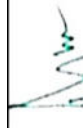


5.1.1 A range of capability building and skill enhancement initiatives are undertaken by the institution such as

| Capability building and skill enhancement initiatives | Nature of activities | Duration with dates | Number of students participated | Contact details of the teachers / agencies involved |
|--|--|---------------------|---------------------------------|---|
| 1. Career and Personal Counselling | Workshop | Jan to Dec. | 50 | Ramu Prasad Hriday Ram |
| 2. Skill enhancement in academic, technical and organizational aspects | Professional Development, Communication Skill, Leadership and Management, Universal Value, Women Empowerment | Jan to Dec. | 50 | Ramu Prasad Hriday Ram |
| 3. Communicating with persons of different disabilities: Braille, Sign language and Speech training | 0 | 0 | 0 | |
| 4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two | NEP 2020, Leadership and Management, Disaster Management | Jan to Dec. | 50 | Ramu Prasad Hriday Ram |
| 5. E-content development | | Jan to Dec. | 50 | Ramu Prasad Hriday Ram |
| 6. Online assessment of learning | Feedback on college website | July | 60 | Nishant Kumar, 9015261734 |
| | | | | |



Principal
Mata Manjharo Ajab Dayal Singh
Teachers Training College
Dulour, Jagdishpur (Bhojpur)



**MATA MANJHARO AJAB DAYAL SINGH
TEACHER'S TRAINING COLLEGE**
DULOUR, BARRADPARAWA, JAGDISHPUR, BHOJPUR (BIHAR) – 802158

ACTIVITY

<http://www.mmadayalsinghttcollege.org>

REPORT ON
One Day Seminar
on
"Swayam Portal"

Date : 2/12/2022

Name of Guest Lecture : Prof. Ram Prakash Gupta

A Summary of Event

He had presented Powerpoint Presentation on Swayam Portal. The B.Ed./Med. Students registered on Swayam Portal and started the course at their choices. All the students came to know regarding ICT learning and then use in day to day life.

He had delivered/covered the following aspects-

- What is Swayam Portal.
- Use of ICT in Teaching learning process
- Syllabus/Course available
- Regarding Certificate course
- Benefits of Online courses.



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REPORT ON

One Day workshop on Literacy on Yoga and Meditation

Date : 14.02.2023

Name of Guest lecturer:- Ramu Prasad

Summary of Events:

He has delivered a lecture on "Yoga and Meditation". This course aims to familiarize with yoga practice on a powerful tool for handling, stress, improving teaching skills.

He has covered the following aspects.

- What are the learning outcomes of yoga.
- How do you incorporate yoga and meditation.
- Can yoga teachers teach meditation.
- How do I become a successful meditation teacher.

While most yoga teachers have experience leading brief meditations at the beginning of class during Shavasana pose. Very few have specific knowledge. During the entire course students teachers and teacher educator participated with enthusiasm.



REPORT ON
One Day Workshop
on
"B.Ed. Lesson Plan"

Date : 4/7/2023

Name of Guest Lecture : Prof. Indu Singh
.....

A Summary of Event

She had delivered a lecture which had motivated the children and encouraged the To write good lesson plan and get self-confidence of our B.Ed./M.Ed. Students.

All the students educated to write step wise – Lesson Plan, Preparation, Presentation, Association and generalization.

She had covered the following aspects-

- Quality of good lesson plan.
- B.Ed. Curriculum
- Knowledge
- Understanding





MATA MANJHARO AJAB DAYAL SINGH TEACHER'S TRAINING COLLEGE

Approved By Ncte & Affiliated To V.K.S. University, Ara & Bseb, Patna
Dulour, Barradparawa, Jagdishpur, Bhojpur (Bihar) – 802158

REPORT ON Out Reach Activity Institutional initiative for electoral Literacy

Date : ...05/02/2023.....

Student of MMADSTT College has visited the village Ibrahimpur, Chaturbhuji Para, Billaete, Badhuwan, Bihiya, Piro, Ekil in order to sensitize the village regarding value of vote.

A part from the above the village were aware of responsibility within the society the community skill and developed soft skills, leadership skills and team building skills in several and team building skills in several form such as-

- School Presentation
- Public Talk
- Career Fair
- Visiting School giving talk in assembly
- Discussion with students

They have also participated in village area National/ International level sponsored activities like Anganwari Kendra, Swayam Prabha channel, Jivika Didi, Asha and other activities. The SDO along with Sri Rajesh Kumar also visited the village and appreciate the efforts/services render by the college students.



REPORT ON

AIDS Awareness Programme

Date : 01/12/2022

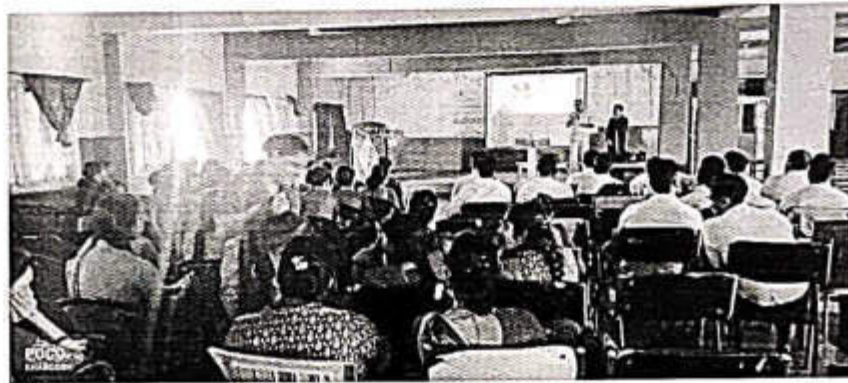
MMADSTT College organized an AIDS awareness program under guidance of Dr. Umesh Kumar Singh, Principal on 1st Dec. 2022 to commemorate the World AIDS Day. The year of theme for world AIDS Day is equalize.

The "Equalize" slogan is called to action needed to address inequalities which are holding back the progress in ending AIDS and equalize access to essential HIV services particularly for children and thy population The rally and Nukkad Natak.

The event was graced by the presence of honorable dignitaries Dr. Umesh Kumar Singh, Hon. Chairman Dr. Madheshwar Singh.

The event was started with motivational words of wisdom and Ribbon cutting ceremony by Honorable Chairman followed by Nukkad Natak.

Almost 371 participants were present in the event including B.Ed. & M.Ed. Teachers and students concluded the vote of thanks by respected Principal Sir.



REPORT ON

Two Days Mega Workshop Ceremony on "Swayam Prabha, e-learning, implementation of ICT Skills"

Date : ...04/11/2023.....

No. of Participants : 371

Name of Guest Lecture : **Sandeep Kumar**
ICT Director, Eklavya
Darbhanga

A Summary of Event

He had delivered a lecture which had imparted the knowledge and use of "Swayam Prabha, e-learning and implementation of ICT skills.

He had covered the following aspects-

- What is Swayam Prabha scheme
- Introduction of Swayam Prabha
- Registration on Swayam Prabha
- Courses available on Swayam Prabha DTH Channels



REPORT ON

Implementation of ICT Skills

Date : ...03/11/2023.....

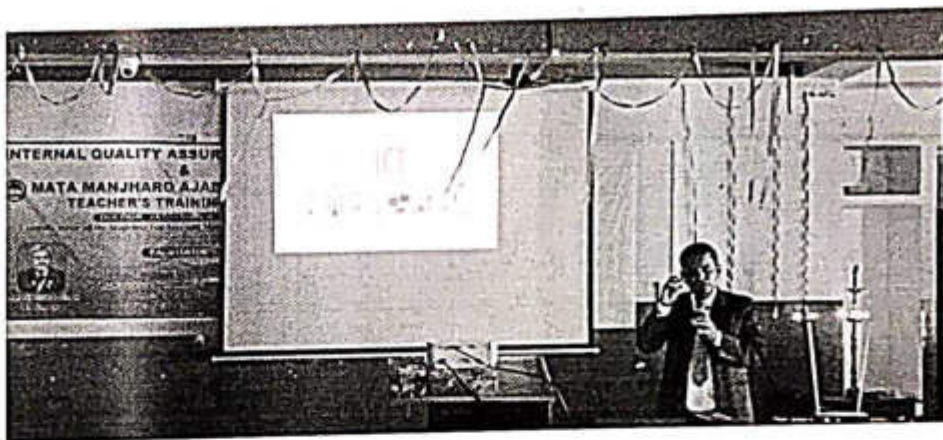
Name of Guest Lecture : **Sri Sandep Kumar**
 ICT Director, Eklavya, Darbhanga, Bihar

Summary of Event

- He had delivered a Powerpoint Presentation on Implementation of ICT skills in Teaching and Learning Process. The programme motivated the students.

He has covered the following aspects-

- Implementation of ICT
- Components of ICT
 - Computer Hardware
 - Tele Communication
 - Computer Software
 - Human Resources and procedure
 - Data base and Data ware House
- Importance of ICT on different level.





MATA MANJHARO AJAB DAYAL SINGH TEACHER'S TRAINING COLLEGE

Approved By Ncte & Affiliated To V.K.S. University, Ara & Bseb, Patna
Dulour, Barradparawa, Jagdishpur, Bhojpur (Bihar) – 802158

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REPORT ON IQAC, MMADSTT College organizes Five-Days Faculty Development Program

Date : ...05/10/2023.....

Emphasizing on Research Methodology in collaboration with Lions International at the college premises on 5th to 9th October 2023.

Resource Person : **Dr. Madheshwar Singh**
Dr. Umesh Kumar Singh

A Summary of Event

- They had delivered a delivered a lecture which had facilitated the motivation of our B.Ed. and M.Ed. students.

All the students inspired and motivated at the end of speech/lecture/Program

He has covered the following aspects-

- The impact of school social and emotional
- Learning on student well being
- The parental environment on students behavior
- The impact of teacher training on students learning
- The impact of classroom design on student learning



REPORT ON
Guest Lecture
on
Swayam Portal and Registration there on.

Date : ...23/07/2023.....

