any 4 or more of the above

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Ensuring an effective grievance redressal mechanism related to examinations is a crucial aspect of maintaining fairness and transparency in the assessment process for trainee teachers. At Mundeshwari College for Teacher Education (MCTE), we are committed to addressing and resolving examination-related grievances promptly and efficiently, as per the guidelines set by our affiliating Training University.

Informing Trainee Teachers:

- **Initial Communication:** At the beginning of each session, faculty members inform trainee teachers about the various components and procedures of the assessment process. This proactive approach helps in setting clear expectations and reduces the likelihood of grievances related to misunderstandings about the assessment process.

Internal Examination Process:

- Conducting Examinations: Internal examinations are conducted according to the rules and regulations established by the affiliating Training University. This ensures alignment with university standards and fair evaluation of trainee teachers.
- **Grievance Handling:** Any grievances related to examination logistics, such as improper sitting arrangements or insufficient lighting, are addressed immediately. Our priority is to provide a conducive examination environment.

Immediate Response to Health Issues:

- **First Aid and Medical Assistance:** In cases of sudden illness during the examination, immediate first aid is administered. If the situation requires further medical attention, the services of nearby hospitals are utilized, ensuring the health and safety of the trainee teachers.

Institution-Level Grievance Redressal:

- **Examination Committee:** An Examination Committee, appointed by the Principal, is responsible for overseeing examination-related matters and addressing any issues that arise. This committee plays a pivotal role in ensuring that grievances are handled efficiently and effectively.
- **Examination Schedule:** The college plans its examination schedule based on the Academic Calendar provided by the affiliating University, ensuring consistency and adherence to university guidelines.

Common Grievances Before Examinations:

- **Administrative Issues:** Common grievances include late application form filing, non-receipt of admit cards, or errors in the admit cards. The college promptly communicates these issues to the University Examination Section for resolution.
- **Support Services:** The college provides support to trainee teachers in filling out examination forms, making payments, and downloading admit cards, thereby facilitating a smooth examination process.

Post-Result Grievance Management:

- **Handling Result Objections:** After the university declares the results, any objections or concerns raised by trainee teachers are addressed by the college. The college facilitates the process of applying for photocopies of answer scripts, revaluation, and recounting of marks.
- **Revaluation Process:** If the trainee teachers are dissatisfied with their marks after receiving

photocopies of their answer scripts, they may apply for revaluation. The college forwards these applications to the university for corrective action.

The grievance redressal mechanism at MCTE is designed to be operationally effective, ensuring that examination-related issues are resolved promptly and fairly. By maintaining clear communication, providing immediate support, and facilitating a structured grievance redressal process, we strive to uphold the integrity and transparency of the examination process**.**

2.6.4

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

Response:

To ensure a well-organized and transparent internal evaluation process, the institution meticulously follows its Academic Calendar each academic year. This structured approach is pivotal for maintaining consistency and efficiency in academic operations. Here's an expanded view of how the institution adheres to this calendar, ensuring effective internal evaluations:

Preparation and Publication of Academic Calendar:

- **Pre-Academic Year Planning:** Prior to each academic year, the institution prepares a detailed Academic Calendar. This calendar encompasses working days, planned events, and examination dates, providing a comprehensive schedule for the year.
- **Accessibility and Communication:** The Academic Calendar is published on the college website, ensuring that students, faculty, and other stakeholders have access to the schedule. This transparency allows everyone to align their activities and preparations with the academic timeline.

Role of the Teacher Council:

- **Initiation and Oversight:** The Teacher Council is instrumental in initiating the Academic Calendar and overseeing its implementation. The Council ensures that all faculty members adhere to the schedule, maintaining order and consistency throughout the academic year.

Internal Evaluation Scheduling:

- **Examination Committee's Role:** The College Examination Committee is responsible for setting specific dates for internal assessments and submission deadlines for marks. Adherence to these deadlines is crucial for the timely and effective evaluation of student performance.
- **Strict Adherence:** Faculty members are required to adhere strictly to the deadlines set by the Examination Committee. This commitment helps in maintaining the integrity and timeliness of the evaluation process.

Communication and Coordination:

- **Notices and Deadlines:** The convener of the College Examination Committee issues notices to

faculty members regarding the scheduling of practicum examinations and written internal tests. These notices are disseminated following the university's examination notifications.

- **Student Notification:** Students receive detailed notices about deadlines for assignments, practicum, and other academic tasks. This advance information helps them manage their time and submit their work punctually.

Internal Assessment Procedures:

- **Assignment Distribution: Before** internal assessments, students are given assignments that include homework, problem-solving tasks, group discussions, and quizzes. These assignments are integral to the evaluation process and help in assessing various aspects of student learning.
- **Seminars and Presentations:** During subject hours, students conduct seminars on specific topics. This format encourages active learning and provides an opportunity for students to showcase their understanding and analytical skills.

Evaluation Timelines:

- **Theory Paper Evaluations:** Internal evaluations for theory papers are scheduled in the month of January to February for every session (1st year & 2nd year) . This schedule allows for a consistent assessment timeline across semesters.
- **Practical Paper Evaluations:** Evaluations for practical papers occur during practical classes, depending on the nature of the assignments. This flexible scheduling ensures ongoing assessment and feedback.

Flexibility and Considerations:

- **Adjustments for Holidays and Events:** The Academic Calendar is adjusted to account for gazetted holidays and significant college events such as cultural programs, Foundation Day, and Sports Day. This flexibility ensures that academic activities are not disrupted by these events.

Thus, the institution's adherence to its Academic Calendar is a structured process involving detailed planning, clear communication, and strict deadline management. This approach ensures that internal evaluations are conducted effectively, contributing to the overall academic success and coherence of the institution's educational programs.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	[View Document](#)

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

The teaching-learning process at Mundeshwari College for Teacher Education (MCTE) is meticulously aligned with the **Programme Learning Outcomes (PLOs)** and **Course Learning Outcomes (CLOs) of** the B.Ed. programme. This alignment ensures that the educational objectives are comprehensively addressed and that the trainees are equipped with the essential skills and knowledge needed for their professional development. Below is a detailed overview of how this alignment is achieved.

Theoretical and Practical Foundations:

- **Knowledge Acquisition:** Trainees gain a robust understanding of the theoretical content and practical aspects of the teaching-learning process. This foundational knowledge is crucial for familiarizing them with the core elements of the teaching profession.
- **Teaching Strategies:** They learn to design effective teaching-learning strategies tailored to their chosen method subjects, ensuring a well-rounded approach to teaching and learning.
- **Assessment and Evaluation:** Trainees develop competencies in assessment and evaluation, including understanding individual learner differences, measuring attainment, evaluating progress, and handling guidance programmes using psychological tools.

Curriculum Development and Analysis:

- **Curriculum Bases:** Trainees study the epistemological, sociological, and psychological bases of curriculum development. This knowledge helps them understand various curriculum types and their orientations.
- **Policy Comparison:** They analyze educational policies across different periods, assessing their foundations, considerations, priorities, and goals, and how these policies impact curriculum frameworks.
- **Curriculum Framework:** Trainees critically examine the curriculum framework in relation to learners' needs and educational issues, enabling them to connect theory with practice.

Technology Integration:

- **ICT Proficiency:** Trainees are introduced to Information and Communication Technology (ICT) processes, enhancing their technological proficiency. They learn to integrate ICT tools into teaching, content development, and collaborative educational practices.
- **ICT in Teaching:** They utilize ICT as teaching aids, apply ICT-based communication in the classroom, and incorporate technology into lesson planning, improving overall teaching effectiveness.

Internship Experience:

- **School Practice:** The Internship program offers hands-on experience in observing and participating in school practices, including administration and teaching-learning environments.
- **Pre-Internship and Internship:** The program is divided into Pre-Internship, where trainees acclimate to school life, and Internship, where they refine their teaching skills through practice.
- **Preparation:** Trainees create learning designs, instructional materials, and teaching aids, further

enhancing their practical teaching abilities.

Co-Curricular Involvement:

- **Cultural and Leadership Activities:** Trainees engage in cultural activities and participate in various college committees, which foster leadership skills and a sense of accountability.
- **Classroom Diversity:** They develop an understanding of classroom diversities and learn to manage inclusive classroom settings effectively.
- **Human Rights and Environment:** Trainees become aware of human rights, women empowerment, environmental sensitivity, and their roles in the teaching-learning process.

Through these comprehensive components, the B.Ed. programme at MCTE ensures that trainees are well-prepared to meet the Programme Learning Outcomes and Course Learning Outcomes, integrating theoretical knowledge with practical experience and technological proficiency. This holistic approach aligns the teaching-learning process with the institution's educational goals, preparing future educators to excel in their professional roles.

2.7.2

Average pass percentage of students during the last five years

Response: 110.72

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
95	97	95	77	49

File Description	Document
Data as per Data Template	View Document

2.7.3

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

Response:

1. Alignment with PLOs and CLOs

Clearly Defined Learning Outcomes:

- The affiliating University has established clear Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for the B.Ed. program.
- These outcomes are meticulously adapted and implemented by Mundeshwari College for Teacher Education (MCTE) to ensure alignment with professional and academic standards.

Transparency for Trainees:

- The PLOs and CLOs are prominently listed on the college website and brochure, providing clarity and transparency for prospective and current trainees.
- This information helps trainees understand the course demands and the qualifications expected in their future careers.

2. Monitoring and Evaluation Process

Comprehensive Monitoring System:

- MCTE employs a robust monitoring process to assess whether trainees are achieving the prescribed CLOs.
- The assessment process includes internal assignments, practicums, and external evaluations to gauge cognitive and professional performance.

Holistic Performance Management:

- The college adopts a variety of strategies for both formative and summative assessments to ensure holistic management of students' progress.
- This approach includes monitoring professional and personal attributes, fostering continuous improvement.

3. Assessment Strategies

Initial Learner Profiling:

- Upon entry, each trainee is assigned an individual learner's profile, also known as a mentoring book.
- This profiling facilitates effective assessment and tracking of learning progress throughout the course.

Feedback Mechanisms:

- Specific and informative feedback is regularly provided to trainees to help them evaluate their learning performances and master content areas.
- Feedback is aimed at guiding trainees in understanding their progress, improving their skills, and achieving their learning goals.

Self and Peer Assessment:

- Purposeful self-assessment and peer assessment techniques are employed to encourage reflective learning and self-evaluation.
- Self-assessment helps build reflective and lifelong learning habits among trainees.

4. Stakeholder Involvement

Diverse Evaluation Sources:

- Trainee performance is assessed by various stakeholders including teacher educators, mentors, external examiners, the Principal, heads of practice teaching schools, experienced school teachers, and peers.
- Regular, constructive feedback from these stakeholders is provided to support performance improvement.

Encouraging Reflective Dialogue:

- Dialogues between teacher educators and trainees are encouraged to reflect on learning experiences.
- This dialogue aids in understanding goals, improving communication, and adjusting teaching methods to cater to individual learning needs.

5. Documentation and Utilization of Results

Timely Reporting:

- Evaluation results are recorded and reported in a timely manner.
- The evidence gathered from assessments is used to evaluate trainee involvement in special tasks and activities beyond regular coursework.

Detailed Record Keeping:

- Outcomes are documented through various metrics including assignment marks, practicum grades, internship evaluations, microteaching scores, and theoretical paper grades.
- This detailed recording helps in tracking progress and making informed decisions for further improvements.

By implementing these comprehensive monitoring and assessment strategies, MCTE ensures that trainees progress effectively and develop the professional and personal attributes necessary for their success in the teaching profession.

2.7.4

Performance of outgoing students in internal assessment

Response: 391.75

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

Response: 380

File Description	Document
Data as per Data template	[View Document](#)

2.7.5

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

Response:

- The alignment of assessment tasks with the initially identified learning needs of students is crucial for ensuring that educational programs effectively support their development.
- At Mundeshwari College for Teacher Education (MCTE), we prioritize this alignment within our B.Ed. curriculum to foster meaningful learning experiences and skill development. This response elaborates on how our assessment practices reflect and address the learning needs of our trainee teachers.

Initial Assessment of Learning Needs:

- **Course Objectives and Prospectus:** At the start of the B.Ed. program, students receive a prospectus outlining course objectives. This helps them gauge if the program meets their personal learning needs and career goals.
- **Induction Program:** Post-admission, an induction program is conducted where we assess learning needs through:
- **Aptitude Tests:** To evaluate inherent abilities and learning potential.
- **Personality Tests:** To understand individual characteristics and suitability for the teaching profession.
- **Cultural Programs:** To assess adaptability and social skills.
- **Gap Analysis:** We evaluate learning needs by identifying gaps between Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) based on the trainees' prior knowledge and background. This step is crucial as our trainees come from diverse educational and cultural backgrounds.