Name of Guest Lecture : **Sri Sandep Kumar**
ICT Director, Eklavya, Darbhanga, Bihar

Summary of Event

- He had delivered a delivered a PowerPoint presentation on Swayam Portal. The students participated with enthusiasm and registration on portal near about completion.

He has covered the following aspects-

- What is Swayam
- Different courses and lectures on Swayam
- Registration on Swayam
- Selection of Course (Online)
- Joining of Course as per their choice



REPORT ON
**Workshop on
Academic Bank of Credit**

Date : ...03/11/2023.....

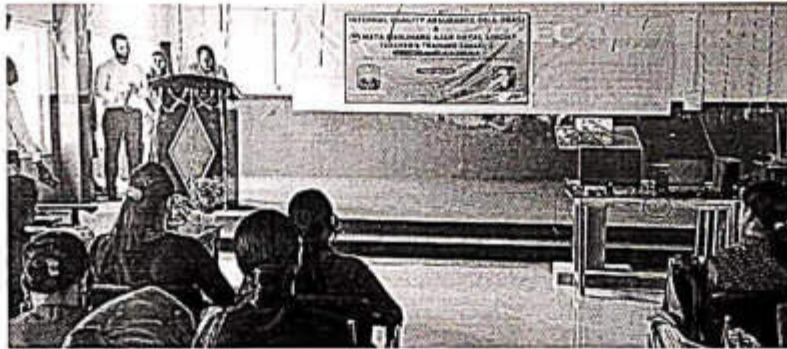
Name of Instructor : **Sri Sandep Kumar**
ICT Director, Eklavya, Darbhanga, Bihar

Summary of Event

- He had delivered a lecture which had facilitated the knowledge and use of Academic Bank of Credit (ABC).

He has covered the following aspects-

- What is Academic Bank of Credit
- Function of Academic Bank
- Creation of Account on ABC portal



A BRIEF REPORT ON
Orientation Programme
 for 1st year B.Ed. /M.Ed. students

Held during 10th and 12th august 2022

The orientation/ inauguration of the academic year 2022-2023 for the newly admitted B.Ed. students organized by MMADSTT college on 10th August 2021 at the Multipurpose Hall in the college.

Students were welcomed by the welcome dance with a vision OF "Excellence and Service". The function was officially inaugurated by lighting the lamp by the dignitaries and thus by sharing the mission and core value of the college. The programme then progressed through the prayers, reading form Holy Scripture and melodious concluding hymn by the collage music team.

The programme concluded with the fusion dance of the team and National anthem.

On the second day , i.e. 8th September on the breaking session was organized to help student get to know each other which was well facilitated by Dr. U.K Singh. He made us bound very quickly so as to work towards a common goal of developing ourselves both academically and non-academically. The class started with each student introducing oneself but not in an ordinary way. The following aspects were covered:

- The class proceeded towards making student understand the importance of communication.
- Listening ability
- Professional skills
- Leadership and Management
- Universal value



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REPORT ON
Workshop
on
Digi-Locker

Date : 6/6/2023

Name of Instructor : **Dr. L.K.Jha**
Deputy Director, Govt. of NCTE of Delhi

A Summary of Event

- He had delivered a lecture to encourage the student to use Digi Locker in day to day life.

He has covered the following aspects-

- Introduction of Digi Locker
- Registration on Digi Locker
- Operation of Digi Locker
- Upload and Download Documents
- Use of Digilocker in different sector.



REPORT ON

Literacy of Global Warming and climate Change

Date : 07/11/2022

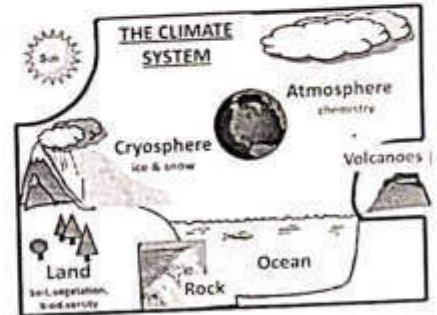
Name of Guest Lecture : Dr. U.K.SINGH, Dept. Director of NCT (Retd.)

Summary of Event

- He had delivered a lecture that the Global Warming and climate Change of the world. Global warming is the slow increase in the average temperature of the earth's atmosphere because an increased amount of the energy (heat) striking the earth from the sun is being trapped in the atmosphere and not radiated out into space.

He has covered the following aspects-

- What is Climate Change?
- The Climate System
- What is Global Warming?
- How Does Global Warming Drive Climate Change?
- What Causes Global Warming?



REPORT ON

Implementation of ICT Skills

Date : ...03/11/2023.....

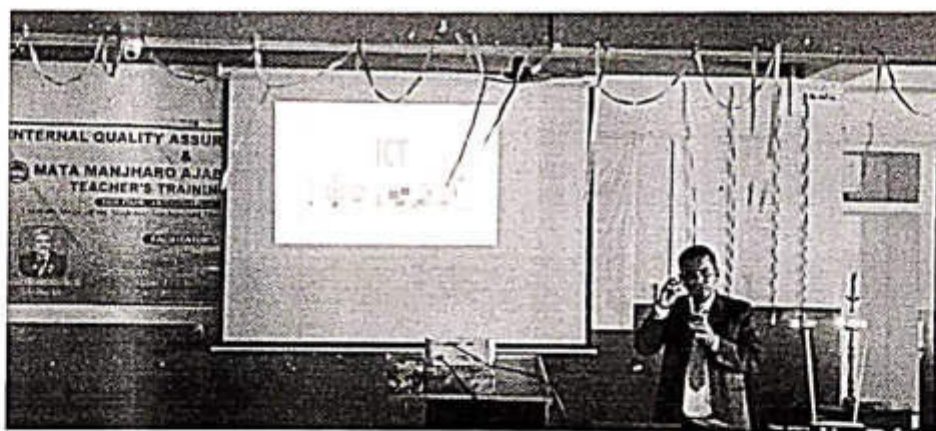
Name of Guest Lecture : **Sri Sandep Kumar**
ICT Director, Eklavya, Darbhanga, Bihar

Summary of Event

- He had delivered a Powerpoint Presentation on Implementation of ICT skills in Teaching and Learning Process. The programme motivated the students.

He has covered the following aspects-

- Implementation of ICT
- Components of ICT
 - Computer Hardware
 - Tele Communication
 - Computer Software
 - Human Resources and procedure
 - Data base and Data ware House
- Importance of ICT on different level.



REPORT ON
AIDS WORLD DAY CELEBRATION

Date : 07/11/20

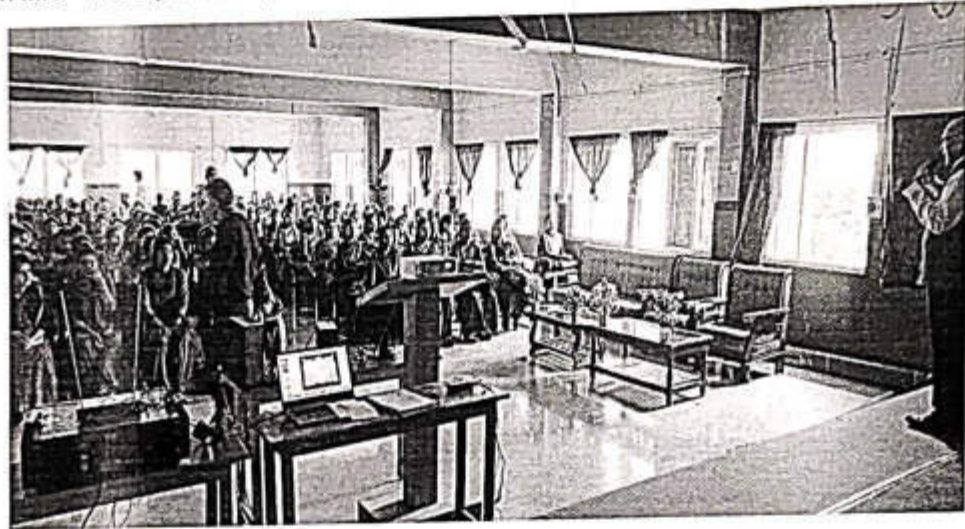
Name of Guest Lecture : Dr. U.K.SINGH, Dept. Director of NCT (Retd.)

Summary of Event

- He had delivered a lecture that the world commemorates World Day. People around the world unite to show support for people living with HIV and to remember those who have died from AIDS related illness.

He has covered the following aspects-

- How HIV is transmitted in Human being and its attack on liver, spleen, biliary tract, pancreas and kidney.
- Sneezing, spitting or coughing not caused.
- Symptoms like - Fever, muscles, Headache, Sore throat, weight loss etc.



REPORT ON

One Day Seminar on "Swayam Portal"

Date :

Name of Guest Lecture : **Prof. Ram Prakash Gupta**
.....

A Summary of Event

He had presented Powerpoint Presentation on Swayam Portal. The B.Ed./Med. Students registered on Swayam Portal and started the course at their choices. All the students came to know regarding ICT learning and then use in day to day life.

He had delivered/covered the following aspects-

- What is Swayam Portal.
- Use of ICT in Teaching learning process
- Syllabus/Course available
- Regarding Certificate course
- Benefits of Online courses.



REPORT ON
ANNUAL ATHLETIC MEET

Date : ...04/11/2023.....

Enthusiasm and energy United on Annual Sports Day.

29th October 2023 sports is the celebration of human spirit and youth, it not only inspires young minds but also teaches good values and ethics to young students. Mata Manjharo Ajab Dayal Singh Teachers Training College, celebrated its annual sports day 2023, on 29th October 2023 amidst great enthusiasm and camaraderie. The chief guest invite to the event was Dr Madheswar Singh (Chairman Group of Institution) members of the student, organizing committee and a large gathering with students where present to witness the Grand event.

Principal, sir, greeted guests and dignitaries with flowers and formal greetings and gave a brief reports on the school's sports activities and student achievements.

The event had its grand opening with the hoisting of the college flag and declaration of the Meet open by Principal Sir, followed by the Lightning of the lamp by the Chief Guest, Principal and faculty.

The event opened with a glorious and well synchronized March past with a contingent of four dorms that leaves everyone speechless and awed.

The most entertaining and fascinating part of the event was the field display based on them "Save Environment" involving mass students participation, which sprinkled on the field, an extravaganza of colors and vibrance was just wonderful to experience. There were vivid field displays alternated by energetic track events by students.

Several outdoor reports activities like Kabaddi, badminton, volleyball, Kho-Kho, Sho put were conducted the highlight of the day was the track field events, which saw emerging talent sweep the winning trophies.

The participating players wear encouraged and charge through out the matches. The students showcased a great sense of discipline and mastery of skill achieved through months of hard work. The spirit of sportsmanship was on the air. The atmospheres of the college was one of festively and Jubilance.

The award ceremony came after all these events- medals, trophies and certificates were awarded to the achievers of the various events.

At the closing ceremony, the college was discharged and after a slow march by the athletic committee, the college flag was handed over to the principal. The blazing flame that hit the retreat and was then pull of rest. It was very memorable day for all the teachers, administrators and students who made the program very special.

REPORT ON
ANNUAL ATHLETIC MEET

Date :

“Every job is a self-portrait of the person who does it. Autograph your work with excellence.”

If there is one field of life, which teaches as the most valuable lessons about perseverance, patience in fact, what constitutes a perfect character? It is sports. This on theNovember, 2022. Mata Manjharo Ajab Dayal Singh Mahavidyalay, Jagdishpur organized the Annual Athletic Meet.

The annual Athletic Meet embodies the zeal, talents and spirit of sportsmanship of the students of MMADS Mahavidyalay, encouraging them to be persistent and to refine their talents achieving the greatest of the Heights.

The most anticipated events of the year commenced with the arrivals of the highly distinguished Chief guest Dr. Madheshwar Singh (Chairperson of Group of Institutions). He is a person who Redefines excellence with every fresh accolade coming his way.

No program worth its staff corner take place without seeking the blessings of God. Hence a special opening prayer was offered by the guest of honour and the Diocesan Administrator.

The event opened with glorious and well synchronized march past with a contingent of four senior and primary wing dorms that leaves viewers speechless and awed.

The most entertaining and fascinating part of the event was the field display based on them “Save Environment” involving mass students participation, which sprinkled on the field, an extravaganza of colors and vibrance was just wonderful to experience. There were vivid field displays alternated by energetic track events by students.

Several outdoor sports activities like Kabaddi, badminton, volleyball, Kho-Kho, Shot put were conducted the highlight of the day was the track field events, which saw emerging talent sweep the winning trophies.

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At the closing ceremony, the college was discharged and after a slow march by the athletic committee, the college flag was handed over to the principal. The blazing flame that lit the retreat and was then pulled off. It was a very memorable day for all the teachers, administrators and students who made the program very special.

Teacher's Induction Program on Curriculum Planning

Date : ...14/05/2022..

Name of Guest Lecture : Prof. Indu Singh
...MMADSTT College.....

A Summary of Event

She had delivered a lecture which had motivated the children and encouraged the To write good lesson plan and get self-confidence of our B.Ed./M.Ed. Students.

All the students educated to write step wise – Lesson Plan, Preparation, Presentation, Association and generalization.

She had covered the following aspects-

- Quality of good lesson plan.
- B.Ed. Curriculum
- Knowledge
- Understanding



REPORT ON

Swachch Bharat Abhiyan

Date : 07/11/21

Name of Guest Lecture : Dr. U.K.SINGH, Dept. Director of NCT (Retd.)

Summary of Event

He had delivered a lecture on Swachh Bharat Abhiyan.

He has covered the following aspects-

- What is Swachh Bharat Abhiyan?
- What is Swachh Bharat Abhiyan Objective?
- What is Swachh Bharat Abhiyan Action Plan?
- What is Swachh Bharat Mission for Rural & Urban?



REPORT ON

Guest Lecture

on

Leadership and Management

&

Communication Skills

Date : ...09/11/2023.....

Name of Guest Lecture : **Sri Prakash Nanda**
Lions Club Governor, DISH 322E

Summary of Event

- He had delivered a lecture which had facilitated the motivation of our B.Ed.

He has covered the following aspects-

- What are the Five basic communication skills.
- Communication Skills you need
- Important Communication Skills
- How to improve communication skills
- Why we need to improve communication skills
- Communication skills for work place success
- 10 way to improve communication skills



13

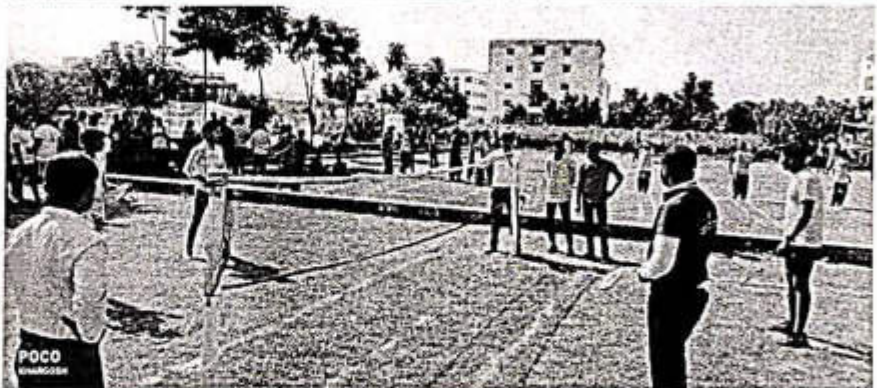
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Report on Sports Day at

MATA MANJHARO AJAB DAYAL SINGH TEACHER'S TRAINING COLLEGE

Dulour, Barradparawa, Jagdishpur, Bhojpur (Bihar) - 802158

On 23rd January, 2018, on the occasion of Netaji Subhas Chandra Bose's 121st birthday, MMAJDS Teacher's Training College organised their sports day. The events took place on the college football grounds. The Chairman of the Institution was invited as the chief guest for this function. Teachers, along with the students, participated in the various events of the sports day. The day's events were set to motion after the Chairman's speech and the ringing of the bell. A friendly tug of war was organised between two groups of teachers. After that the students competed against one another in various sports events like 200 metres race, shuttle, javelin throw, long jump, football, kho kho and relay race. At the end of the events, the Principal of the college, along with the Chairman, gave away prizes, rewarded the winners with Medals, Cup and certificate and congratulate them on their victory. The event continuously laid the emphasis of sports in child's life, physical and mental development. It was a filled with sportsmanship, enthusiasm and memories to Cherish. The Principal thanked and expressed his gratitude to the Chairman for his presence and congratulated the students for their excellent performance.



Report on Sports Day at
MATA MANJHARO AJAB DAYAL SINGH
TEACHER'S TRAINING COLLEGE
Dulour, Barradparawa, Jagdishpur, Bhojpur (Bihar) - 802158

MMAJDS Teacher's Training College organised their sports day on 20th to 29th October, 2023. The events took place on the college football grounds. The Chairman of the Institution was invited as the chief guest for this function. Teachers, along with the students, participated in the various events of the sports day. The day's events were set to motion after the Chairman's speech and the ringing of the bell. A friendly tug of war was organised between two groups of teachers. After that the students competed against one another in various sports events like 200 metres race, shuttle, javelin throw, long jump, football, kho kho and relay race. At the end of the events, the Principal of the college, along with the Chairman, gave away prizes, rewarded the winners with Medals, Cup and certificate and congratulate them on their victory. The event continuously laid the emphasis of sports in child's life, physical and mental development. It was a filled with sportsmanship, enthusiasm and memories to Cherish. The Principal thanked and expressed his gratitude to the Chairman for his presence and congratulated the students for their excellent performance.



Report on Sports Day at
MATA MANJHARO AJAB DAYAL SINGH
TEACHER'S TRAINING COLLEGE
Dulour, Barradparawa, Jagdishpur, Bhojpur (Bihar) - 802158

MMAJDS Teacher's Training College organised their sports day on 20th to 29th October, 2023. The events took place on the college football grounds. The Chairman of the Institution was invited as the chief guest for this function. Teachers, along with the students, participated in the various events of the sports day. The day's events were set to motion after the Chairman's speech and the ringing of the bell. A friendly tug of war was organised between two groups of teachers. After that the students competed against one another in various sports events like 200 metres race, shuttle, javelin throw, long jump, football, kho kho and relay race. At the end of the events, the Principal of the college, along with the Chairman, gave away prizes, rewarded the winners with Medals, Cup and certificate and congratulate them on their victory. The event continuously laid the emphasis of sports in child's life, physical and mental development. It was a filled with sportsmanship, enthusiasm and memories to Cherish. The Principal thanked and expressed his gratitude to the Chairman for his presence and congratulated the students for their excellent performance.





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TEACHER'S TRAINING COLLEGE**
DULOUR, BARRADPARAWA, JAGDISHPUR, BHOJPUR (BIHAR) – 802158

Brochure of VALUE ADDED COURSE

<http://www.mmadayalsinghttcollege.org>

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| 2 | VAC18-2 | Certificate Course on Gardening | 30 Hours | 4 |
| 3 | VAC19-3 | Certificate Course on Guidance and Counseling | 30 Hours | 5 |
| 4 | VAC19-4 | Certificate Course on Art and Craft | 30 Hours | 6 |
| 5 | VAC20-5 | Certificate Course on Self Defense | 30 Hours | 7 |
| 6 | VAC20-6 | Certificate Course on Environmental Education | 30 Hours | 8 |
| 7 | VAC21-7 | Certificate Course on Guidance and Counseling | 30 Hours | 9 |
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| 10 | VAC21-10 | Certificate Course on Basic Education | 30 Hours | 12 |
| 11 | VAC21-11 | Certificate Course on Health and Yoga and Physical Education | 30 Hours | 13 |

VAC 18 Certificate Course On Dance

Learning Objective

MMADSTT College Has Conducted A Certificate Course On kathak Dance . The Course Has Been Open For All Bed, Med, Deled, Students Since 2017 . The Course In Run by This College And Student Who Successfully. Clear The Test, Receive A Course Certificate From Institution.