Alignment of Assessment with Learning Outcomes:

- **Value-Driven Assessment:** Our assessment methods are designed to align with the type of learning we value. This includes both academic and non-academic competencies.
- **Academic Assessments:** Includes traditional tests, quizzes, and assignments that focus on cognitive skills.
- **Non-Academic Assessments:** Includes participation in extracurricular activities, which develop critical thinking, creativity, and social skills.
- **Competency Development:** We emphasize the development of competencies essential for professional success and personal growth. Our curriculum and assessment strategies focus on:
- **Critical Thinking and Problem Solving:** Encouraged through assignments and seminars.
- **Communication and Managerial Skills:** Developed through presentations and group activities.
- **Adaptability and Social Skills:** Enhanced through community engagement and participation in various college committees.

Evaluation Methods:

Formative Evaluation: Continuously assesses:

- **Classroom Participation:** Engagement with course material and adherence to the code of conduct.
- **Extracurricular Involvement:** Active participation in community-based activities and committee work.

Summative Evaluation: Focuses on:

- **Academic Achievement:** Assessment of cognitive learning through exams and major assignments.
- **Competency Demonstration:** Through practicums and fieldwork which provide real-life application of skills.

Practicum and Field Work:

- **Practicum:** Evaluates practical teaching skills and application of theoretical knowledge.
- **Field Work:** Assesses collaboration, discipline, and the ability to handle real-life classroom situations.

Participation and Engagement:

- **Assignments and Seminars:** Assess academic writing, research skills, and presentation abilities.
- **Group Work:** Enhances collaborative skills and problem-solving abilities, preparing students for professional environments.

Remedial Measures:

- **Addressing Unsatisfactory Progress:** If a trainee's performance does not meet the expected standards, remedial classes are organized. These sessions aim to address specific learning gaps and reinforce the required competencies.

The performance of our trainees is reflected in their examination results, internship performance,

punctuality, and job placement. We continuously strive to align our assessments with their learning needs to ensure that the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) are effectively achieved. By focusing on both academic and non-academic competencies, we aim to produce well-rounded and capable educators.

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

3.1.2

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

Response: 0

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

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

3.1.3

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

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

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

Response: B. Any 3 of the above

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

3.1.4

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

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

Response: A. All of the above

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: 0.37

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
06	0	0	0	0

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

3.2.2

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

Response: 0.12

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
01	01	0	0	0

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

3.3 Outreach Activities

3.3.1

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

Response: 4.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
09	06	02	06	00

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

3.3.2

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

Response: 85.7

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
197	194	173	125	0

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: 85.7

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
197	194	173	125	0

File Description	Document
Data as per Data Template	View Document

3.3.4

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

Response:

Mundeshwari College for Teacher Education (MCTE) is deeply committed to social responsibility and community development, demonstrated through its College-Neighbourhood Sarari Village(adopted village)-Community network. These outreach activities, integral to the B.Ed. curriculum and supported by the National Service Scheme (NSS), aim to sensitize students to social issues, promote holistic development, and contribute to societal well-being.

Integration of Outreach Activities in the B.Ed. Curriculum

- **Curriculum-Embedded Community Engagement:** The B.Ed. curriculum at MCTE ensures that students engage with the community as part of their education. Activities addressing health, hygiene, sanitation, and environmental conservation are embedded within the curriculum, allowing students to apply their knowledge in real-world contexts and contribute to societal welfare.
- **NSS Involvement:** The NSS plays a pivotal role in extending the college's outreach efforts,

focusing on social service and community engagement. The NSS activities, aligned with the curriculum, reinforce MCTE's commitment to producing socially responsible educators.

Targeted Community Support: Adopting Villages and Mohallas

- **Adopted Villages and Mohallas:** MCTE, through its NSS unit and curriculum-based activities, has adopted nearby village **Sarari** and mohallas to provide sustained support. These communities benefit from initiatives aimed at improving living conditions and raising awareness of social issues. This hands-on involvement allows students to engage directly with the community, understand their challenges, and work collaboratively to address them.

- **Electoral Responsibility Awareness:** A key focus of these outreach activities by college **Electoral Literacy Club** is educating the community about electoral responsibilities. Students organize workshops and drives to inform residents about the importance of voting, the electoral process, and their rights and responsibilities as citizens. This effort strengthens the democratic fabric of society.

- **Health and Hygiene Campaigns:** Health and hygiene are critical concerns in the adopted communities. MCTE students, in collaboration with healthcare professionals, conduct regular health camps and awareness drives. These initiatives focus on personal hygiene, sanitation, nutrition, and disease prevention, with special attention to women's health.

- **Environmental Conservation Efforts:** MCTE also organizes tree plantation drives, Plant tagging, Green Audits, Energy Audit and Environmental Audit as well as cleanliness campaigns in campus and in the adopted Sarari village. These activities aim to improve the local ecosystem, promote sustainable practices, and raise awareness about environmental conservation, contributing to the community's well-being.

- Focus on developing Herbal Garden in the campus.

Holistic Impact of Outreach Programs

- **Skill Development and Leadership**: Through these outreach activities, MCTE students develop essential skills such as leadership, communication, teamwork, and problem-solving. Working with diverse social groups provides valuable experience in managing and leading community projects, enhancing their professional competencies and instilling a deep sense of social responsibility.

- **Building Social Awareness and Empathy:** Participation in these outreach activities helps students build empathy and a deeper understanding of the societal issues faced by marginalized communities. Engaging with people from different backgrounds broadens their perspectives, making them more socially aware and compassionate individuals. This transformation is central to MCTE's mission of nurturing well-rounded educators committed to societal betterment.

MCTE's outreach activities, embedded in the B.Ed. curriculum and supported by an active NSS unit, are crucial in shaping socially responsible educators. Through sustained efforts in adopted villages and mohallas, MCTE contributes significantly to community development, social awareness, and the holistic growth of its students. These initiatives address immediate community needs and lay the foundation for a more just and equitable society.

3.3.5

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

Response: 2

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
01	01	0	0	0

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

3.4 Collaboration and Linkages

3.4.1

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

Response: 0.8

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
2	1	1	0	0

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

3.4.2

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

Response: 12

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: 12

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

3.4.3

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

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

Response: A. All of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Mundeshwari College for Teacher Education (MCTE) is dedicated to fostering academic excellence and holistic development through robust infrastructural facilities. The college's infrastructure is meticulously designed to cater to the diverse needs of its students, ensuring they are well-prepared for the challenges of the teaching profession.

Classrooms and Learning Spaces:

- MCTE is equipped with 4 spacious classrooms, a seminar hall, an ICT Resource Centre with two Interactive Flat Panel Smart Class and Lifetime LMS Android Application a multipurpose hall, and a conference hall, each designed to facilitate effective teaching and interactive learning. The Wi-Fi-enabled campus supports students in participating in webinars, conducting research, and preparing technology-enabled lesson plans, ensuring they are well-equipped for the global education sector.

Library and E-Library:

- The college's library is a knowledge hub, offering an extensive collection of books, reference materials, journals, and e-resources. It features a dedicated reading room for both students and faculty, providing a quiet space for study and research.
- Fully automated Library with Auto-Lib Pro Software and Barcode Scanner with Web OPAC enabled with cloud server, the library allows for easy catalog access and efficient resource management.
- MCTE is also subscribed to DELNET & INFLIBNET, enhancing the availability of e-resources and making the library a comprehensive learning resource.

Laboratories:

MCTE houses several specialized laboratories essential for practical learning:

- **Psychology Laboratory**: Equipped with various psychological tests and materials, this lab aids in understanding and analyzing human behavior.
- **Mathematics and Science Laboratories:** Furnished with equipment that allows students to conduct experiments and apply theoretical knowledge in a practical setting.
- **Social Science Laboratory:** This lab includes models, charts, and teaching aids that help

students understand and teach complex social science concepts.

- **Language Laboratory:** Language Lab cum ICT Software 20+1 Console Software & Basic English Study Materials, this lab facilitates the development of essential English language skills, crucial in today's education system.
- **Computer Laboratory:** The computer lab is outfitted with up-to-date software, including the latest version of MS Office a Microsoft Volume Licensing Software (Windows 10 Pro OS - 30 Pc, MS Office 2016 - 30 Pc) Life Time and is fully connected to the internet. Each faculty member has access to a dedicated desktop, microphone, webcam, and speakers, ensuring they are well-prepared for conducting online classes.

Additional Facilities:

- **Art & Craft Resource Centre:** Encourages students to engage in artistic practices and develop aesthetic sensibilities crucial for fostering creativity.
- **Teaching Learning Resource Centre:** Supports students in their practical learning experiences, providing necessary resources to develop effective teaching strategies.
- **Girls Common Room:** A dedicated space for female students to relax, study, and engage in informal discussions. It includes a changing room equipped with Sanitary Pad Vending Machine and Incinerator.
- **Sports Facilities:** MCTE offers a sports field, a badminton playground, and a fitness center to encourage physical activities, helping students build strength and stamina. Indoor games like chess and carrom-board are also available.
- **Canteen:** Provides hygienic and nutritious food options for students and staff, ensuring their well-being.
- **Parking and Accessibility:** The campus features a spacious parking area and is equipped with Ramp, Wheel Chair, Rest Room, Washroom and other apparatus ensuring inclusivity and accessibility for differently-abled individuals.
- Fire Extinguisher Tools & Equipment's.

MCTE's commitment to providing state-of-the-art infrastructure is evident in its well-integrated facilities, which play a crucial role in enhancing the learning experience and supporting the overall development of its students.

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: 100

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

Response: 5

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

Response: 5

File Description	Document
Data as per Data Template	View Document

4.1.3

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

Response: 46.68

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
8.63	10.00	12.75	9.50	12.26

File Description	Document
Data as per Data Template	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

- The library at Mundeshwari College of Teacher Education (MCTE) is a cornerstone of the institution's academic framework, serving as a Knowledge Resource Centre that supports the educational and research needs of students, faculty, and researchers.
- Established in 2013, the library has evolved into a modern facility, continuously expanding to align with MCTE's commitment to fostering academic excellence.

Library Infrastructure and Resources

- MCTE's library is a dynamic hub of knowledge, offering an extensive collection of resources across various disciplines, including Educational Psychology, Teaching-Learning Processes, Information Technology, Health Sciences, Humanities, and Social Sciences.
- The library houses approx 4,000 books and subscribes to numerous magazines, journals, and newspapers in both English and Hindi. This diverse array of materials supports the college's teaching and research activities, making the library an integral part of the academic infrastructure.

Integration of Technology

- To meet the demands of modern education and the increasing reliance on digital resources.

MCTE has developed fully Automated Library Automation with Auto-Lib Pro Software with Barcode Scanner & Web OPAC System and cloud server including E-resources Registration of INFLIBNET & DELNET an Integrated Library Management System (ILMS).

- This system automates key library functions such as cataloging, circulation, and inventory management, significantly enhancing the efficiency and accessibility of library services. Users can search for materials through an online catalog, streamlining the process of resource discovery and borrowing.
- The library is also equipped with computers and internet access, enabling users to explore online databases and e-resources.
- Through its membership in the Information and Library Network Centre (DELNET & INFLIBNET), the library provides access to a vast collection of e-books, journals, theses, and dissertations.
- The affiliation with DELNET and INFLIBNET ensures that both students and faculty have access to high-quality academic resources that meet national and international standards.

Library Committee and Management

- The development and management of the library are overseen by a dedicated Library Committee.
- This committee is responsible for a range of tasks, including the purchase of new books, proposing renovations, managing the collection, and ensuring the security and accessibility of library materials.
- The committee conducts annual stock verification, prepares the library's budget, and reviews its operations to ensure that the library meets the evolving needs of the institution.
- In addition, the Library Committee stays informed about new trends in library management and adopts strategies to encourage staff and students to strengthen their reading habits.
- The committee also ensures the effective utilization of donated books and other resources, contributing to the library's continued growth and relevance.

User Accessibility and Services

- Designed with user convenience in mind, the MCTE library operates on all working days from 9:00 a.m. to 4:30 p.m., providing ample time for students and staff to access its resources.
- The library includes a reading room with a collection of journals, periodicals, and newspapers, offering a quiet space for study and research.
- New arrivals are prominently displayed, with information about them posted on the notice board and in the staff room, ensuring that users are aware of the latest additions.

The adoption of an Integrated Library Management System (ILMS) at MCTE reflects the institution's commitment to modernizing its library services. This automation not only improves operational efficiency but also enhances the academic success and research capabilities of the MCTE community.

4.2.2

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

Response:

Mundeshwari College for Teacher Education (MCTE) has embraced modern Information and Communication Technologies (ICTs) to ensure that both students and faculty members have seamless access to a vast array of electronic resources, regardless of their physical location. This commitment to digital access not only supports academic endeavors but also enhances the overall learning experience.

Remote Access to Library Resources

- **Comprehensive Digital Collection**: MCTE's library offers an extensive collection of e-journals, e-books, and other electronic resources. These can be accessed remotely through any computer connected to the campus network, ensuring that learning and research continue uninterrupted, even beyond the physical confines of the library.

- **Usage by Students:** The digital resources are invaluable for students as they work on their projects, assignments, and seminar preparations. The convenience of remote access allows them to delve into research materials from anywhere, fostering independent learning and timely completion of academic tasks.