Duration Of The Course –Two Month Four Day In Week. Eligibility Any Student Who Get Admission In Our College in B.ed, M.ed, And D.el.ed

Total Seat-10

Syllabus .Module 1

Unit Classical Dance In Tamilnadu.

Unit 2 History Of Bharatnatyam

3 Instouments.

4 Hand Return(Mudras)

5 Foot Steps.

6 Constume And Makeup.

7 Ghugroo.

Module 2 Polk Dance Of Tamil Nadu Traditional Dance Step. Best With Music.

Module 3 Bharatnatyam Dance Style.

Famous Instrument

Beat Of Basic Footsteps.

Hand Movement.

Module 4 folk Dance (Kummiaddi)

Basic Footsteps with Beat.

Hand Movement.

Costume, Jewelry, (Prepare Chart)

Course Co-ordinator

1. Ramu Prasad
2. Amir Singh

Education And Certificate

Written And oral examination has been conducted after completion of course and certificate has been given to all successful studuents,

Certificate Course On Gardening

Learning Objective

MMADSTT College Has Conducted A Certificate Course On Gardening Since 2016. The Course Run By This College And Student Who successfully Clear The Tent Receive A Course Certificate From This Institution Duration of the Course Two Month Four Days In Week.

Eligibility : Any Student who get Admission in our Institution in B.Ed , M.Ed. and D.El.Ed. Course Total Seat-110

Syllabus.

Module 1 Introduction to Gardening Tools Selection And Management of Equipment .

Unit 1

- Introduction to gardening, Introduction to gardening tools, selection and management of equipment.

Unit 2

- Layout the garden and their design, Basic principles of gardening

Unit 3

- Soil and nutrient management

Course Co-ordinator

1. Santosh kumar Jaiswal
2. Seema Gupta

Education And Certificate:

Written and oral examination has been Conducted after completion of course and certificate has been given to all successful students.

Certificate Course on Guidance and Counseling

Learning Objective:

The IQAC MMADSTT College has been conducted a certificate course on "Guidance and Counseling". The course has successfully conducted in the college every year. Organizing Guidance and Counseling service at college and its planning execution and follow at brings institution on high. This course encouraged the students in systematic channel.

The syllabus of the course as follows,

- Fundamental Guidance
- Fundamental Counseling
- Teaching and Guidance in Counseling

Duration of the Course:

4 Days a in a week for 2 Month

Eligibility:

All students who got admission in our Institution in B.Ed., M.Ed. and D.El.Ed. Course.

Total Seat: 50

Syllabus:

- **Module 1**

Unit-1 • Concept, nature and Need of Guidance

Unit-2 • Objectives and principles of guidance

Unit-3 • Types of Guidance: Educational, Vocational and Personal

Unit-4 • Issues and Problems of Guidance in students

- **Module 2**

Unit-5 • Concept, Nature and Need of Counseling

Unit-6 • Difference between Guidance and Counseling

Unit-7 • Objectives and principles of Counseling

Unit-8 • Issues and Problems of counseling in students

- **Module 3**

Unit-9 • Tools used in guidance: Observation, Questionnaire, Anecdotal record, Cumulative record, Interview, Case study

Unit-10 • Methods of counseling: Directive, Non-Directive, Eclectic

Unit-11 • Guidance and Counselling for Children with special Needs

Unit-12 • Organizing Guidance and Counseling services at school: Planning, execution and follow-up

Unit-13 • Role of counselor and teachers in organizing guidance services

Unit-14 • Career guidance services, Career Information Centre, Youth Centres, Career Bulletin

Course Co-ordinator

1. Devesh Kumar
2. Ramu Prasad

Education and Certificate:

Written and oral examination has been conducted after completion of course and certificate has been given to all eligible students.

Certificate Course on Art & Craft

| MONTHS | Art Suggested Activity | Art Integrated Description |
|----------------------|--|--|
| April to May | <ol style="list-style-type: none"> 1. Colour Concept. 2. Element of Arts. 3. Still Life Colour. 4. Still Life Shading. 5. Paper Cup. 6. Bat. 7. Basket. 8. Nature Study. | <ol style="list-style-type: none"> 1. Study of visual resources (at home and in the surroundings) and means of creative expression. 2. Use pencil, charcoal, water colour, crayon, oil colours for still life. 3. Expressing the beauty of nature on paper through use of water colour, oil colours etc. |
| July to September | <ol style="list-style-type: none"> 1. Symmetry. 2. Human Postures. 3. Cartoon Characters. 4. Portrait Composition. 5. Pot Painting. 6. Bamboo work. 7. Creative Art Reservoir using waste material. | <ol style="list-style-type: none"> 1. Make dolls and other cartoon characters. 2. Acrylic colour, painting surface such as smooth, thick, canvas, hardboard etc. 3. Study and use of various media techniques to the extent of their availability. |
| October to November | <ol style="list-style-type: none"> 1. Motif Art. 2. Line Art. 3. Abstract Art. 4. Silhouette. 5. Gond Art. 6. Landscape. 7. Paper Collage Scenery. | <ol style="list-style-type: none"> 1. Pencil, charcoal, water colour, crayon, oil colours, poster colour and gouache, acrylic colour and other unconventional sources of colours such as vermilion, yellow and red earth, rice flour, and tools like painting brushes for water colours and oil colours. 2. Painting surfaces such as papers of various kinds and quality like smooth, rough, thick, thin etc. |
| December to February | <ol style="list-style-type: none"> 1. Posters for Christmas and Greeting Cards. 2. Madhubani Art. 3. Calligraphy Work. 4. Composition. 5. Motif Art. 6. Cultural Heritage. | <ol style="list-style-type: none"> 1. Every student has to draw 2-3 posters and greeting cards in a month using various types of colour available. 2. Objects of day-to-day use in groups and in different settings and arrangements. 3. Festivals in India were used as a theme and students made different arts. |

Name of Art Teacher – Kahkashan Parveen

Principal

Certificate Course on Self Defence

Learning Objective

The MMADSTT College Conducts a Certificate Course on Self Defense In collaboration With Lion International Ara Unit. In Order to Safety And Security Student will Learn Self Defense Technical. The Course is Run by This College. And Students Who Successfully Complete The Course . Receive a Course Contribution From This Institution.

Duration of The Course -30 Days-4hrs IN a Week Eligibility. Any Student Who has Been admitted in B.Ed. , M.Ed. and D.El.Ed. Course Total Seat-100

Syllabus:

Module 1

Unit 1 Principle of Self Defense Assault Time Line

Unit 2 Prevent Vulnerability Level Of Awareness.

Module 2

Unit 3 Reachon To An Attack Hand Movement And

Unit 4 Head Control

Module 3

Unit 5 Survival Mindset Use Of Form Facery Multiple Attack Improvised

Weapons Course co-ordinator

1. Dr U.P. Singh
2. Mr Saroj

Collection And Certificate .

Written And Oral Examinaton Are Conducted After Completion Of Course And Certificate Will Be Given To All Students

Course Co-ordinator

1. Shiv Jee
2. Tej Bahadur

Education and Certificate

Written and oral examination has been conducted after completion of course and certificate has been given to all successful students.

| | | |
|--------------------------|--|-----------------|
| VAC 106 | Sports and Fitness | 2 Credit |
| Course Objectives | <ol style="list-style-type: none"> 1) To provide the principles of physical education and sports to the pupils for their health and wellbeing 2) To familiarize the students with health related activity and sports for overall growth and development and to maintain the fitness 3) To create a base for professionals in physical education and sports 4) To impart the basic knowledge and skills to teach different games 5) To create the opportunity to maintain the mental health and wellness | |
| Course Outcome | <p>By the end of the course students will</p> <ol style="list-style-type: none"> 1) understand the basic principles and practice of physical education and sports 2) be able to instruct physical activities for fitness and wellness 3) have knowledge about the professionalism to conduct organise and officiate different games at schools and community level. | |
| Theory | | 15 Hours |
| Unit – I | History, Principles and Foundation of Physical Education & Olympic Movement, Health Education, Biomechanics, Anatomy and Exercise Physiology | |
| Unit – II | Sports Management, Officiating and Coaching, Sports Nutrition | |
| Unit - III | Officiating and Coaching, Science of Sports training, Sports Psychology | |
| Practical | | 30 Hours |
| Unit - I | Physical Fitness, Health related fitness, Motor Fitness, General conditioning, Specific conditioning, Motor Skill development | |
| Unit – II | <p>Athletics: Running events, Jumping events, Throwing Events</p> <p>Basic skills of Football, Volleyball, Hockey, Basketball (Any two from the ball games)</p> | |
| Unit - III | <p>Basic skills of Badminton, Table Tennis, Tennis (any two from the racquet games), Gymnastics, Floor Exercises, Swimming, Free style, Breast stroke, Butterfly and Back stroke (any one), Tug of war, Rope Skipping, Yoga Asans, Plank Exercise (any one)</p> | |

Certificate Course on Environmental Education

Learning Objective:

The IQAC MMADSTT College conducts a certificate course on Environmental Education. The course has successfully run since 2017 due to climate change in fast changing scenario. In order to develop the latent talents of the students in the college and to facilitate better knowledge and Role of Education in creating environmental awareness. This course is the mile stone of new interns.

The syllabus of the course includes,

- Understanding Environmental Education
- Major Environmental Issues
- Environmental Education: Curriculum, Pedagogy and Teachers.

Duration of the Course:

One Hour per day for 1 Month

Eligibility:

All students who get admission in our Institution in B.Ed., M.Ed. and D.El.Ed. Course.

Total Seat: 50

Syllabus:

• Module 1

Unit-1 - Concept of Environmental Education: meaning, nature and major components

Unit-2 - Environment and sustainable development

Unit-3 - Relating environment with traditional knowledge and cultural practices

Unit-4 - Role of Education in creating environmental awareness

Unit-5 - An overview of constitutional provisions related to environment and its protection

• Module 2

Unit-6 - Pollution related to land, water and air

Unit-7 - Deforestation: Change in forest cover over time

Unit-8 - Waste generation and management

Unit-9 - Environmental degradation and its impact on the health of people

Unit-10 - Green house gas emission and Global warming

Unit-11 - Climatic changes: Disturbance in weather cycle

Unit-12 - Impact of natural-disaster/man-made disaster on environment

Unit-13 - Environmental issues in the context of Bihar

• Module 3

Unit-14 - Environmental Education in School Curriculum: identification of topics related to environmental education in school subjects and their analysis; integrated approach towards environmental education in school curriculum; idea of Green Curriculum

Unit-15 - Understanding pedagogy for Environmental Education at School for different levels

• Role of teacher: Sensitive towards environmental issues while teaching, making Ecoclubs, organizing exhibitions, field trips, sensitive towards the environment of school

Course Co-ordinator

1. Ravikant Singh

2. Megha Sharma

Education and Certificate:

Written and oral examination has been conducted after completion of course and certificate has been given to all successful students.

Certificate Course on Guidance and Counseling

Learning Objective:

The IQAC MMADSTT College has been conducted a certificate course on "Guidance and Counseling". The course has successfully conducted in the college every year. Organizing Guidance and Counseling service at college and its planning execution and follow up brings institution on high. This course encouraged the students in systematic channel.

The syllabus of the course as follows,

- Fundamental Guidance
- Fundamental Counseling
- Teaching and Guidance in Counseling

Duration of the Course:

4 Days a in a week for 2 Month

Eligibility:

All students who got admission in our Institution in B.Ed., M.Ed. and D.El.Ed. Course.

Total Seat: 50

Syllabus:

- **Module 1**
 - Unit-1 • Concept, nature and Need of Guidance
 - Unit-2 • Objectives and principles of guidance
 - Unit-3 • Types of Guidance: Educational, Vocational and Personal
 - Unit-4 • Issues and Problems of Guidance in students
- **Module 2**
 - Unit-5 • Concept, Nature and Need of Counseling
 - Unit-6 • Difference between Guidance and Counseling
 - Unit-7 • Objectives and principles of Counseling
 - Unit-8 • Issues and Problems of counseling in students
- **Module 3**

Unit-9 • Tools used in guidance: Observation, Questionnaire, Anecdotal record, Cumulative record, Interview, Case study

Unit-10 • Methods of counseling: Directive, Non-Directive, Eclectic

Unit-11 • Guidance and Counselling for Children with special Needs

Unit-12 • Organizing Guidance and Counseling services at school: Planning, execution and follow-up

Unit-13 • Role of counselor and teachers in organizing guidance services

Unit-14 • Career guidance services, Career Information Centre, Youth Centres, Career Bulletin

Course Co-ordinator

1. Devesh Kumar
2. Ramu Prasad

Education and Certificate:

Written and oral examination has been conducted after completion of course and certificate has been given to all eligible students.

Certificate Course on Environmental Education

Learning Objective:

The IQAC MMADSTT College conducts a certificate course on Environmental Education. The course has successfully run since 2017 due to climate change in fast changing scenario. In order to develop the latent talents of the students in the college and to facilitate better knowledge and Role of Education in creating environmental awareness. This course is the mile stone of new interns. The syllabus of the course includes,

- Understanding Environmental Education
- Major Environmental Issues
- Environmental Education: Curriculum, Pedagogy and Teachers.

Duration of the Course:

One Hour per day for 1 Month

Eligibility:

All students who get admission in our Institution in B.Ed., M.Ed. and D.El.Ed. Course.

Total Seat: 50

Syllabus:

• Module 1

Unit-1 - Concept of Environmental Education: meaning, nature and major components

Unit-2 - Environment and sustainable development

Unit-3 - Relating environment with traditional knowledge and cultural practices

Unit-4 - Role of Education in creating environmental awareness

Unit-5 - An overview of constitutional provisions related to environment and its protection

• Module 2

Unit-6 - Pollution related to land, water and air

Unit-7 - Deforestation: Change in forest cover over time

Unit-8 - Waste generation and management

Unit-9 - Environmental degradation and its impact on the health of people

Unit-10 - Green house gas emission and Global warming

Unit-11 - Climatic changes: Disturbance in weather cycle

Unit-12 - Impact of natural-disaster/man-made disaster on environment

Unit-13 - Environmental issues in the context of Bihar

• Module 3

Unit-14 - Environmental Education in School Curriculum: identification of topics related to environmental education in school subjects and their analysis; integrated approach towards environmental education in school curriculum; idea of Green Curriculum

Unit-15 - Understanding pedagogy for Environmental Education at School for different levels

• Role of teacher; Sensitive towards environmental issues while teaching, making Ecoclubs, organising exhibitions, field trips, sensitive towards the environment of school

Course Co-ordinator

1. Ravikant Singh

2. Megha Sharma

Education and Certificate:

Written and oral examination has been conducted after completion of course and certificate has been given to all successful students.

Certificate Course on Basic Education

Learning Objective:

The certificate course has been conducted under the IQAC to aware the students about Basic Education which is the back bone of Country like India. The course is own by the college and students who successfully clear the examination receive a certificate from this Institution.

The syllabus of the course includes,

- Understanding Gandhian Philosophy
- Basic Education System: Concept, Development and Policy perspectives
- Basic Education, Curriculum, School and Teacher

Duration of the Course:

2 Days a in a week for 4 Month

Eligibility:

Any students who got admission in our Institution in B.Ed., M.Ed. and D.El.Ed. course.

Total Seat: 50

Syllabus:

• Module 1

Unit-1 • Gandhian philosophy of Life: its bearing on the principles and the Practice of Basic Education

Unit-2 • A review of the different experiments and experiences of Mahatma Gandhi made in South Africa and in India which lead to the evolution of Basic Education

• Module 2

Unit-3 • The concept and inherent assumptions of Basic Education;

Unit-4 • Basic Education System: Backdrop and its development (Wardha Committee and after)

Unit-5 • The Development of Basic Education System in Bihar

Unit-6 • Policy perspectives related to Basic Education: An analytical understanding of the recommendations made by the important committees, commissions and documents

Unit-7 • Correlation with productive activity

Unit-8 • Correlation with the physical environment

Unit-9 • Correlation with the social environment

Unit-10 • Correlation with children's experiences

• Module 3

Unit-11 • The curriculum of Basic Education: Analysis and review; Comparative understanding with the general school curriculum;

Unit-12 • Nature of Assessment in the curriculum of Basic Education

Unit-13 • Curriculum of Basic Education for contemporary scenario: Objectives, structure and process of knowledge generation

Unit-14 • Basic Schools: Organizational set up, infrastructure, functioning, routine work, relation with community

Unit-15 • Teachers for Basic Education: Expectations and professional preparation

Course Co-ordinator

1. Ravikant Pandey

2. Ashutosh Tiwari

Education and Certificate:

Written and oral examination has been conducted after completion of course and certificate has been given to all successful students.

Certificate Course on Health Yoga and Physical Education

Learning Objective:

Mata Manjharo Ajab dayal Singh Teachers Training College has conducted a certificate course on **Health, Yoga and Physical Education**.

The course has been conducted successfully in order to impart Health and Wellness among the students this course improve the physical, mental, emotional aspects of all students. This course has been made mandatory for all the students since 2018. The course is run by this college and student who successfully clear the examination; receive a course certificate from this Institution.

The syllabus of the course includes,

- Understanding Health
- Yoga, Physical Education and games Activity
- Health, Yoga and Physical Education: Curriculum School and Teacher

Duration of the Course:

Four day in week for 2 Months.

Eligibility:

Any students who got admission in our Institution in B.Ed., M.Ed. and D.El.Ed. Course.

Syllabus:

• Module 1

Unit-1 Health: Concept, importance and related factors

Unit-2 Health needs of children and adolescents

Unit-3 Food and nutrition: food habits, timing of food, nutrients and their functions; practices related to food hygiene, malnutrition, including obesity

Unit-4 Common health problems and diseases: causes, prevention and cure, immunization and first aid, health services and awareness programs

Unit-5 Indigenous knowledge about health, its issues and cure.

• Module 2:

Unit-6• Yoga: meaning and importance of yoga, practicing yogasanas, kriyas and pranayams.

Unit-7 Ingerating Yoga in school and classroom practices.

Unit-8 Physical Education : Concept and components; physical exercises; related indigenous knowledge, policy perspectives

Unit-9 Role of institutions (school, family, media and sports organizations), physical education programmes

Unit-10 Different types of Games and Sports and their importance for each learner.

Unit-11 athletics, games, rhythmic activities, gymnastics.

Unit-12 Organization of games and sports: understanding rules and regulations; Planning and management.

• Module 3 (Unit-3)

Unit-13 Health, Yoga and Physical Education: A critical analysis of school curriculum; Integrated curriculum approach

Unit-14 Spaces for Health, Yoga and Physical Education in School: Planning, resource creation and optimum utility; future prospects for students

Unit-15 Teacher for Health, Yoga and Physical Education: Professional Preparation and role in school

Course Co-ordinator

1. Shishupal Singh
2. Arun Kumar

Education and Certificate:

Written and oral examination has been conducted after completion of course and certificate has been given to all successful students.



REPORT ON

Guest Lecture

on

Swayam Portal and Registration there on.

Date : ...23/07/2023.....

Name of Guest Lecture : **Sri Sandep Kumar**
ICT Director, Eklavya, Darbhanga, Bihar

Summary of Event

- He had delivered a delivered a PowerPoint presentation on Swayam Portal. The students participated with enthusiasm and registration on portal near about completion.