- **Faculty Engagement:** Faculty members at MCTE utilize these online resources extensively for various professional activities, including preparing lectures, conducting research, and contributing to publications. Remote access supports their participation in seminars and conferences by providing subject-specific materials, thereby contributing to the academic prestige of the institution.

Library Facilities and Policies

- **INFLIBNET Membership:** The library at MCTE is a proud institutional member of the Information and Library Network Centre (INFLIBNET & DELNET), which further broadens access to an extensive range of academic resources, enhancing both teaching and research capabilities.

- **Unique Bar-Coded ID Cards:** Each student is issued a unique bar-coded ID card, enabling efficient tracking and management of borrowed materials. This system ensures that all library resources are utilized effectively and returned on time.

Borrowing Policies:

- Students are allowed to borrow a maximum of two books at a time for a period of 07 days.

   Faculty members can borrow up to 15 books for a month.

- Books in the reference section are for on-site use only and cannot be checked out.

Responsibilities and Penalties:

- Borrowers are held accountable for the condition of the books they check out. Any damage or loss of a book necessitates replacement or payment of three times the book's cost, including postage.
- Late returns incur penalties, emphasizing the importance of adhering to borrowing periods. Additionally, all borrowed books must be returned to the library three days before the end of each term, ensuring availability for other users and the upcoming term's preparations.

Accessibility and Collaboration:

- The MCTE library is not only a resource for its own students and faculty but also extends its services to staff and students from other institutions upon request, fostering academic collaboration and resource sharing.

Promotion of New Arrivals:

- To keep the academic community informed about the latest additions to the library, new books and resources are prominently displayed on a dedicated stand within the library. This practice encourages continual learning and engagement with up-to-date materials.

MCTE's approach to integrating remote access with traditional library services ensures that students and faculty can fully leverage available resources, supporting their academic and professional growth.

4.2.3

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

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

Response: A. Any 4 or more of the above

File Description	Document
Data as per Data template	[View Document](#)

4.2.4

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

Response: 0.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.10	0.11	0.11	0.13	0.16

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

4.2.5

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

Response: 1.09

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: 40

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: 45

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: 38

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: 53

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: 58

4.2.6

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

1. **Relevant educational documents are obtained on a regular basis**
2. **Documents are made available from other libraries on loan**
3. **Documents are obtained as and when teachers recommend**
4. **Documents are obtained as gifts to College**

Response: A. All of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Mundeshwari College for Teacher Education (MCTE) is committed to providing state-of-the-art Information and Communication Technology (ICT) facilities to enhance the academic and administrative efficiency of the institution. The college recognizes the importance of modern technology in facilitating effective teaching, learning, and research, and continually updates its ICT infrastructure to meet these

goals.

Key ICT Facility Updates:

- **Upgraded website of the college:** Imparting all information of the institute and its curriculum along with COs (Course Outcomes) and POs (Programme Outcomes) including Mapping Documentation.
- **Office Automation (Admission, Fee Management & Accounts, Stock):** Streamlines administrative processes like admissions, fee collection, accounting, and inventory management to enhance efficiency and accuracy.
- **Bar-coded Smart Card (Students, Teachers, Staffs):** Utilizes barcoded smart cards for secure access and identification, facilitating attendance tracking, library services, and campus transactions.
- **Language Computer & Furniture:** Equips classrooms with language labs featuring computers optimized for linguistic studies alongside ergonomic furniture to enhance learning comfort.
- **E-Governance LMS Android App with Cloud Server:** Employs a mobile-friendly Learning Management System (LMS) integrated with a cloud server for centralized data storage, enabling seamless access to educational resources and administrative functionalities.

Enhanced Wi-Fi Connectivity:

- MCTE has significantly upgraded its Wi-Fi network to ensure seamless internet access across the campus. This enhancement provides students, faculty, and staff with reliable and high-speed internet connectivity, essential for accessing digital resources, online learning platforms, and academic research.

Modernization of Computer Labs:

- The computer labs at MCTE have been equipped with the latest hardware and software to support various academic programmes. These labs are essential for providing hands-on experience to students in areas such as educational technology, data analysis, and digital pedagogy.
- The college regularly upgrades its IT infrastructure to support effective teaching and learning, based on faculty feedback. It houses an ICT resource centre with 30 computers, one laptop, licensed software, and internet access. Essential equipment like scanners, printers, projectors, UPS units, and CCTVs are used effectively. The campus-wide internet is powered by an 80 MBPS leased line. In 2020-21, Visual Studio was installed to enhance research on multimedia databases.

Smart Classrooms:

- MCTE has established smart classrooms equipped with interactive boards, projectors, and audio-visual aids. These facilities are designed to enhance the teaching and learning experience by integrating multimedia content and interactive learning tools.

Digital Library Access:

- The college has expanded its digital library resources, providing students and faculty with access to a vast array of e-books, journals, and academic databases. This expansion is supported by the

upgraded ICT infrastructure, ensuring that digital resources are easily accessible both on-campus and remotely.

ICT Training for Faculty and Students:

- Regular workshops and training sessions are conducted to ensure that faculty and students are well-versed in utilizing the latest ICT tools and resources. These sessions cover a range of topics, including the use of educational software, online teaching platforms, and digital content creation.

Integration of ICT in Administrative Functions:

- MCTE has streamlined its administrative processes through the adoption of ICT tools. This includes the implementation of an integrated management system for handling admissions, attendance, examination management, and other administrative tasks, contributing to greater efficiency and transparency.

Thus, MCTE remains dedicated to continually updating its ICT facilities to support its academic mission and improve the overall learning environment. The ongoing commitment to ICT enhancement reflects MCTE's vision of providing a technologically advanced and inclusive educational experience.

4.3.2

Student – Computer ratio for last completed academic year

Response: 9.85

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

4.3.3

Internet bandwidth available in the institution

Response: 300

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

Response: 300

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: A. All of the above

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

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 51.31

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
11.14	12.74	8.05	9.78	16.71

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

4.4.2

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

Response:

At Mundeshwari College for Teacher Education (MCTE), a well-defined system ensures the maintenance and optimal utilization of physical, academic, and support facilities, including laboratories, the library, sports complexes, ICT resources, and classrooms. The following sections outline the systematic procedures implemented at MCTE:

1. Library Maintenance:

- **Cataloging and Accession:** New books, journals, and other resources acquired by the library are

meticulously cataloged in the library's accession registers. This ensures a comprehensive and organized system, allowing easy access and retrieval of resources for students and faculty.

- **Annual Stock Verification:** An annual stock-taking exercise is conducted to verify the library's holdings. Discrepancies, such as damaged or lost books, are documented and addressed following the Arya Bhatta Knowledge University, Patna guidelines. The verification results are submitted to the principal for review.
- **Staff and Support:** A dedicated team, including a librarian, a restorer, and a cleaner, supports the efficient functioning of the library, ensuring it remains organized and conducive to academic activities.

2. Science Laboratories:

- **Supervision and Management:** Assistant Professor Kumari Barkha oversees the maintenance of the science laboratories at MCTE. Day-to-day operations, including inventory management and equipment maintenance, are handled with care to ensure the laboratories are functional and safe.

- **Disposal of Outdated Materials:** Outdated chemicals and equipment are disposed of according to guidelines provided by the district administration or Arya Bhatta Knowledge University, Patna, ensuring safety standards are met.

- **Stock Management:** Faculty maintain meticulous stock registers, which are regularly verified by the principal to ensure accuracy and accountability.

3. Sports Facilities:

- **Ground Maintenance:** The Department of Physical Education, supported by skilled ground staff, is responsible for maintaining sports fields, tracks, and other athletic facilities. Regular maintenance ensures that the sports infrastructure remains in excellent condition.
- **Equipment Inventory:** The sports department maintains detailed stock registers for all sports equipment, tracking acquisitions and usage. Annual upgrades ensure students have access to modern, well-maintained equipment.

4. ICT Resource Centre:

- **Infrastructure Maintenance:** MCTE's ICT Resource Centre, equipped with Wi-Fi facilities, plays a crucial role in supporting the college's digital and technological needs. A dedicated System Administrator manages and maintains the infrastructure, ensuring systems are up-to-date and functioning efficiently.

5. College Cleanliness & Sanitation Committee:

Campus Maintenance: Regular cleaning schedules are enforced to ensure that MCTE's campus remains

clean, hygienic, and conducive to academic productivity. The Cleanliness & Sanitation Committee regularly inspects the campus and takes necessary measures to maintain high hygiene standards.

6. Gardening Club:

- **Green Cover Maintenance:** MCTE's Gardening Club is responsible for maintaining and enhancing the campus's green spaces. Regular plantation drives are organized, and gardeners are instructed on the upkeep of lawns and gardens, ensuring a vibrant and aesthetically pleasing environment.

7. Administrative Measures:

- **Academic and Administrative Audit (AAA) Report:** The Academic and Administrative Audit (AAA) report highlighted commendable faculty engagement in curriculum development and robust administrative procedures ensuring smooth operational efficiency.

- **Electrical Maintenance:** MCTE employs full-time electricians tasked with maintaining all electrical systems, including inverters, generators, and sound systems. This proactive approach ensures the college's electrical infrastructure remains reliable and safe.

Through these structured systems and procedures, MCTE ensures the efficient maintenance and optimal utilization of its physical, academic, and support facilities, fostering an environment conducive to academic excellence and holistic development.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: A. All of the above

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

5.1.2

Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

5.1.3

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

1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
2. **Details of members of grievance redressal committees are available on the institutional**

website

3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
4. **Provision for students to submit grievances online/offline**
5. **Grievance redressal committee meets on a regular basis**
6. **Students' grievances are addressed within 7 days of receiving the complaint**

Response: A. All of the above

File Description	Document
Data as per Data Template for the applicable options	[View Document](#)

5.1.4

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

1. Monetary help from external sources such as banks

2. Outside accommodation on reasonable rent on shared or individual basis

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: D. Any 1 of the above

File Description	Document
Data as per Data template	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 8.85

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
26	07	0	0	0

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

5.2.2

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

Response: 20.62

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

Response: 20

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

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

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

5.2.3

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

Response: 18.77

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
60	07	03	0	0

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

5.3 Student Participation and Activities

5.3.1

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

Response:

- **Mundeshwari College for Teacher Education (MCTE), Patna, has an active and vibrant Student Council** that plays a proactive role in the institutional functioning, contributing significantly to the overall development and governance of the college.
- This council is an essential platform for students to cultivate leadership, responsibility, and teamwork, which are crucial qualities for future educators.
- The Student Council's structured approach ensures that students are not just passive participants but are actively engaged in various institutional activities, enhancing their academic and professional growth.

The functioning of the Student Council at MCTE Patna is categorized into several key areas:

House System:

- MCTE has established a house system comprising four houses. Each house is led by a Captain and a Vice-Captain, who are responsible for ensuring the smooth functioning of morning assemblies and other house-related activities.
- This system fosters a sense of belonging and healthy competition among students, encouraging them to excel in both academic and co-curricular activities.

Teaching Practice (TP) Group Leadership:

- In every school where teaching practice is conducted, there is a designated TP Group Leader.
- This leader is tasked with reporting the attendance and performance of pupil teachers during their practice sessions.
- The TP Group Leader works closely with the mentor teacher, ensuring that the pupil teachers meet the expected standards of professionalism and pedagogical competence.

Class Representatives (CRs):

- Annually, two boys and two girls are elected as Class Representatives through a democratic voting process.
- These representatives serve as the voice of their peers, liaising between the student body and the faculty.
- They play a pivotal role in organizing and managing various student activities, ensuring that the student community's needs and concerns are effectively communicated and addressed.

NSS Camp Coordination:

- MCTE conducts National Service Scheme (NSS) camps twice a year, in June and December.
- The Class Representatives, along with other council members, are responsible for overseeing the activities and participation of students during these camps.
- The NSS camps are integral to instilling a sense of social responsibility and community service among students.

Discipline Management:

- The institution places a high emphasis on discipline, and the Student Council is deeply involved in maintaining it.
- House Captains, Vice-Captains, TP Group Leaders, Tutorial Leaders, and Festival Leaders are all entrusted with disciplinary responsibilities under the guidance of the teaching staff and the Principal.
- This collaborative approach ensures that discipline is maintained throughout the college, contributing to a conducive learning environment.

Event and Function Management:

- For every function organized at the college, whether cultural, academic, or social, the Student Council members take charge of various aspects, including refreshment management.
- The council ensures that all events are conducted smoothly, with the leaders/captains/CRs managing logistics under the supervision of faculty members and the Principal.

Student Leadership in Committees and Cells:

- The Student Council also includes student representatives in various committees and cells within the college.
- This includes positions such as President, General Secretary, Secretary, and nine Executive Members.
- These representatives are involved in organizing cultural activities, extension lectures, sports events, and also contribute to the grievance redressal mechanism, ensuring that students have a voice in institutional governance.

The active involvement of the Student Council in these diverse roles not only enhances the functioning of the institution but also prepares the students to take on future leadership roles in the education sector.