He has covered the following aspects-

- What is Swayam
- Different courses and lectures on Swayam
- Registration on Swayam
- Selection of Course (Online)
- Joining of Course as per their choice



Student Internship





GPS Map Camera



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FCJV+MC7, Utarwari Jangal Mahal, Bihar 802158, India

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GPS Map Camera

Jagdishpur, Bihar, India

FCHR+J87, Jagdishpur, Bihar 802158, India

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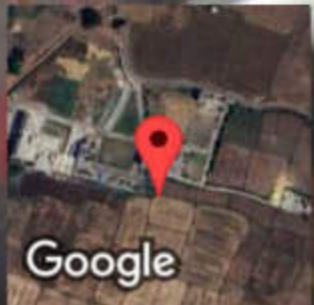
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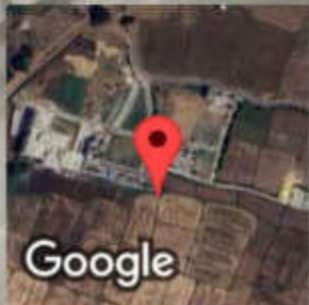
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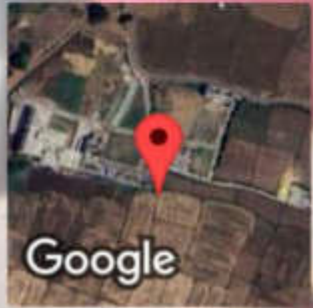
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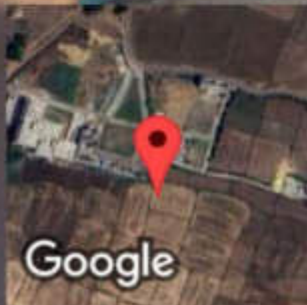
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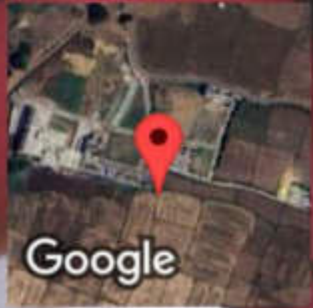
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Google

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POCO
KHARGOSH





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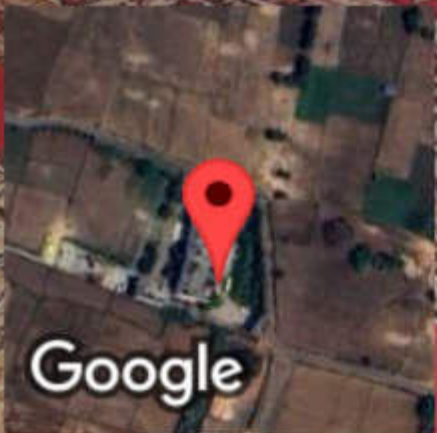
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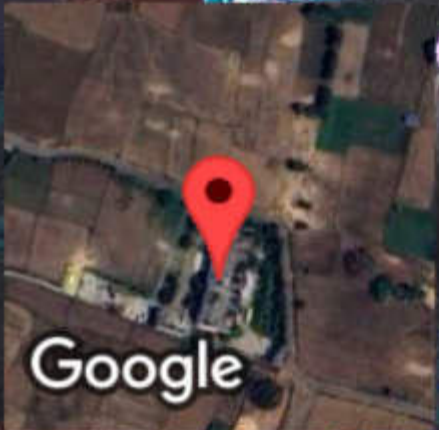


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अपसम कॉलेज ऑफ एडुकेशन
उत्तरवारी जंगल, जगदीशपुर, भोजपुर, बिहार

स्वच्छता माह

कार्याव्ययन

01 अक्टूबर 2023 से 31 अक्टूबर 2023

अपसम कॉलेज ऑफ एडुकेशन
उत्तरवारी जंगल, जगदीशपुर, भोजपुर, बिहार

स्वच्छता माह

कार्यान्वयन

01 अक्टूबर 2023 से 31 अक्टूबर 2023







2. School education (शुली शिक्षा 10-12 वर्ष)

भारत के बच्चों की विषयों की विस्तार रूप से व्यवस्था में प्रवेश करने के लिए शिक्षक प्रशिक्षण के साथ-साथ शिक्षण और सीखने की सहायता के लिए परीक्षण और परामर्श दिवसी कार्यक्रमों में प्रवेश के लिए प्रतिस्पर्धी परीक्षाओं की श्रेणी में भी प्रवेश मिलती है।

3. Curriculum based courses (प्रयोग-आधारित पाठ्यक्रम जो भारत और विदेशों में एक ही अवधि के दौरान चर सीखने वाली की आवश्यकता को पूरा कर सकते हैं।)

4. Asses student's class (11th & 12th) की प्रतिस्पर्धी परीक्षाओं की श्रेणी में प्रवेश मिलती है।





INTERNAL QUALITY ASSUR

&

MATA MANJHARO AJAB
TEACHER'S TRAINING

OUR OUR VISION

University train all the Students, Teachers and Man
to give them Education and Research



FACULTY

WELCOME

Address: ...
Date: ...
Time: ...







NATIONAL
CANCER
AWARENESS DAY

NOVEMBER 07

LET'S UNITE FOR A CAUSE & SPREAD
AWARENESS TO SAVE LIVES.



Dr. Laxmikant Rathi

Multiple District coordinator LCIF for MD 3234.
PMCC MD 323, 10 Diamond PMJE
Life Time Achievement Award from Lions Clubs International
Mob. No. +91-9823077550

POCO
KHARGOSH









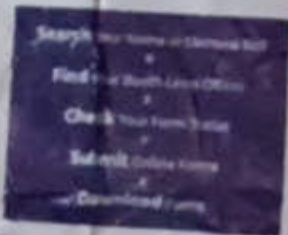




विशेष संक्षिप्त पुनरीक्षण 2024

(27 अक्टूबर, 2023 से 9 दिसंबर, 2023)

युवा, वोटर लिस्ट में नाम जुड़वायेगा
वोट टेकर अपना फर्ज निभायेगा



MATA MANJHARO AJAB DAYAL SINGH TEACHERS COLLEGE
BULDIHA, JALDHARA, JALDHARA

APSAM COLLEGE OF EDUCATION
UTTARA GUWALIOR, JALDHARA

BABA HEERA SINGH DEEPA SINGH DEE PAULS
JALDHARA, JALDHARA

MATA MANJHARO AJAB DAYAL SINGH TEACHERS COLLEGE
BULDIHA, JALDHARA, JALDHARA

ONE DAY WORKSHOP
ON
LEADERSHIP & MANAGEMENT









+ भारतीय रेडक्रॉस सोसायटी +
मंडलपुर जिला इकाई
रौचिक रक्तदान शिविर
14 जून 2018 को 10:00 बजे 12:00 बजे तक आयोजित

J.M.D.

**MATA MANJHA
TEACHER'S**
Dour, Baradpara

BLOOD-DONOR
Date



+ भारतीय रेडक्रॉस सोसायटी +
भोजपुर जिला इकाई
रुचिकर रक्तदान शिविर
आयोजक - रेड क्रॉस ब्लड बैंक, रीवा

J.M.D.
MATA MANIHARO AJAB DAYAL SINGH
TEACHER'S TRAINING COLLEGE
J.M.D.
द्वारा आयोजित
BLOOD DONATION CAMP
Date: 07-02-2016



BLOOD-DONATION CAMP

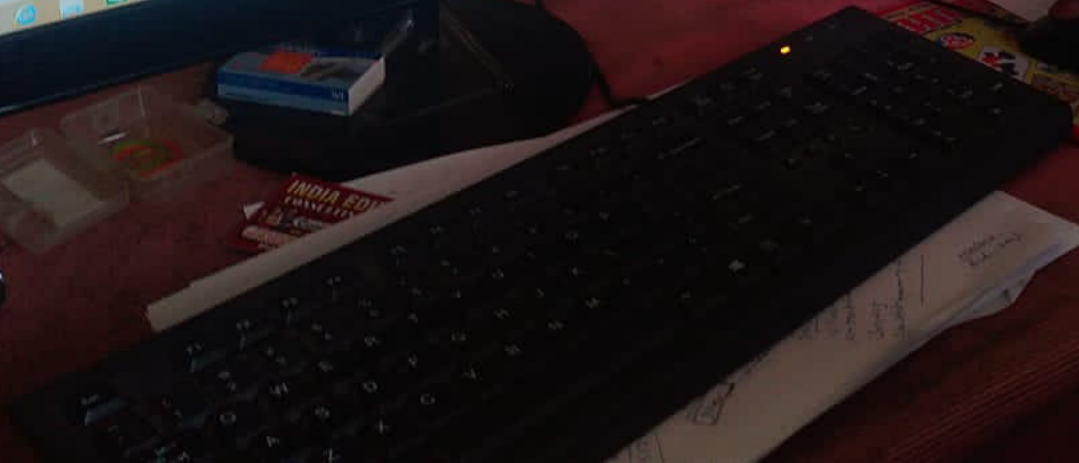
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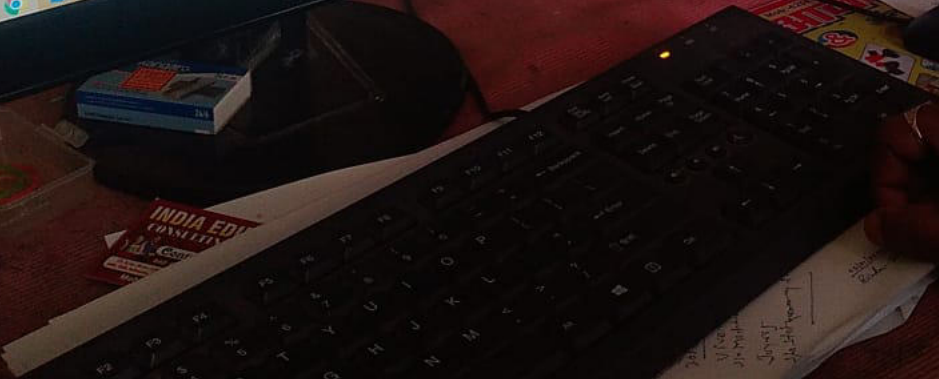
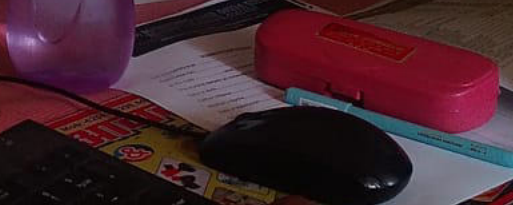
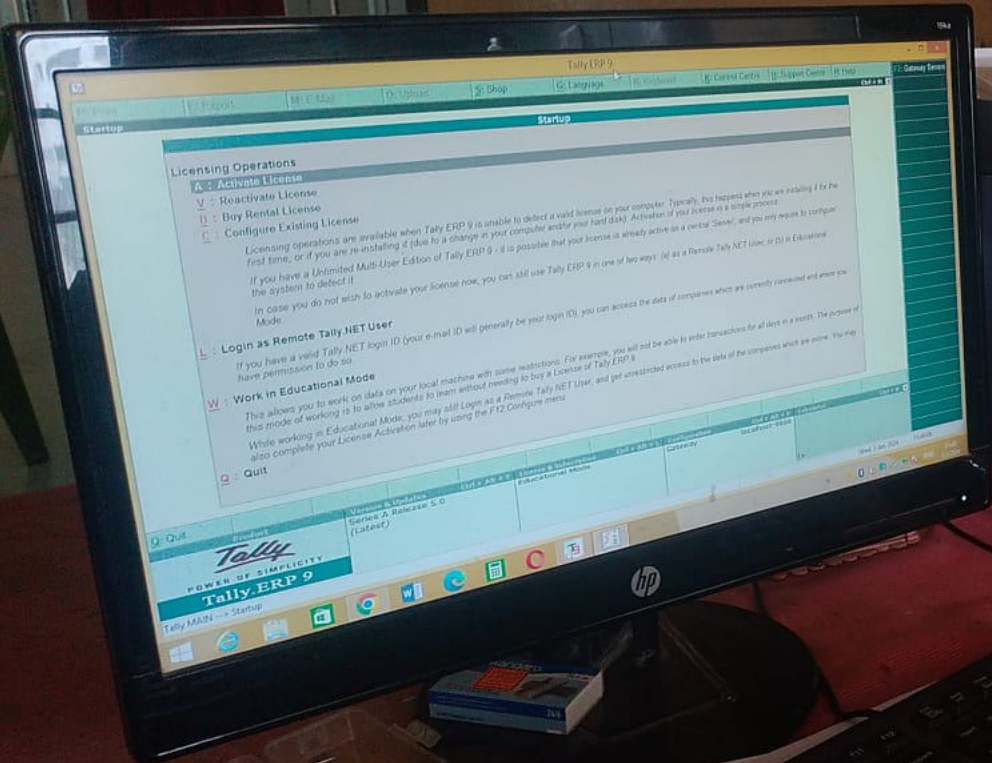