5.3.2

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

Response: 5.2

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
17	03	06	0	0

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

5.4 Alumni Engagement

5.4.1

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

Response:

- Mundeshwari College for Teacher Education (MCTE), Patna, is proud of its dynamic Alumni Association, which, although not formally registered, is highly functional and significantly contributes to the institution's growth and development.
- The draft Byelaws of Alumni Association is ready for the registration.
- The association fosters a strong bond between alumni, current students, and faculty, creating a network that benefits the institution in various capacities and keeps the college at the forefront of educational excellence.

Book Donation Initiatives:

- Alumni regularly donate books to the college library, enriching its resources and ensuring students have access to a wide range of academic materials, including the latest publications.
- This initiative reflects the alumni's commitment to enhancing the learning environment for future educators.

Alumni-Student Interaction and Mentorship:

- The Alumni Association organizes interactive sessions, guest lectures, and panel discussions for B.Ed. students.
- Alumni who have excelled in teaching roles are invited as resource persons to share their experiences and insights into recent educational developments.
- These interactions help students stay updated with the latest trends and challenges in the teaching profession.

Placement and Career Guidance Support:

- Alumni, many of whom hold influential positions in educational institutions, play a crucial role in keeping the placement cell informed about job opportunities.
- They also provide career guidance, assisting students with interview preparation, resume

building, and navigating the job market, thereby enhancing the employability of MCTE graduates.

Promotion of Job Opportunities:

- Alumni serve as a bridge between students and potential employers, frequently informing the placement cell about job openings and referring students for positions in their respective workplaces.
- This network is a valuable resource for students seeking employment in education.

Entrepreneurial Awareness and Inspiration:

- Some alumni have established startups in various sectors and often return to share their entrepreneurial journeys, including the challenges they faced and the skills they developed at MCTE.
- Their success stories inspire students to consider entrepreneurship as a viable career path.

Alumni Meet and Networking Opportunities:

- The Alumni Association regularly organizes alumni meets, providing a platform for past and present students to reconnect, network, and share professional updates.
- These gatherings contribute to the professional growth of both alumni and current students.

Active Participation in Institutional Events:

- Alumni actively participate in planning and organizing cultural activities, academic competitions, and social initiatives at MCTE.
- Their involvement adds value to these events, making them more engaging for the student community.

Institute Social Responsibility (ISR) Initiatives:

- In collaboration with the college, alumni are involved in social responsibility initiatives, including donations of books, clothes, and stationery to underprivileged communities.
- These efforts underscore the alumni's commitment to giving back to society and making a positive impact.

Ongoing Communication and Engagement:

- The Alumni Association maintains communication with its members through social media platforms like Facebook and WhatsApp.
- These channels keep alumni connected with the college, updated on institutional developments, and engaged in ongoing activities, contributing to the institution's growth.

Thu, the Alumni Association of MCTE Patna, under the Principal's guidance, is integral to the institution's development, enhancing the educational experience for students and ensuring the college's continued success.

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

5.4.3

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

Response: 2

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

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

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

5.4.4

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

Response:

- The Alumni Association at Mundeshwari College for Teacher Education (MCTE), Patna, serves as a vital support system, playing an active role in motivating students and recognizing, nurturing, and furthering any special talents they possess.

- The association's involvement in various activities and initiatives ensures that students receive the guidance and encouragement needed to excel both academically and personally.

Enhancing Soft Skills and Personality Development:

- Alumni members contribute significantly by delivering short lectures and workshops on essential soft skills, such as spoken English, personality development, resume writing, and interview preparation.
- These sessions, often held in the ICT lab, equip students with the skills necessary to succeed in today's competitive job market.
- Alumni also offer basic computer training, ensuring that students are well-versed in the technological tools required for their careers.

Faculty Development and Educational Guidance:

- Alumni are regularly invited to participate in faculty development programs, where they share their expertise and experiences with current faculty members.
- This exchange of knowledge not only enriches the faculty's teaching methods but also ensures that the curriculum remains relevant and aligned with industry standards.
- The Alumni Association provides educational, vocational, and personal guidance to students, helping them navigate their academic journey and make informed career decisions.

Pre-Internship Support and Practical Exposure:

- Alumni play a crucial role in the pre-internship phase by preparing new students for the realities of the school environment.
- They share insights into the nature of school settings, classroom management, and other aspects of teaching, ensuring that students are well-prepared for their internships.
- This guidance helps students build confidence and develop the practical skills needed to succeed as educators.

Involvement in Academic and Administrative Bodies:

- Active alumni members contribute to various academic and administrative bodies within the college, offering their expertise and support in decision-making processes.
- They provide valuable feedback through surveys and other channels, which the institution uses to improve its programs and motivate students.
- Alumni also serve as judges in cultural and sports competitions, helping to recognize and nurture students' talents beyond academics.

Counseling and Employment Guidance:

- The Alumni Association offers counseling services to students, providing guidance on employment opportunities and helping them align their career goals with their strengths and interests.
- Alumni members, many of whom hold influential positions in educational institutions and other organizations, share job opportunities with the placement cell and mentor students through the application process.

Outreach Activities and Social Responsibility:

- Alumni actively participate in organizing and managing the college's extensive outreach activities, which include community service and social responsibility initiatives.
- Their involvement ensures that these activities are impactful and meaningful, fostering a sense of social responsibility among students.

Creative Contributions and Academic Support:

- Alumni contribute creative ideas for brochures, conference proceedings, and other academic publications, enhancing the quality and appeal of these materials.
- Many alumni also offer honorary services to teach, guide, and conduct action research with students, further enriching the academic environment at MCTE.

The Alumni Association at MCTE Patna, under the Principal's guidance, is an indispensable part of the institution, providing continuous support to students and ensuring that their talents are recognized, nurtured, and developed to their fullest potential.

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:

- Mundeshwari College for Teacher Education (MCTE), Patna, is governed by a robust leadership structure that aligns with the institution's well-defined vision and mission, focused on delivering quality and value-based education.
- The governance model emphasizes an open, interactive, and participatory environment, ensuring that all stakeholders—students, faculty, administrative staff, and the broader community—are actively involved in decision-making and policy formation.

Vision and Mission-Oriented Leadership:

MCTE's leadership is committed to realizing the institution's mission, which includes:

- Developing attributes aligned with the needs of the teaching discipline.
- Enhancing the overall personality of students, preparing them to be responsible citizens.
- Inculcating human values and respect for heritage and culture.

The leadership's focus on these areas reflects the institution's dedication to fostering holistic development in students, ensuring they are well-prepared for their future roles as educators.

Participatory Decision-Making:

- The college's governance model is participatory, encouraging input from all stakeholders.
- Students, faculty, and staff are given platforms to voice their perspectives, which are considered in the formulation of policies and strategies.
- This inclusive approach ensures that decisions are well-rounded and reflective of the community's needs and aspirations.

Effective Leadership and Management:

- The Principal, along with the administrative staff, leads the college through meticulous planning and a systematic review mechanism.
- This leadership team ensures that both academic and administrative processes are conducted efficiently, with regular monitoring for continual improvement.
- The institution adheres to the academic calendar of Aryabhatta Knowledge University, Patna, ensuring timely accomplishment of objectives and alignment with broader educational standards.

Role of Internal Quality Assurance Cell (IQAC):

- MCTE's governance is further strengthened by the active involvement of the Internal Quality Assurance Cell (IQAC), which comprises senior faculty members, management representatives, alumni, and social organizations.
- The IQAC plays a critical role in maintaining and enhancing the quality of education and administration at the college.
- The cell is responsible for collecting feedback from students and other stakeholders, which is then used to inform future actions and strategies.

Planning and Monitoring Mechanisms:

- At the beginning of each academic session, the administrative and academic committees present proposals for effective curriculum delivery and general institutional improvement.
- These proposals often focus on imparting social skills and raising awareness about environmental issues, aligning with the college's broader educational mission.
- The planning process is transparent, with goals and objectives clearly communicated to all stakeholders, ensuring collective responsibility in achieving the institution's mission.

Faculty and Staff Involvement:

- The college benefits from a team of well-qualified faculty members and competent administrative staff who work under the constant guidance of the Principal and the patronage of the managing committee.
- Their collective efforts ensure that the governance of the college is not only effective but also adaptable to changing educational needs and societal expectations.

Community and Alumni Engagement:

- MCTE's governance structure also incorporates active involvement from the alumni and local community, ensuring that the institution remains responsive to the needs of the society it serves.
- This engagement is vital in maintaining the relevance of the education provided and in fostering a sense of community within the institution.

MCTE Patna's governance is a model of effective leadership combined with a participatory approach that ensures the institution remains true to its mission of providing quality, value-based education while being responsive to the needs of its stakeholders.

6.1.2

Institution practices decentralization and participative management

Response:

- Mundeshwari College for Teacher Education (MCTE), Patna, embodies the principles of decentralization and participative management, ensuring a collaborative environment where

decision-making is inclusive and transparent.
- The governance structure is designed to distribute responsibilities among faculty, staff, and stakeholders, fostering teamwork and collective leadership across all levels of the institution.
- Office Automation is in place (Admission, Fee Management & Accounts, Stock).

Decentralization and Inclusive Decision-Making:

- MCTE practices decentralization by empowering various committees to make decisions within their areas of responsibility, ensuring that workload is shared and decision-making is democratic.
- The principal, with support from committee conveners, initiates decision-making processes that reflect the voices of all stakeholders, creating an organizational culture rooted in participatory democracy.
- This decentralized approach not only enhances the efficiency of the institution's operations but also nurtures a sense of ownership and commitment among faculty and staff, who are actively involved in shaping the institution's policies and practices.

Committee-Based Governance:

- MCTE has established various committees to handle specific aspects of the institution's administration and academics. These include the Academic Committee, Examination Committee, Time Table Committee, Anti-Ragging Committee, and Purchase Committee, among others.
- Each committee is tasked with making decisions relevant to its field, and these decisions are made collectively, with resolutions passed by majority agreement during regular meetings.
- This system ensures that governance is not only inclusive but also responsive to the needs and concerns of the college community.

Faculty and Staff Empowerment:

- Faculty members play a crucial role in both planning and implementing the college's administrative and academic processes.
- Responsibilities are delegated based on each individual's competencies, commitment, and aptitude, aligning with MCTE's mission and goals.
- This delegation fosters a positive and motivating environment, encourages team spirit, and provides faculty and staff with opportunities for professional development and leadership.

Case Study: The Purchase Committee as a Model of Decentralization:

- The Purchase Committee at MCTE exemplifies the institution's commitment to decentralization and participative management.
- Although the principal has final approval, the committee's process is decentralized, with a senior assistant professor serving as the convener, and members including full-time teachers, the office superintendent, and an office staff representative.
- The committee's decision-making process is transparent and collaborative. After receiving demands and requisites, the convener schedules a meeting where members discuss the requirements, solicit quotations, and select the most suitable option through a collective decision.
- This transparent process, which includes preparing a comparative statement and making decisions

in the presence of all members, reflects MCTE's dedication to decentralization and participative governance.

Culture of Collaboration:

- MCTE's commitment to participative management extends to extracurricular activities, where teachers and students collaborate in clubs, societies, and other initiatives.
- This cooperative spirit fosters an environment where individuals are motivated to grow and contribute to the institution's success.
- The governing body also includes staff representatives who contribute to policy formulation and governance, further embedding participative management into the institutional culture.

MCTE Patna's approach to decentralization and participative management not only enhances the institution's operational efficiency but also strengthens its community, ensuring that the college continues to thrive as a center of educational excellence.

6.1.3

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

Response:

- Mundeshwari College for Teacher Education (MCTE), Patna, upholds a strong commitment to transparency across its financial, academic, administrative, and auxiliary functions.
- This dedication ensures trust and accountability among all stakeholders, including students, faculty, staff, and the broader community.

Financial Transparency:

Finance Committee Oversight:

- The Finance Committee, composed of key members, meticulously discusses and finalizes the budget provisions at the beginning of each financial year.
- Budget proposals are then presented to the Management Council for approval, ensuring that all major financial decisions are subject to thorough scrutiny.

Documented and Audited Transactions:

- MCTE maintains detailed records of all income and expenditure, documented in various registers.
- These records are regularly audited by competent authorities, including internal auditors and external Chartered Accountants.
- The financial accounts are audited annually at different levels, ensuring a multi-layered approach to transparency.

- The preparation of an annual statement of accounts, along with structured utilization and documentation of management funds, reflects the institution's commitment to financial transparency.
- All financial transactions are meticulously documented, and income tax filings for staff members are conducted periodically, further reinforcing the institution's transparency.

Academic Transparency:

Accessible Information:

- MCTE ensures that all academic regulations, curriculum details, and syllabi are readily accessible by uploading them on the college website.
- The Academic Committee monitors all academic activities, ensuring adherence to standards and promoting transparency in educational processes.

Clear Communication:

- The college's Annual Calendar, which outlines rules, regulations, and significant academic events, is made available both online and in hard copy.
- Important events such as admissions, examinations, seminars, and workshops are posted on the college notice board and circulated among staff and students, ensuring everyone **is well-informed.**

Transparent Admission Process:

- Admissions are conducted online through a transparent portal managed by Aryabhatta Knowledge University, Patna, based on merit and government reservation policies.
- Prospective students and parents are provided with detailed information about the admission process, including personal interviews and course curriculum explanations, ensuring clarity and fairness.

Transparency in Administrative and Auxiliary Functions:

Regular Meetings and Reviews:

- MCTE conducts periodic review meetings at various levels to ensure continuous monitoring and improvement of administrative functions.
- Faculty meetings, Institutional IQAC meetings, and Class Representative (CR) meetings are held regularly to discuss issues, share feedback, and make informed decisions.

Grievance Redressal Mechanism:

- The college has established a robust Grievance Redressal mechanism for faculty, students, and parents, ensuring that any concerns are addressed promptly and fairly.
- This mechanism contributes to the institution's transparent and responsive administrative practices.

Efficient File and Document Handling:

- MCTE ensures that all files and documents are handled promptly and efficiently, with timely processing across various departments and cells.
- This efficiency reflects the institution's commitment to transparency and accountability in all its operations.

Engagement with Stakeholders:

Parental Involvement:

- MCTE actively involves parents in the educational process through regular interaction sessions where they can engage with faculty and administration.
- Proper documentation, including receipts for any contributions, is provided to parents, ensuring transparency in all financial dealings.

MCTE Patna's comprehensive approach to transparency across its financial, academic, administrative, and other functions ensures that the institution operates with integrity, fostering a culture of trust and accountability.

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

- Mundeshwari College of Teacher Education (MCTE), Patna, is solely dedicated to its B.Ed. curriculum, affiliated with Aryabhatta Knowledge University (AKU), Patna.
- The college's strategic plan is centered around seven key goals: Academic Excellence, Research Excellence, Collaborations, Philanthropic Outreach, Environmental Sustainability, Infrastructural Augmentation, and Holistic Development.
- Each of these goals is effectively deployed to align with the institution's vision of fostering knowledgeable, ethical, and compassionate educators.

1. **Academic Excellence**:

- **Academic and Administrative Audit (AAA):** With the Academic and Administrative Audit

In place the INSTITUTION Strategic plan is effectively deployed.

- **Curriculum Reforms:** MCTE's B.Ed. programme begins with an Induction Programme designed to help students transition smoothly into teacher education. This one-week Bridge Course provides foundational knowledge, ensuring students are well-prepared for their academic journey.
- **Extensive Content Knowledge:** The curriculum is structured to empower students to become responsible and excellent teachers, with a strong emphasis on content mastery and practical teaching skills.
- **Value-Added Courses:** MCTE integrates contemporary issues into its Value Added and EPC **(Enhancing Professional courses)** courses, covering topics such as gender sensitivity, counseling skills, sustainable practices, and cyber safety, making students well-rounded educators.

2. Research Excellence and Collaborations:

- **Global Exposure:** Academuc staff and Students are exposed to global standards through participation in national and international seminars, workshops, and MOUs with educational organizations. These interactions broaden their perspectives and enhance their research skills.
- **Community Outreach:** MCTE collaborates with NGOs and other organizations, engaging students in community outreach activities. These experiences help students understand social realities and develop empathetic attitudes, contributing to the holistic development of teachers.

3. Philanthropic Outreach and Environmental Sustainability:

- **Life Skills and Well-being:** The college offers life skill education programmes, yoga, and meditation classes to support students' emotional and spiritual well-being. These initiatives are integral to developing a calm disposition, enabling students to balance personal and professional stresses effectively.

Green Campus Initiatives: MCTE's commitment to environmental sustainability is reflected in its green campus, which includes a Herbal Garden, and a Rooftop Greenhouse and Roof top Rainwater Harvesting. These spaces not only enhance the campus's aesthetic appeal but also provide a serene environment conducive to learning.

4. Infrastructural Augmentation:

- **Technologically Advanced Learning Spaces:** MCTE boasts modern teaching and learning facilities, including a well-equipped library, a Science Pedagogic Park, and a Knowledge Park.
- These infrastructural advancements ensure that students have access to the best resources for their academic pursuits.
- **Holistic Learning Environment:** The college's infrastructure is designed to support holistic development, with spaces that encourage creative and critical thinking, as well as the cultivation of an aesthetic sense.

5. Holistic Development:

- **Creative and Cultural Activities:** MCTE organizes a 'Monthly Literary Meet' where students and faculty showcase their creative talents. These events nurture higher-order thinking and aesthetic appreciation among students.
- **Community Building:** The college fosters a sense of community through events like birthday celebrations, Fresher's Day, and recognition of student achievements.
- These activities contribute to a joyful environment and enhance the overall happiness of the student body.
- **Internships and Employability:** The B.Ed. programme includes internships and Value Added Courses that enhance students' employability and professional competence, preparing them for successful teaching careers.

MCTE Patna's strategic plan is effectively deployed, ensuring that every aspect of the institution's mission is realized.

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:

- Mundeshwari College for Teacher Education (MCTE), a distinguished unit of the **Vikramshila Educational & Welfare Society located at Sarari-Usri Road, Khagaul, Patna-801105**, operates with a robust and well-defined administrative structure.
- This structure is designed to ensure that institutional policies, procedures, and service rules are effectively implemented, contributing to the efficient functioning of the college.

- **Hierarchy of Administrative Setup**

- At MCTE, the administrative setup is meticulously organized to facilitate smooth operations.
- The Office Assistant plays a pivotal role, overseeing all administrative functions and ensuring adherence to established service rules and appointment procedures.
- An administrative office has been established to manage various crucial functions, including staff placements, promotions, and adherence to service rules.
- The Principal, as the chief administrator, works in close collaboration with the governing body, ensuring that the college's academic environment is both conducive and supportive of educational excellence.
- The academic committee at MCTE is responsible for framing policies and regulations, which are then published in the college's academic calendar.
- This ensures that all stakeholders are well-informed of the institutional guidelines.
- Additionally, the administrative committee conducts regular reviews of academic, economic, and

physical facilities, suggesting remedial measures where necessary to maintain and enhance the quality of the institution's offerings.

- **Functioning and Promotion of Academic Excellence**

- MCTE is committed to promoting faculty development, which is crucial for the effective and efficient delivery of the teaching and learning process.
- The college actively encourages faculty members to engage in research, participate in faculty improvement programs, and attend refresher courses, orientation programs, seminars, workshops, and conferences.
- These opportunities not only enhance the faculty's academic capabilities but also position them as resource persons for various educational institutions.
- The administrative body at MCTE is directed to make all necessary provisions to maintain the institution's smooth functioning.
- This includes ensuring that the college's policies and procedures are strictly followed and that any challenges to the academic environment are promptly addressed.

- **Recruitment of Faculty**

- The recruitment process at MCTE is conducted with a high degree of transparency and adherence to procedural norms.
- The process begins with the notification of vacancies in registered newspapers, followed by the preparation of a candidate list.
- University nominees are invited to participate in the selection process after receiving the necessary approvals for the posts.
- An interview board is then constituted as per government norms, and eligible applicants are issued interview memos.
- Following the interviews, the minutes of the selection process are prepared and signed by the board members.
- A merit list is then compiled, with the Office Assistant's approval, and appointment orders are issued based on the available vacancies.

- **Organizational Structure and Governance**

- MCTE operates under the supervision of the **"Vikramshila Educational & Welfare Society,"** with a well-defined organizational structure that ensures smooth functioning across all levels.
- The principal, supported by both teaching and non-teaching staff, is responsible for implementing the management's decisions and policies.
- Faculty members report to the principal, ensuring that all functions of the college are carried out effectively.
- The college's organizational structure extends to its administrative staff, where service rules, procedures, recruitment policies, and promotional policies are clearly defined.
- MCTE also has a grievance redressal mechanism to address any concerns promptly.
- Additionally, the college promotes a democratic setup, where various clubs and committees comprising students and faculty members are actively involved in the institution's development.

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: B. Any 5 of the above

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

6.2.4

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

Response:

- Mundeshwari College for Teacher Education (MCTE), a key unit of the **Vikramshila Educational & Welfare Society at Sarari-Usri Road, Khagaul, Patna-801105**, has established an organized framework of committees, cells, and bodies.
- These entities are integral to the college's operations, ensuring collaborative decision-making and effective implementation of policies and resolutions.

Hence, the effectiveness of the various bodies, cells, and committees at Mundeshwari College for Teacher Education is clearly evident through their structured functioning, detailed documentation, and successful implementation of decisions. These practices ensure that the college operates efficiently and that its educational and administrative goals are consistently achieved.

Continuous Review and Improvement

To sustain the effectiveness of its committees and cells, MCTE conducts regular reviews of their operations. These reviews are based on the outcomes of implemented resolutions and feedback from stakeholders. This review process allows for continuous improvement, ensuring that the committees remain responsive to the evolving needs of the college and its community.

Transparency and Accountability

MCTE is committed to maintaining transparency and accountability in all its operations. The thorough documentation of minutes and the systematic implementation of decisions underscore the institution's dedication to integrity. The recorded minutes are accessible to relevant stakeholders, providing a transparent account of the committees' activities. This transparency fosters trust within the college community and ensures that all members are aligned with the institution's objectives.

Implementation of Resolutions

The committees and cells at MCTE not only focus on decision-making but also on the effective implementation of their resolutions. After decisions are made, these bodies collaborate to translate resolutions into actionable steps. The Principal and committee members closely monitor the implementation process, ensuring that decisions are executed effectively. The implementation is reviewed regularly, with feedback mechanisms in place to assess the impact of the decisions. If challenges arise during implementation, the committees may reconvene to adjust strategies, ensuring that goals are met.

Documentation and Record Keeping

A key aspect of MCTE's committee operations is the emphasis on documentation and record-keeping. Every committee meeting is meticulously documented, with minutes recorded for each session. These minutes serve as official records of the discussions and decisions, ensuring transparency and accountability. The documentation process is crucial for maintaining a clear record of decisions, which is essential for future reference and for evaluating the implementation of various initiatives.

Functions and Responsibilities

Each committee and cell at MCTE is assigned specific responsibilities that align with the college's mission and vision. These bodies plan, execute, and monitor activities related to academics, administration, and student welfare. Their effectiveness is demonstrated through regular meetings where agendas are discussed, issues are deliberated, and decisions are made. The Principal, as the head of these committees, ensures that all discussions are focused and that the outcomes align with the college's strategic goals.

Formation and Structure of Committees

The formation of committees and cells at MCTE is strategically planned by the Governing Body and the Teachers' Council. These committees are central to the college's governance, promoting a decentralized approach to decision-making. The Principal acts as the chairperson of these committees, ensuring alignment with the institution's goals. Committee members include representatives from the Governing Body, teaching and non-teaching staff, and student representatives where necessary. This diverse composition allows for inclusive and well-rounded discussions, ensuring that decisions are made considering various perspectives.

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

- Mundeshwari College for Teacher Education (MCTE), a unit of Vikramshila Educational & Welfare Society located at Sarari-Usri Road, Khagaul, Patna-801105, places significant emphasis on the welfare and well-being of its teaching and non-teaching staff.
- The institution is committed to creating a supportive environment where all staff members, whether involved in academic or administrative roles, feel valued and motivated.
- The welfare initiatives are comprehensive, addressing key dimensions such as academic, professional, social, economic, and health-related aspects.

1. Academic and Professional Development

- MCTE recognizes the importance of continuous academic and professional growth for its staff.
- The college encourages faculty members to participate in seminars, workshops, conferences, and other professional development activities.
- Faculty are also encouraged to serve as resource persons in other institutions, enhancing their expertise and experience.
- The institution provides access to research facilities, including INFLIBNET, to support faculty members pursuing their Ph.D. degrees, thus fostering a culture of academic excellence.

2. Social Support and Community Building

- To promote a cohesive work environment, MCTE emphasizes social support and community building among staff members.
- The institution encourages collaboration and mutual support, especially during emergencies or personal challenges.
- On-campus canteen facilities offer a comfortable space for staff and students to interact, further enhancing the sense of community.
- The management is vigilant in maintaining a professional and congenial atmosphere, ensuring harmonious and productive work relationships.

3. Economic and Employment Benefits

- MCTE is dedicated to ensuring the financial security and satisfaction of its staff.
- The college has a reliable salary payment system, ensuring timely and fair compensation for both teaching and non-teaching staff.
- Additionally, the institution offers economic benefits such as loans against Provident Fund (PF), Employee State Insurance (ESI), and gratuity for non-teaching staff, in accordance with Arya Bhatta Knowledge University, Patna guidelines.
- These measures provide financial stability and encourage a strong commitment to the institution.

4. Health and Well-being Initiatives

- The health and well-being of staff members are priorities at MCTE.
- The college provides medical leave as per university norms, allowing employees to take necessary time off for health reasons.

- Female employees are entitled to maternity leave for up to two months, subject to approval by the Principal or Designated Authority.
- This reflects the institution's commitment to work-life balance and the specific needs of female staff.
- Non-teaching staff are also provided with free uniforms, enhancing their comfort and professionalism.