1. Details of Module and its structure

| Module Detail | |
|---------------------------|---|
| Subject Name | Education |
| Paper Name | Educational Administration Management & Leadership in School Education |
| Module Name/ Title | Code of conduct of teachers and professional ethics |
| Module Id | e-PG EDN 13.19 |
| Pre-requisites | Basic understanding of Educational Administration |
| Objectives | <p>After going through this content the learner will get abreast to:</p> <ul style="list-style-type: none"> ● To define code of conduct and code of professional ethics. ● To explain how these codes are similar and different. ● To discuss the objectives of code of conduct ● To enlist major ethical issues ● To identify the criteria and main steps in the development of code of conduct ● To illustrate the observance of code and mechanism to deal with violations as per NCTE ● To examine the draft proposed by NCTE for Code of Professional Ethics for Teachers ● To expound the purposes of code of conduct and ethics ● To explain the disadvantages of codes |
| Keywords | Professional ethics, NCTE, code of conduct, moral values |

2. Development Team

| Role | Name | Affiliation |
|----------------------------|-------------------------------------|---|
| Principal Investigator | Prof. P.K. Sahoo | Department of Education, University of Allahabad, U.P. |
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1. INTRODUCTION

Due to scientific and technological developments, rethinking approaches to teaching and learning, explosion of knowledge, paradigm shift from teacher centred approach to learner centred approach, increased diversity in students population, changed students' personality, increased expectations of teachers and parents from students and increasing competitions among students has changed the role of teacher. The new role of teachers as 'professionals' can present us with some very unique ethical choices and ethical principles governing the teaching profession. Thus, there is a need to establish a set of guidelines, a code, that a teacher must adhere to for improving ethics of the teaching profession and it must serve model for the students also. Ethical teaching is concerned with the questions of value, i.e. making judgments about "good" or "bad" behaviour in any given situation. The standards, values, morals, principles, etc. make ethics that guide one's decisions or actions. In this module, we are mostly concerned about code of conduct and code of professional ethics for teachers. We shall discuss the steps to be followed for developing code of conduct. In addition, draft for professional ethics given by NCTE is also discussed followed by four-tier mechanism in case of non-observance of code.

2. LEARNING OUTCOMES

After studying this module, the students will be able to:

- define code of conduct and code of professional ethics
- explain how these codes are similar and different
- discuss the objectives of code of conduct
- list major ethical issues
- identify the criteria and main steps in the development of code of conduct
- examine the draft proposed by NCTE for Code of Professional Ethics for Teachers
- illustrate the observance of code and mechanism to deal with violations as per NCTE
- expound the purposes of code of conduct/ethics
- explain the disadvantages of codes

3. CODE OF CONDUCT AND CODE OF PROFESSIONAL ETHICS

Code of Conduct is essentially a set of professional ethical standards with which teachers are required to comply. It refers to the behaviour and ways of thinking of teachers in situations where a choice can affect the dignity and well being of others. It helps to provide direction and guidance to them in enhancing the dignity of their professional work. A code of conduct enforces teachers to abide the standards as a condition of ongoing employment. A code of conduct may help in smooth functioning of the institution.

A code of professional ethics is a document that outlines a set of principles, issued by a higher authority which affect decision-making and guide the teachers to discharge their duty towards students, parents, colleagues and community. The formation and enforcement of a code of ethics makes the profession self-regulating and self-governing. The main objective of these ethics is to make the teacher aware about present and future impact of teaching on students' personality. The maintenance of ethical standards is the collective concern of the institute as well as all members of the profession. It is the responsibility of the school to not only instruct teachers how to teach in a democratic environment but also how to do so in an ethical manner. He should be held responsible for the ethical use of his powers. A code of ethics can guide him towards honourable and professional behaviour and also protect its members not to go against the professional rules.

Both Code of conduct and Code of ethics represent two of the most common ways of self-regulation. Code of ethics governs decision-making and code of conduct governs actions. Both codes provide direction to teachers. But both codes regulate teachers' behavior in different ways. A code of conduct/ethics that governs how the person to whom it applies conducts him or herself in an ethical manner. Ethical standards help the teachers in making independent judgments about the most appropriate course of action while conduct standards provide a fairly clear set of expectations about which actions are required, acceptable or prohibited. Generally, it is suggested that institutions must have both types of codes.

In any institution, code of conduct refers to written rules and regulations about how teachers have to behave in various situations. For example, if drugs/smoking/alcohol is not allowed inside the school premises, but an employee finds himself in a situation

when there is no one around and there is no chance of him being caught by any one or camera, it is his decision not to smoke that comes within the purview of code of ethics and not code of conduct.

Many school teachers give private tuition at home. But there are examples of school teachers who do not offer coaching at home despite parents' demand. It is not that they are being stopped by law or head but their own code of ethics prevents them from doing so.

3.1 Objectives of Code of Conduct

Code of conduct is constructed with the objectives of:

1. Improving the quality of teaching
2. Inculcates the feeling of professionalism among teachers
3. Develop a positive attitude towards teaching profession
4. Helps the students against unethical conduct of teachers
5. Checks on teacher misconduct
6. Prevents violation of code of conduct
7. Serves as template for discussion and helps in improving the ethics of the teaching profession
8. Promotes public trust.

3.2 Criteria for the formation of Code of Conduct

Generally it is preferred that the Code of Professional Ethics should be prepared by the professional organisations of teachers so as to ensure its adherence as a self-imposed discipline.

Following are the criteria on which a code of conduct is formed:

1. Ethical student-teacher relationships
2. Ethical teacher-teacher relationships
3. Teacher's professional security and professional conduct
4. Terms of employment

3.3 Main steps in the development of code of conduct

Development of code of conduct follows a systematic process incorporating input from all areas of the institution. Generally, a committee comprising teachers from various streams is formed that will assist in the development of code addressing different areas

which are essential for the institution. Following steps are generally followed to develop code of conduct:

1. Collecting information

The members of the committee collect the ideas and information which has to be included in the code. It is always good to start by examining the values mentioned in the school mission statement. The committee should consider areas that specifically pertain to the teaching. The areas may include conflicts of interest, personal and professional integrity, harassment, fraud, teacher taught relations, relation with the head, use of institution property, discrimination, confidentiality, etc.

2. Creating Draft

On the basis of information, basic content and structure of the code is determined which may help in developing a draft. An effective code of conduct should be written in simple language, should be positive, value-based document that must guide the teachers for appropriate behavior instead of displaying a list of rules and regulations that must be obeyed at all costs. It is very important that language used should be clear, concise and free of legal slang. Following format can be followed for drafting code of conduct:

- Identification of the areas such as conflicts of interest, discrimination, etc.
- Defining the area
- Objective of the area
- Guidelines that teachers should follow for making a decision when faced with a dilemma

3. Reviewing the Draft

First code draft undergoes a comprehensive review process to ensure that the areas discussed in the first step are covered or not. If there is need of editing, necessary edits are done. Try out is done on a group of teachers who are not otherwise involved in the code development process and feedback given by them is incorporated. The completed document is then submitted to head. Head of the institution may consult legal counsellor to ensure legal compliance.

4. Approving and introducing the code

The head of the institution after scrutinising the code provisions in detail approves it. For successful implementation of code of conduct, the introduction of a code of conduct is essential. It should be introduced properly so that each and every employee including the head of the institution should understand it.

5. Enforcing the code

A code of conduct in written form has no value unless it is enforced effectively.