5. Leave and Absence Policies

- MCTE has established clear leave policies to meet the diverse needs of its staff.
- Out-Station Duty (OD) or Duty Leave is granted for official duties or participation in academic events.
- The Principal or Designated Authority has the discretion to approve or cancel leave based on the college's operational needs, ensuring smooth academic and administrative functioning.

Thus, MCTE's commitment to the welfare of its teaching and non-teaching staff is demonstrated through its comprehensive and well-structured initiatives. By addressing the academic, professional, social, economic, and health-related needs of its employees, the college fosters a supportive and productive work environment that benefits both the staff and the institution.

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: 4.94

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
02	0	1	0	1

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

6.3.3

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

Response: 4

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
02	01	01	0	0

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

6.3.4

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

Response: 14.81

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
05	03	02	02	0

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

6.3.5

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

Response:

- Mundeshwari College for Teacher Education (MCTE), a unit of Vikramshila Educational & Welfare Society located at Sarari-Usri Road, Khagaul, Patna-801105, has implemented a comprehensive performance appraisal system for both teaching and non-teaching staff.
- This system is essential for fostering professional growth, maintaining educational quality, and ensuring efficient operations across the institution.

1. Performance Appraisal for Teaching Staff

- The appraisal process for teaching staff at MCTE aligns with the guidelines of Arya Bhatta Knowledge University, Patna.
- The college employs a dual approach to performance evaluation, incorporating both self-appraisal and student feedback mechanisms.

Self-Appraisal System

- Self-appraisal is a cornerstone of MCTE's performance evaluation.
- Annually, each teaching staff member completes a self-appraisal form, which encourages them to reflect on their academic performance, identify strengths and weaknesses, and set goals for professional development.
- This self-assessment process motivates teachers to take ownership of their growth and aligns their efforts with the institution's educational goals.
- The self-appraisal form covers various aspects of teaching, including subject knowledge, pedagogical skills, research contributions, and involvement in extracurricular activities.
- This process helps teachers enhance their instructional practices, contributing to the institution's overall academic success.

b. Student Feedback

- MCTE has implemented an anonymous student feedback system to ensure a comprehensive evaluation of teaching performance.
- This system allows students to provide honest feedback on aspects such as clarity of instruction, classroom engagement, and responsiveness to student needs.
- The feedback is collected without any pressure, ensuring its authenticity.

- The feedback is carefully evaluated and shared with faculty members, enabling them to understand the impact of their teaching on student learning and make necessary adjustments.

- This feedback system is integral to maintaining high educational standards at MCTE.

c. Result Analysis and Principal's Review

- The principal at MCTE regularly holds meetings with faculty members to analyze student performance each semester.
- These meetings involve reviewing the academic outcomes of individual teachers, with reports forwarded to management for further evaluation.
- This process helps identify areas for improvement and ensures that teaching effectiveness is continually enhanced.

2. Performance Appraisal for Non-Teaching Staff

- The performance appraisal system at MCTE also extends to non-teaching staff, recognizing their vital role in the institution's operations.
- The college has established a robust mechanism to monitor and evaluate the efficiency of non-teaching staff.

1. **Supervision and Reporting**

- Non-teaching staff are supervised by an Office Assistant who oversees their daily activities.
- The Office Assistant monitors their performance, ensuring tasks are completed accurately and efficiently.
- Regular reports on their progress are submitted to the principal, who reviews them and takes necessary actions.

1. **Record Keeping**

- MCTE maintains detailed records of non-teaching staff performance in their personal files.
- These records include assessments of work efficiency, punctuality, and overall contributions, enabling informed decisions regarding promotions, rewards, or necessary interventions.

3. Institutional Impact

- The performance appraisal system at MCTE is designed not just for evaluation but also for fostering continuous improvement across the institution.
- By promoting self-reflection, accountability, and professional development, the system ensures that both teaching and non-teaching staff are aligned with the college's mission of providing high-quality education and services.

In nutshell, MCTE's performance appraisal system is a comprehensive tool that supports the institution's commitment to excellence. Through self-appraisal, student feedback, and regular supervision, the college creates an environment of continuous improvement, benefiting both the staff and the institution as a whole.

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

- Mundeshwari College for Teacher Education (MCTE), **a unit of Vikramshila Educational & Welfare Society located at Sarari-Usri road, Khagaul, Patna-801105,** and affiliated with Arya Bhatt Knowledge University, Patna, is committed to maintaining financial transparency and accountability through regular internal and external financial audits.
- These audits are essential in ensuring that the college's financial operations adhere to the highest standards of integrity and accuracy, in line with generally accepted auditing standards.

Internal Audit Process

- The internal audit process at MCTE is a systematic examination of the college's financial records and operations, conducted by an internal auditor appointed by the management of the institution.

The primary objectives of this audit are to:

- Verify the accuracy and completeness of financial records.
- Ensure that financial transactions are properly authorized and recorded.
- Identify any discrepancies or irregularities in the financial processes.
- Assess the efficiency and effectiveness of financial controls in place.

The internal audit covers all aspects of the college's financial activities, including but not limited to:

- **Receipts:** All forms of income generated by the institution, including fees from students, donations, contributions, interest earned, and returns on investments.
- **Payments:** All expenses incurred by the college, such as payments to staff, vendors, contractors, students, and other service providers.
- The internal auditor scrutinizes the allocation and utilization of funds across various categories, such as infrastructure development, acquisition of books and journals, utility expenses (e.g., electricity and water), and other operational costs.
- The audit typically takes two to three days, during which all financial documents are thoroughly reviewed.

External Audit by Chartered Accountant

- In addition to the internal audit, MCTE engages a Chartered Accountant to conduct an external audit of its financial statements annually.
- The Chartered Accountant's role is to provide an independent and objective assessment of the college's financial position, ensuring that the financial statements present a true and fair view of the institution's financial performance and condition.

The external audit involves a detailed examination of the following:

- **Income and Expenditure:** A comprehensive review of all income sources and expenditures, ensuring that they are accurately reported and properly categorized.
- **Asset and Liability Management:** Verification of the college's assets and liabilities to ensure they are correctly valued and recorded.
- **Compliance with Financial Regulations:** Ensuring that the college adheres to all relevant financial regulations and accounting standards.

- The Chartered Accountant also identifies any audit objections, which are promptly addressed by the institution's management.

- This proactive approach ensures that any potential issues are resolved in a timely manner, thereby maintaining the financial health and integrity of the college.

Certification of Annual Financial Statements

- Upon completion of the audit, the Chartered Accountant certifies the college's Annual Financial Statements, which are then submitted to the relevant authorities, including Aryabhatta Knowledge University. This certification serves as a formal validation of the college's financial practices,

reinforcing its commitment to transparency and accountability.

- Thus, the regular internal and external audits conducted by Mundeshwari College for Teacher Education demonstrate the institution's dedication to financial discipline and accountability.

By maintaining a robust audit system, the college ensures that its financial operations are transparent, well-regulated, and in compliance with established standards, thereby fostering trust among stakeholders, including students, staff, and regulatory bodies.

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: 0.4

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
1	1	0	0	0

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

6.4.3

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

Response:

- Mundeshwari College for Teacher Education (MCTE), under the aegis of Vikramshila Educational & Welfare Society, Sarari-Usri road, Khagaul, Patna-801105, and affiliated with Arya Bhatt Knowledge University, Patna, operates as a self-financed institution. With no governmental grants or aid.
- MCTE has developed effective strategies for mobilizing funds and ensuring the optimal utilization of resources, essential for the college's sustainability, growth, and adherence to University Grants Commission (UGC) guidelines.

Mobilization of Funds

- As a self-financed institution, MCTE's primary funding source is student fees, encompassing tuition, development, and various other student-related fees.
- Additionally, the college generates revenue from interest accrued on institutional savings and investments. These financial resources are planned meticulously to support the operational needs and developmental goals of the institution.

- The mobilization of funds is managed by the college's Accounts Office, which prepares an annual budget in collaboration with the management committee of Vikramshila Educational & Welfare Society.

- This budget is crafted with a deep understanding of the institution's financial requirements and strategic priorities, ensuring efficient allocation of funds across various domains.

- The budget undergoes a thorough review by the Principal, who forwards it to the College Management for final approval. This systematic approach ensures that fund mobilization aligns with MCTE's long-term vision and objectives.

Optimal Utilization of Resources

- MCTE prioritizes the optimal utilization of resources through careful financial planning and a commitment to student development and institutional growth.
- The budgeting process is structured to ensure that essential areas of expenditure are prioritized, and resources are used effectively and efficiently.

Key areas of resource utilization include:

- **Infrastructural Development:** MCTE allocates significant funds to maintain and enhance its infrastructure, including repairs, maintenance, internet, telephone expenses, electricity bills, and generator costs.
- These investments are crucial for creating an optimal learning environment for students.

- **Library and Academic Resources:** The college invests in enriching its library by purchasing new books and journals, ensuring access to the latest academic resources.

- This also includes funding for curricular and co-curricular activities that contribute to holistic student development.

- **Operational and Administrative Costs:** Funds are allocated for operational expenses, including salaries for faculty and staff, maintenance of computer and internet facilities, and other administrative costs.

- Additionally, resources are dedicated to extracurricular activities, faculty development programs, and various student support initiatives.

- **Development and Contingency Funds:** MCTE maintains specific funds for depreciation replacement, maintenance, and conveyance, ensuring readiness for unexpected expenses and continued investment in future growth.

- The Principal, in coordination with the College Management, oversees the expenditure to ensure that all financial transactions are in line with the approved budget.

- This monitoring process guarantees that resources are not only allocated wisely but also utilized effectively, contributing to the overall success of the institution.

Mundeshwari College for Teacher Education has established robust strategies for the mobilization of funds and the optimal utilization of resources, which are essential to its financial health and educational mission. Through meticulous budgeting, strategic planning, and effective resource management, MCTE thrives as a self-financed institution dedicated to the growth and development of its students and the college itself.

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:

- Mundeshwari College of Teacher Education (MCTE), located at Sarari-Usri road, Khagaul, Patna-801105, and affiliated with Aryabhatta Knowledge University, Patna, demonstrates a steadfast commitment to institutional quality assurance through its Internal Quality Assurance Cell (IQAC).
- The IQAC plays a crucial role in enhancing the quality of educational processes and institutional practices, ensuring continuous improvement and adherence to high standards.
- **IQAC Dynamic Portal with cloud server:** The IQAC Dynamic Portal, integrated with a cloud server, ensures real-time data management and seamless access to institutional performance metrics. This system enhances transparency and supports continuous quality improvement initiatives.

Function and Impact of the IQAC

- The IQAC at MCTE is dedicated to systematically reviewing and enhancing various facets of institutional quality. Its primary aim is to institutionalize quality assurance strategies across all levels of the college. The cell actively engages in several key activities to achieve this goal:

- **Continuous Quality Enhancement:** The IQAC continuously monitors and upgrades the quality of teaching and learning processes at MCTE. This involves regular evaluations and feedback mechanisms to ensure that educational practices meet the evolving standards of excellence.

- **Integration of Modern Technology:** Recognizing the importance of modern information and communication technology (ICT), the IQAC encourages faculty members to incorporate advanced tools into their teaching methods. This includes the use of smart classrooms, PowerPoint presentations, video streaming, and audio components, all aimed at enhancing the effectiveness of classroom instruction.

- **Academic Performance Evaluation:** The IQAC meticulously reviews the Academic Performance Indicators (API) of each faculty member. This evaluation helps in assessing faculty performance and identifying areas for improvement.
- The cell motivates faculty to engage in continuous professional development by attending Faculty Development Programs (FDP), Seminars, Workshops, Faculty Improvement Programs (FIP).

- **Induction Programs and Quality Improvement:** To ensure the continuous professional growth of its staff, the IQAC organizes various induction programs. These include:

- **Teacher Induction Program:** Focused on improving the quality of teaching staff by providing them with the necessary skills and knowledge to enhance their teaching effectiveness.

- **Student Induction Program:** Aimed at upgrading learner quality through orientation sessions and lecture series designed to prepare students for academic success.
- **Staff Induction Program:** Dedicated to enhancing administrative facilities and processes, ensuring that the support staff is well-versed in institutional protocols and procedures.

- Additionally, faculty members are provided with computers to support their academic endeavors and research activities.

- **Preparatory Days and Wellbeing Facilities:** To facilitate content knowledge enhancement, MCTE allocates preparatory days for faculty members.

- These days are designated for faculty to update their knowledge and prepare effectively for their

teaching responsibilities.

- Moreover, the college has established a gymnasium and a recreation room to promote the physical and mental well-being of staff members, ensuring a balanced and healthy work environment.

- **Institutional Culture and Ethos:** The IQAC also plays a role in orienting faculty members with the ethos and culture of MCTE, fostering a sense of belonging and commitment to the institution's values and mission.

The Internal Quality Assurance Cell at Mundeshwari College of Teacher Education significantly contributes to institutionalizing quality assurance strategies. This commitment to quality enhances the overall learning environment and supports.

6.5.2

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

Response:

- Mundeshwari College for Teacher Education (MCTE), located at Sarari-Usri road, Khagaul, Patna-801105, and affiliated with Aryabhatta Knowledge University, Patna, is dedicated to maintaining excellence in its teaching-learning processes.
- The college, guided by its Internal Quality Assurance Cell (IQAC), regularly reviews and enhances its educational practices to align with contemporary standards and address the evolving needs of students.

Infrastructure and Technological Upgradation

- MCTE continually upgrades its infrastructure and technology to enhance the teaching-learning experience.
- The college has implemented campus-wide Wi-Fi, enabling seamless access to online resources for both students and faculty.
- Additionally, the institution has renovated and equipped its laboratories with modern instruments, ensuring that students have access to the latest tools and technologies.

- An ICT lab has been established to introduce students to e-resources, while specialized laboratories, including those for Language, Geography, Physical Science, Chemistry, Psychology, and Mathematics, cater to diverse academic needs.

- The college also provides dedicated rooms for Fine Arts, Work Education, Music, a Gymnasium,

and a Yoga Centre.

- The library, equipped with INFLIBNET N-LIST journals, further supports academic activities.

Smart Classrooms and ICT Integration

- To modernize teaching methods, MCTE has set up interactive flat panel Smart Classrooms, encouraging faculty to use ICT tools such as LCD projectors and PowerPoint presentations.
- This technological integration not only enhances the learning experience but also ensures that students are proficient in digital tools, essential for today's educational and professional environments.

Student Support and Remedial Measures

- MCTE is committed to supporting all students, particularly those facing academic challenges.
- Under IQAC's guidance, the institution has implemented remedial measures for slow learners, offering special mentoring and guidance sessions.
- These sessions provide personalized support, helping students overcome difficulties and achieve their academic goals.

- The college also promotes a reading culture among students.

- A curated list of books, beyond academic texts, is provided to trainee teachers, with regular Book Reading and Discussion sessions to enhance understanding of human psychology and life skills, crucial for future educators.

Guidance and Counselling

- MCTE's Guidance and Counselling Cell, under IQAC's direction, assists students with personal, professional, and vocational challenges.
- The Placement Cell collaborates with students to identify strengths and weaknesses, guiding them toward suitable career opportunities and helping them prepare for their future roles.

Feedback Mechanism

- A robust feedback mechanism is central to the IQAC's efforts to improve the teaching-learning process at MCTE.
- Student feedback is collected through pre-designed proformas and analyzed by the IQAC.
- The institution also values alumni input, with active participation in the college's academic development.
- Feedback from students and alumni is used to implement changes that enhance the educational experience.
- Teachers contribute to institutional appraisals, offering insights into the effectiveness of the teaching-learning process.
- These efforts ensure MCTE's commitment to continuous improvement and excellence in education.

- Through the efforts of the Internal Quality Assurance Cell, Mundeshwari College for Teacher Education has established a rigorous process for reviewing and enhancing its teaching-learning practices.
- By leveraging technology, supporting students, and maintaining a strong feedback loop, the college ensures that its educational strategies remain dynamic, responsive, and focused on achieving the highest standards of academic excellence.

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: 3.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	4	2	3	2

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

6.5.4

Institution engages in several quality initiatives such as

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

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

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: A. Any 4 or more of the above

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

6.5.5

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

Response:

- Mundeshwari College for Teacher Education (MCTE), situated at Sarari-Usri road, Khagaul, Patna-801105, and affiliated with Aryabhatta Knowledge University, Patna, is dedicated to fostering continuous improvement in its academic and administrative processes.
- The Internal Quality Assurance Cell (IQAC) is central to this effort, consistently monitoring, reviewing, and enhancing the institution's practices to maintain high standards.

Vision and Mission Alignment

- MCTE's journey toward excellence begins with the formulation and regular revision of its vision and mission.
- These guiding principles ensure that the college's activities meet the evolving demands of education.
- The IQAC ensures that the institution's objectives remain aligned with its mission, promoting a culture of continuous growth.

Digital Transformation and Infrastructure Enhancement

- In response to the digital age, MCTE has undertaken several technological advancements to enhance its operations.
- The college has developed and maintains a comprehensive website that serves as a vital communication tool for students and staff.
- The introduction of online fee payment systems has streamlined administrative processes, making them more efficient and accessible.

- The college has also invested in campus-wide Wi-Fi, enabling easy access to digital resources.

- The establishment of Smart Classrooms and an ICT lab underscores MCTE's commitment to integrating technology into the teaching-learning process, enriching the educational experience, and preparing students for the digital future.

Academic Resource Upgradation

- To support student learning, MCTE has made significant upgrades to its academic resources.
- The subscription to INFLIBNET N-LIST journals provides access to a vast repository of academic literature and research.
- Additionally, the renovation of specialized laboratories, such as the Language Lab and Psychology Lab, ensures students have access to modern, well-equipped facilities for practical learning.

Regular IQAC Meetings and Quality Assurance Initiatives

- The IQAC at MCTE conducts regular meetings to review the institution's quality assurance initiatives.
- These meetings are essential for identifying areas for improvement and implementing strategies to address them.
- As a result of these efforts, MCTE organizes seminars, workshops, and conferences, fostering professional development and continuous learning among faculty and students.

Student Support and Welfare

- MCTE is committed to creating a supportive environment for its students.
- The institution has established several support cells, including the Student Grievance Redressal Cell, Student Welfare Cell, and Anti-Ragging Cell.
- These units play a crucial role in addressing student concerns and ensuring their well-being.
- The college prospectus, which is regularly updated, provides comprehensive information on the curriculum and support services available to students.

Value-Added Courses and Mentorship

- MCTE offers value-added courses that complement the core curriculum.
- These courses are designed to provide students with additional skills and knowledge, enhancing their employability and personal growth.
- The institution also implements a mentorship program, where each student is assigned a mentor who offers personalized guidance and support throughout their academic journey.

Feedback and Alumni Engagement

- Feedback is integral to MCTE's quality assurance process.
- The institution regularly gathers feedback from students, faculty, and alumni to identify strengths and areas for improvement.
- The IQAC analyzes this feedback to inform strategic decisions and implement changes that lead to incremental improvements.
- Alumni feedback, in particular, provides valuable insights that help shape the college's future direction.

By aligning its vision and mission with strategic actions, embracing digital innovation, and prioritizing student welfare and feedback, MCTE continues to enhance its educational offerings and governance, ensuring a dynamic and responsive learning environment.

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:

- Mundeshwari College for Teacher Education (MCTE), affiliated with Aryabhatta Knowledge University, Patna, and located at Sarari-Usri road, Khagaul, Patna-801105, under the aegis of Vikramshila Educational & Welfare Society, is dedicated to sustainable energy practices.

- The institution has developed a comprehensive energy policy that prioritizes conservation and the use of alternative energy sources, reflecting its commitment to environmental responsibility.

Energy Conservation Strategies

- At MCTE, energy conservation is a core value integrated into the institution's daily operations and conduct ENERGY AUDIT regularly.
- The college adopts various Energy Conservation Measures (ECMs) designed to minimize energy consumption while maintaining service quality.
- This approach aligns with the concept of eco-sufficiency, which seeks to balance energy needs with environmental sustainability.

- To effectively reduce energy usage, MCTE has implemented several practical measures.

- The college prioritizes energy efficiency and encourages responsible energy use among all members of its community.

- These initiatives contribute to lowering energy consumption, enhancing environmental quality, and achieving financial savings.

Adoption of Solar Energy

- One of the most impactful steps taken by MCTE is the installation of solar panels on campus.
- These panels harness renewable energy, significantly reducing the institution's dependence on conventional electricity sources.
- The college is committed to expanding its solar energy infrastructure, aiming to increase the number of solar panels to further minimize its carbon footprint and electricity costs.

Transition to LED Lighting and Efficient Appliances

- MCTE has adopted a policy of replacing all damaged or outdated lighting fixtures with energy-efficient LED lights.
- This transition to LED lighting is a critical aspect of the college's energy conservation strategy,

as LEDs consume less power and have a longer lifespan than traditional bulbs.

- Additionally, MCTE ensures that all classrooms and offices are well-ventilated, which reduces the need for artificial lighting during daylight hours.

- The college has also installed 3-star energy-efficient air conditioners to further reduce energy consumption.

- In the ICT labs, LED monitors are used, contributing to lower energy usage.

Behavioral Practices and Awareness Campaigns

- MCTE places a strong emphasis on promoting energy-saving behaviors among its staff and students.
- All faculty members, non-teaching staff, and students are regularly reminded to switch off lights and electrical devices when not in use.
- Support staff, including peons, are tasked with checking switches and electrical appliances to prevent unnecessary energy consumption.
- The college also organizes various awareness activities to educate the community about the importance of energy conservation.
- These include poster-making competitions and rallies, which engage students and staff in discussions on how they can contribute to energy-saving efforts.

Environmental and Financial Impact

- The energy conservation initiatives at MCTE have a dual impact.
- they reduce the college's environmental footprint and result in significant cost savings.
- By lowering electricity consumption through the use of solar energy, LED lighting, and energy-efficient appliances, the college can allocate more resources towards academic and infrastructural development, thereby enhancing the overall quality of education offered.

Thus, Mundeshwari College for Teacher Education's energy policy is a comprehensive and forward-looking strategy that combines technological advancements with a strong emphasis on community participation. By focusing on energy conservation and the use of alternative energy sources, MCTE is setting a benchmark for sustainable practices in higher education. These efforts ensure that the institution not only meets its energy needs efficiently but also contributes to broader environmental sustainability goals.

7.1.2

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

Response:

Mundeshwari College for Teacher Education (MCTE), affiliated to Aryabhatta Knowledge University, Patna, and located at Sarari-Usri road, Khagaul, Patna-801105, **under the aegis of Vikramshila Educational & Welfare Society,** is dedicated to maintaining a clean and sustainable environment. The college has developed a comprehensive waste management policy that ensures responsible waste disposal and recycling, contributing to the holistic development of students while promoting environmental consciousness.

Waste Management Strategy

- MCTE's waste management policy focuses on minimizing waste generation, encouraging recycling, and ensuring safe disposal.
- The institution's approach is rooted in the principles of waste avoidance, waste minimization, and effective recycling practices, aligning with the college's mission to foster intellectual, moral, aesthetic, and physical growth among its students.

Waste Minimization and Avoidance

- The core of MCTE's waste management policy is waste minimization.
- The college emphasizes reducing waste at the source and encourages all employees and students to proactively avoid generating waste.
- This includes mindful use of resources, such as paper and materials, and finding ways to reuse or repurpose items.
- Employees must report changes or additions in hazardous waste generation and document steps to reduce waste per unit of production, ensuring waste is managed responsibly and kept to a minimum.

Recycling Initiatives

- MCTE has implemented recycling initiatives to reduce landfill waste.
- Paper waste is collected and recycled through various methods, promoting the reuse of materials and reducing the need for new resources.
- The institution also promotes the recycling of electronic waste (e-waste). Outdated computers and other electronic devices are exchanged or repurposed, minimizing the environmental impact of e-waste.
- **Rooftop Rainwater Harvesting:** The rooftop rainwater harvesting system efficiently captures and stores rainwater, contributing to water conservation and sustainable resource management within the campus.
- **Vermi Compost Pit with PVC Shade:** The vermi compost pit, sheltered with a PVC shade, facilitates eco-friendly waste management, converting organic waste into nutrient-rich compost while protecting the process from weather elements.

Organic Waste Management

- MCTE has taken significant steps to manage organic waste.
- The college prohibits burning leaves, vegetable waste, and general waste to maintain carbon neutrality.
- Instead, organic waste is collected for composting, and vermicomposting systems have been implemented to convert waste into nutrient-rich compost used in the college gardens and lawns.

- Additionally, the college has a sprinkler irrigation system for lawns and uses push taps throughout the institution to conserve water.
- Wastewater from air conditioners is collected and used to water plants, demonstrating the college's commitment to sustainability.

Hazardous Waste Management and Water Conservation

- MCTE ensures hazardous waste is managed to minimize environmental impact.
- The college conducts periodic checks for leaks and ensures leftover oil from generators is given to the service provider for reuse, preventing soil and water contamination.

- To promote water conservation, the college has installed signage across the campus to raise awareness about saving water.

- These efforts are part of a broader initiative to reduce the college's environmental footprint and promote sustainable practices.

Mundeshwari College for Teacher Education's waste management policy is a comprehensive approach to environmental sustainability. By focusing on waste minimization, recycling, and responsible management of hazardous and organic waste, the college ensures its operations align with environmental best practices.

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: B. Any 3 of the above

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting

2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Response: A. All of the above

7.1.5

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

Response:

- Mundeshwari College for Teacher Education (MCTE**), a unit of Vikramshila Educational & Welfare Society** in Khagaul, Patna, affiliated with Aryabhatta Knowledge University, Patna, is deeply committed to maintaining a clean, green, and healthy campus environment.
- The college has implemented a range of initiatives designed to ensure that cleanliness, sanitation, green cover, and a pollution-free environment are sustained and continually improved.

Cleanliness and Sanitation

- At MCTE, maintaining high standards of cleanliness and sanitation is a top priority. The campus is cleaned meticulously multiple times a day by a dedicated housekeeping team.
- This routine ensures that all areas, including classrooms, corridors, and common spaces, are kept spotless, contributing to a healthier and more inviting environment.
- The importance of hygiene and cleanliness is further reinforced through strategically placed banners and posters that serve as constant reminders for students and staff alike.

Green Cover and Biodiversity

- The college places significant emphasis on enhancing its green cover and preserving biodiversity.
- The campus boasts lush lawns and a rich variety of flora, including medicinal herbs and air-purifying plants, which are meticulously cared for by a team of gardeners and the members of the Gardening Club.
- Regular plantation drives are organized, during which students are encouraged not only to plant saplings but also to take responsibility for nurturing them. This initiative helps inculcate a sense of environmental stewardship among the students.
- Construction projects on campus are planned with careful consideration to avoid the unnecessary felling of trees.

Pollution Control and Sustainable Practices

- MCTE is proactive in reducing its carbon footprint and promoting sustainable practices.
- The institution encourages students and staff to use public transportation, bicycles, or walking as their primary means of commuting to campus, thereby reducing vehicular emissions.
- To further support its sustainability goals, the college has banned the use of plastic bags and disposable plastic utensils within the campus, promoting the use of eco-friendly alternatives instead.

- In line with its commitment to creating a healthy environment, smoking is strictly prohibited on campus, with violations treated as serious offenses
- The college also maximizes the use of natural light, with buildings designed to allow ample sunlight into classrooms and offices, reducing the need for artificial lighting during the day.
- In addition, MCTE is progressively replacing traditional lighting with energy-efficient LED systems across the campus.

Environmental Awareness and Initiatives

- MCTE fosters environmental awareness through the activities of the Eco Club, Cleanliness Committee, and NSS unit, which regularly organize awareness programs, workshops, and rallies focused on environmental sustainability.
- Signboards throughout the campus prominently display messages advocating for environmental protection, helping to engrain green practices in the daily routines of students and staff.
- The college also adopts digital communication methods, such as WhatsApp groups and emails, to reduce paper usage.
- Staff members are encouraged to minimize printing and, when necessary, to use both sides of the paper.
- As a symbol of its commitment to environmental sustainability, MCTE presents saplings to guests instead of traditional bouquets.
- Mundeshwari College for Teacher Education remains steadfast in its dedication to maintaining a clean, green, and pollution-free campus environment.
- Through its comprehensive approach to cleanliness, sanitation, and sustainability, the college not only fosters a healthy learning environment but also actively contributes to environmental conservation.

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: A. All of the above

7.1.7

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

Response: 4.61

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
1.04	3.06	0.92	0.23	0

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

7.1.8

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

Response:

- Mundeshwari College for Teacher Education (MCTE), **a unit of Vikramshila Educational & Welfare Society in Khagaul, Patna**, and affiliated with Aryabhatta Knowledge University, Patna, is dedicated to integrating local environment, knowledge, and community resources into its teaching-learning processes.
- The college fosters a holistic educational experience that bridges traditional values with modern pedagogical practices, preparing students to become responsible global citizens with a deep appreciation for their cultural heritage.

Integrating Local Knowledge and Resources

- MCTE leverages its geographical location and community resources to enrich its students' educational experience.
- The college actively involves the local community in academic and extracurricular activities, ensuring students gain practical knowledge and understanding of local traditions, practices, and challenges.
- During National Service Scheme (NSS) camps, students engage in activities in nearby villages, learning valuable lessons in cooperation, sharing, and community living.
- These interactions help students appreciate the traditional lifestyles, ethics, and morals of rural communities, often overlooked in urban settings.

- The NSS camps provide a platform for students to connect with their roots and develop a sense of social responsibility.

Practical Exposure through Pre-Internship Programs

- MCTE's pre-internship programs for B.Ed. students offer hands-on experience in local schools.
- Students are exposed to different school types, cultures, and teaching methods. They observe teachers and interact with students, gaining insights into diverse educational practices within the community.
- This exposure helps future teachers develop a well-rounded understanding of the challenges and opportunities in education, particularly in rural and semi-urban areas.

Promoting Local Heritage and Cultural Practices

- The college promotes local heritage and cultural practices through traditional crafts such as **Tokri making, clay toy crafting (Mitti Ke Khiloune), and various forms of embroidery, including Bagh, Phulkari, and Dasuti (cross-stitch).**
- Villagers with expertise in these crafts are invited to teach students, ensuring these traditional skills are passed on to the younger generation. This initiative preserves local heritage and instills pride in students for their cultural roots.

Collaborations with Local Institutions and Professionals

- MCTE collaborates with neighboring institutions and professionals to enhance students' educational experience.
- Faculty members from nearby colleges and universities are often invited as resource persons and judges for academic and cultural events.
- The college uses nearby schools for teaching practice and skill development competitions, providing students with real-world teaching experiences.
- Additionally, visits to specialized institutions, such as schools for the deaf, dumb, and mentally challenged, are organized to develop empathy and understanding among students.

Community Engagement and Support

- MCTE maintains strong ties with the local community, including law enforcement and political representatives.
- Local police assist in organizing processions and ensuring student safety during camps and events.
- Political representatives often participate in major college events, reinforcing the college's connection with the broader community.

- The college also draws upon its alumni network, many of whom are employed in local schools and colleges, to support the academic and co-curricular growth of current students.
- These alumni serve as mentors, guiding students through their educational journeys.

Art and Aesthetic Workshops

- To further enrich the educational experience, MCTE organizes Art and Aesthetic Workshops, inviting local artists to share their knowledge and skills.
- These workshops provide students the opportunity to explore various art forms, enhancing their creativity and appreciation for local culture.

7.1.9

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

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

Response: A. All of the above

7.2 Best Practices

7.2.1

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

Response:

Best Practice I: Environment-Friendly Campus Initiatives

Context:

Mundeshwari College for Teacher Education (MCTE), under Vikramshila Educational & Welfare Society in Khagaul, Patna, affiliated with Arya Bhatt Knowledge University, is committed to creating an environmentally friendly campus. This initiative aligns with national sustainability goals, aiming to enhance the quality of life for all stakeholders by fostering a sustainable environment within the campus and the broader community.

Objectives:

The primary objectives are to:

- Raise environmental awareness among students, staff, and the community.
- Foster campus sustainability and improve the quality of life.
- Conserve water through rainwater harvesting.
- Enhance biodiversity by planting rare and medicinal/herbal plants.
- Support the "Swachh Bharat Abhiyan" for a cleaner India.
- Organize educational activities focused on environmental topics.

Strategies Implemented:

To achieve these objectives, MCTE has:

- **Integrated Environmental Education:** Environmental studies are part of the curriculum, fostering student responsibility towards conservation.
- **Awareness Campaigns:** Regular workshops, seminars, and lectures by experts create a culture of environmental consciousness.
- **Rainwater Harvesting:** Systems installed across campus conserve water and recharge groundwater.
- **Green Zones and Medicinal Gardens:** These enhance biodiversity and serve as educational tools for botany and environmental science students.
- **Swachh Bharat Abhiyan Participation:** Regular cleanliness drives promote civic responsibility and hygiene.
- **Eco-Friendly Practices:** Waste segregation, recycling, and energy conservation are encouraged through awareness and incentives.
- **Community Collaboration:** Partnerships with local authorities and organizations extend environmental efforts beyond the campus.

Outcomes and Impact:

The initiatives have increased environmental awareness, reduced water consumption, enhanced biodiversity, and created a cleaner campus. MCTE's eco-friendly practices have earned recognition, reinforcing its commitment to sustainability.

Best Practice II: Empowering Women through Quality Education

Context:

MCTE is deeply committed to empowering women, particularly from economically challenged backgrounds and first-generation learners. The college focuses on inclusivity and gender equity, contributing to broader societal goals of women's empowerment and gender equality.

Objectives:

The initiative aims to:

- Help students appreciate the role of women in society and the workforce.
- Support economically challenged and first-generation learners in achieving academic success.
- Address academic and psychological challenges through counseling.
- Create a supportive learning environment with a focus on women.
- Provide moral support to students from repressed environments.

Strategies Implemented:

To meet these goals, MCTE offers:

- **Scholarships and Financial Assistance:** Ensuring equal access to education by reducing financial barriers.
- **Counseling Services:** Providing tailored academic, personal, and psychological support.
- **Workshops on Women's Rights:** Regular events educate and inspire students to advocate for gender equity.
- **Supportive Campus Environment:** Women-centric clubs and forums foster leadership and self-**confidence.**
- **Collaboration with External Organizations**: Partnerships offer internships, skill development, and career guidance, promoting gender equality.

Outcomes and Impact:

The initiative has increased female enrollment and retention, improved academic performance, and fostered gender equity awareness. MCTE is recognized as a women-friendly institution, contributing to broader societal goals of women's empowerment.

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Area of Distinctiveness: Cultivating the Right Attitude, Values, and Ideals

- Mundeshwari College for Teacher Education (MCTE), a unit of Vikramshila Educational & Welfare Society located in Khagaul, Patna, and affiliated with Aryabhatta Knowledge University, Patna, is driven by a distinct vision of **"Developing the right attitude, values, and ideals"** in its students.
- As a teacher education institution, MCTE is committed to nurturing future educators who exhibit a harmonious personality, combining academic excellence with strong ethical principles. The college's holistic approach integrates rigorous academics with co-curricular activities, community service, and spiritual development.

Holistic Development through Academic Excellence and Beyond

- MCTE fosters an environment where students excel not only in academics but also in sports, cultural activities, and community engagement.
- The college adopts various practices to shape the right attitude, values, and ideals among its students.

ICT-Enabled Teaching and Digital Literacy

- To meet the demands of the digital age, MCTE incorporates Information and Communication Technology (ICT) into its teaching methods.
- With four ICT-enabled classrooms, students engage in interactive learning thus enhancing their digital literacy.
- This approach equips students with essential technological skills while fostering adaptability to the ever-evolving digital landscape.

Exposure to Eminent Scholars and Experiential Learning

- MCTE broadens students' intellectual horizons through interactions with eminent scholars and experts, exposing them to the latest streams of thought in their fields.
- The college also organizes educational trips as tools for experiential learning. A recent trip to Museums & Planetorium, for example, aimed to instill moral values derived from cultural heritage while promoting scientific inquiry through hands-on experiences.

Access to a Well-Stocked Library and Academic Resources

- Supporting academic excellence, MCTE provides access to a well-stocked library with internet facilities.
- As a member of BELNET & INFLIBNET, the library offers a vast catalog of books, theses, dissertations, and e-books.

Recognition of Meritorious Students and Extracurricular Achievements

- MCTE recognizes and rewards student achievements.
- Over the past five years, several students have secured top positions at the university level.
- The college also hosts an annual athletic meet, encouraging participation in various track and field events, which promotes physical fitness and sportsmanship.

Cultural Activities and Community Engagement

- MCTE provides students with opportunities to showcase their talents through club activities, talent hunts, youth festivals, and inter-college competitions.
- MCTE students have won numerous awards in sports, cultural programs, and youth festivals, including at the Inter College Youth

Social Responsibility and Ethical Development

- MCTE instills social responsibility in its students through initiatives like the National Service Scheme (NSS), outreach programs, donation drives, and awareness rallies.
- The college also organizes visits to schools for the deaf and dumb, fostering empathy and sensitivity toward marginalized communities.

Spiritual Growth and Ethical Inspiration

- MCTE promotes spiritual growth and ethical living through daily morning assemblies, "Thought of the Day" displays, and yoga camps.
- Inspirational sayings throughout the college serve as constant reminders for students to adopt an ethical and meaningful lifestyle, contributing to a reflective atmosphere that encourages a strong moral foundation.

Thus, MCTE's commitment to developing the right attitude, values, and ideals ensures that its graduates are well-rounded individuals who are academically proficient, socially responsible, and ethically grounded, ready to contribute positively to society.

5. CONCLUSION

Additional Information :

- As MCTE moves forward, it envisions becoming a national leader in teacher education, recognized for its academic excellence, innovative programs, and commitment to social responsibility.
- The college aims to expand its academic offerings, introduce new programs that address the emerging needs of the education sector, and strengthen its research and community engagement initiatives.
- MCTE is also committed to enhancing its infrastructure, adopting new technologies, and fostering a culture of continuous improvement.
- By staying true to its founding vision and mission, MCTE is poised to make a lasting impact on the field of education and contribute to the development of a more equitable and just society

Concluding Remarks :

- Mundeshwari College for Teacher Education (MCTE) is a dynamic institution committed to the pursuit of academic excellence, social responsibility, and the holistic development of its students.
- With a clear vision and mission, a strong academic program, and a dedication to community engagement, MCTE continues to play a crucial role in shaping the future of education in Bihar and beyond.
- As the college looks to the future, it remains focused on overcoming its challenges and seizing new opportunities to further its mission of providing high-quality teacher education and contributing to the broader goal of national development.