4. MAJOR ETHICAL ISSUES

1. collecting illegal fees and funds from students
2. disclosing confidential school matters
3. taking drugs or alcohol in school premises
4. harassing the students
5. abusing the students
6. giving corporal punishment
7. coming to school under the influence of alcohol or drugs
8. sexually assaulting the student
9. damaging school property
10. stealing school property
11. getting appointment on the basis of fake degrees/certificates/qualification
12. giving bribery to higher authority
13. giving private coaching
14. remaining absent without informing
15. violating disciplinary norms

5. DRAFT OF CODE OF PROFESSIONAL ETHICS FOR SCHOOL TEACHERS IS GIVEN BY NATIONAL COUNCIL FOR TEACHER EDUCATION AS GIVEN BY NCTE

NCTE in collaboration with the All India Primary Teachers Federation (AIPTF), All India Secondary Teachers Federation (AISTF) and All India Federation of Educational Associations (AIFEA) developed a Code of Professional Ethics for Teachers, in 1997 which can be used as model by the teachers.

Following Draft of Code of Professional Ethics for School Teachers is given by National Council for Teacher Education (NCTE):

5.1 Preamble

Recognising:

- i. That every child has a fundamental right to education of good quality;
- ii. That every child has an inherent potential and talent;
- iii. That education should be directed to the all round development of the human personality;

- iv. The need for developing faith in the guiding principles of our polity, viz., democracy, social justice and secularism;
- v. The need to promote through education the concept of composite culture of India and a sense of national identity;
- vi. That teachers, being an integral part of the social milieu, share the needs and aspirations of the people;
- vii. The need to enhance self-esteem of teachers;
- viii. The need to organize teaching as a profession for which expert knowledge, specialized skills and dedication are pre-requisites;
- ix. That the community respect and support for the teachers are dependent on the teachers' professionalism; and
- x. The need for self-direction and self-discipline among members of the teaching community.

5.2 Obligations towards Students

A Teacher:

- i. Treats all students with love and affection.
- ii. Respects the value of being just and impartial to all students irrespective of their caste, creed, religion, sex, economic status, disability, language and place of birth.
- iii. Facilitates students Physical, social, intellectual, emotional, and moral development.
- iv. Respects basic human dignity of the child in all aspects of school life.
- v. Makes planned and systematic efforts to facilitate the child to actualize his/her potential and talent.
- vi. Transacts the curriculum in conformity with the values enshrined in the Constitution of India.
- vii. Adapts his/her teaching to the individual needs of students.
- viii. Maintains the confidentiality of the information concerning students and dispenses such information only to those who are legitimately entitled to it.
- ix. Refrains from subjecting any child to fear, trauma, anxiety, physical punishment, sexual abuse, and mental and emotional harassment.
- x. Keeps a dignified demeanour commensurate with the expectations from a teacher as a role model.

5.3 Obligations towards Parents, Community and Society

A Teacher:

- i. Establishes a relationship of trust with parents/guardians in the interest of all round development of students.
- ii. Desists from doing anything which is derogatory to the respect of the child or his/her parents /guardians.
- iii. Strives to develop respect for the composite culture of India among students.
- iv. Keeps the country uppermost in mind, refrains from taking part in such activities as may spread feelings of hatred or enmity among different communities, religious or linguistic groups.

5.4 Obligations towards the Profession and Colleagues

A Teacher:

- i. Strives for his/her continuous professional development.
- ii. Creates a culture that encourages purposeful collaboration and dialogue among colleagues and stakeholders.
- iii. Takes pride in the teaching profession and treats other members of the profession with respect and dignity.
- iv. Refrains from engaging himself/herself in private tuition or private teaching activity.
- v. Refrains from accepting any gift, or favour that might impair or appear to influence professional decisions or actions.
- vi. Refrains from making unsubstantiated allegations against colleagues or higher authorities.
- vii. Avoids making derogatory statements about colleagues, especially in the presence of students, other teachers, officials or parents.
- viii. Respects the professional standing and opinions of his/her colleagues.
- ix. Maintains confidentiality of information concerning colleagues and dispenses such information only when authorized to do so.

6. OBSERVANCE OF THE CODE

The enforcement of the Code of Conduct is the responsibility of the authority. One way is to provide a copy of the 'Code of Professional Ethics' to the teacher at the time of appointment so that he/she may observe it in all letter and spirit. However, there is possibility that some teachers may violate Code of conduct or some may partially adhere to it. Therefore, there is need to evolve a suitable mechanism that may ensure that all teachers of an institution must follow the ethical principles enshrined in the Code. Authority must take disciplinary action in case if any teacher violates the Code of

conduct. But authority must keep in mind that action should be taken as per the magnitude and nature of the violation.

7. MECHANISM TO DEAL WITH VIOLATIONS AS PER NCTE

NCTE has evolved following four-tier mechanism to deal with the violations/ non-observance of the code:

1. School/Block Ethics Committee

In the case of higher secondary schools where the number of teachers is quite sizeable, an Ethics Committee at the school level comprising senior members of the staff should be appointed. In the case of Primary/Elementary schools, keeping in view the fewer numbers of teachers, the Ethics Committee could be constituted at the Block level by the concerned Associations of teachers. It is the duty of the Committee to deal with the complaints regarding punctuality, regularity, completion of curriculum, engagement in private tuitions, etc.. At the initial level, the committee should try to persuade the erring teachers to mend their ways and warn them that if they do not mend their ways then the committee would not support them if some disciplinary actions are initiated against them by the authorities.

2. District Ethics Committee

The recognised Teacher Organisations/Associations in the State shall jointly constitute the Ethics Committee at the district level comprising representatives of teachers and eminent educationists. The Committee should deal with complaints referred to it by the School/Block Ethics Committee, where the teachers have failed to improve their conduct in spite of the efforts made by the School/Block Ethics Committee. This Committee should deal with complaints of serious nature such as violation of Constitutional Provisions, cases of child abuse, spreading feelings of hatred or enmity among different communities, etc. The Committee may issue 'Advisories' to the erring teachers, if necessary. In the case of recurrence of violation of the Code, the District Committee shall refer the matter to the State Committee for appropriate action.

3. State Ethics Committee

The recognized Teacher Organizations in the state shall jointly appoint an Ethics Committee comprising eminent educationists, representatives of teacher organizations and parents. The Committee should deal with complaints referred to it by the District Committees. The Committee may debar the erring teachers from contesting elections for various offices in the concerned Teacher Organization or suspend their membership.

4. National Ethics Committee

At the national level, NCTE and All India Federations of school teachers may jointly appoint a National Ethics Committee comprising eminent educationists, representatives of Federations of Elementary and Secondary Teacher Organizations, National Commission for the Protection of Child Rights (NCPCR) and parents. The Committee

should be responsible for consideration of issues which may require periodical review of the code and also for the formulation of guidelines for the functioning of Ethics Committees at different levels.

8. PURPOSES OF CODE OF CONDUCT AND ETHICS

These codes seek to serve the following purposes:

1. To foster a culture of high standards of honesty, integrity, ethical and law-abiding behaviour among teachers
2. To encourage the observance of standards to protect and promote the interests of students and the institution
3. To set out the responsibility and accountability of teacher to report and investigate any reported violations of the code or unethical or unlawful behaviour
4. To instruct teachers about the standards of the school
5. To develop the ethical foundations of good teaching in his subject and considers major areas of ethical concern in teaching
6. To enable the teacher to deal consistently and fairly with all students in classroom
7. To ensure that teachers are interacting in a professional manner
8. To make the disciplinary process easier when unethical behaviour occurs
9. To serve as an instrument of self-regulation by acknowledging a responsibility on the part of teachers for the work that they do
10. To represent a status symbol that protects the profession
11. To function as a cornerstone of quality teaching by creating conducive learning environments

9. DISADVANTAGES OF CODE OF CONDUCT

However, code of conduct has many disadvantages also which are as follows:

Inequality

Generally it is observed that senior members of the institution are Code of conduct are exempted from certain codes that may result in the development of feeling of inequality.

Unethical Behaviour

Sometimes, codes of conduct may result in unethical behaviour among teachers as it restricts teachers from expressing their views against the head or institution if something wrong is happening. They have the fear that they may lose their job if they speak against the institution.

Lack of Stability

Code of conduct is developed keeping in view the values and mission statement of the institution. But, as current needs and desires change, the code of conduct also changes which may or may not be according to the values of the institution.

SUMMARY

This module discusses the concept of code of conduct and professional ethics for teachers. Code of Conduct is essentially a set of professional ethical standards with which teachers are required to comply. It refers to the behaviour and ways of thinking of teachers in situations where a choice can affect the dignity and well being of others. A code of professional ethics is a document that outlines a set of principles, issued by a higher authority which affect decision-making and guide the teachers to discharge their duty towards students, parents, colleagues and community. Both Code of ethics and Code of conduct represent two of the most common ways of self-regulation. Code of ethics governs decision-making and code of conduct governs actions. Both codes provide direction to teachers. But, both codes regulate teachers' behavior in different ways. A code of conduct/ethics that governs how the person to whom it applies conducts him or herself in an ethical manner. In the institution code of conduct is constructed with the objectives of improving the quality of teaching, inculcates the feeling of professionalism among teachers, envelope a positive attitude towards teaching profession, helps the students against unethical conduct of teachers, checks on teacher misconduct, prevent violation of code of conduct, serves as a template for discussion and helps in improving the ethics of the teaching profession and promotes public trust. Keeping in mind the major ethical issues, code of conduct is developed by following five steps-collecting information, creating a draft, reviewing the draft, approving and introducing the code and enforcing the code. Institutions can also develop the code of conduct as per the draft given by NCTE. Both codes are beneficial for the smooth functioning of the institutions as well as for the improving the quality of teaching. In order to enforce the code of conduct effectively, it should be stable and should not promote inequality.

 Pathshala
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1. Details of Module and its structure

| Module Detail | |
|---------------------------|--|
| Subject Name | Education |
| Paper Name | Educational Administration, Management & Leadership in School Education |
| Module Name/ Title | Need and Importance of Research in Educational Administration |
| Module Id | e-PG EDN 13.34 |
| Pre-requisites | Basic understanding of Educational Administration |
| Objectives | <p>At the end of this unit, learners will be able to:</p> <ul style="list-style-type: none"> ● Know the meaning of education, administration and educational administration ● Grasp the meaning of basic research and its importance ● Discuss the need to conduct research in the field of educational administration ● Build the understanding of need and importance for research within the administration of school education ● Identify the areas of research in Educational administration |
| Keywords | Administration, Educational Administration, School Education |

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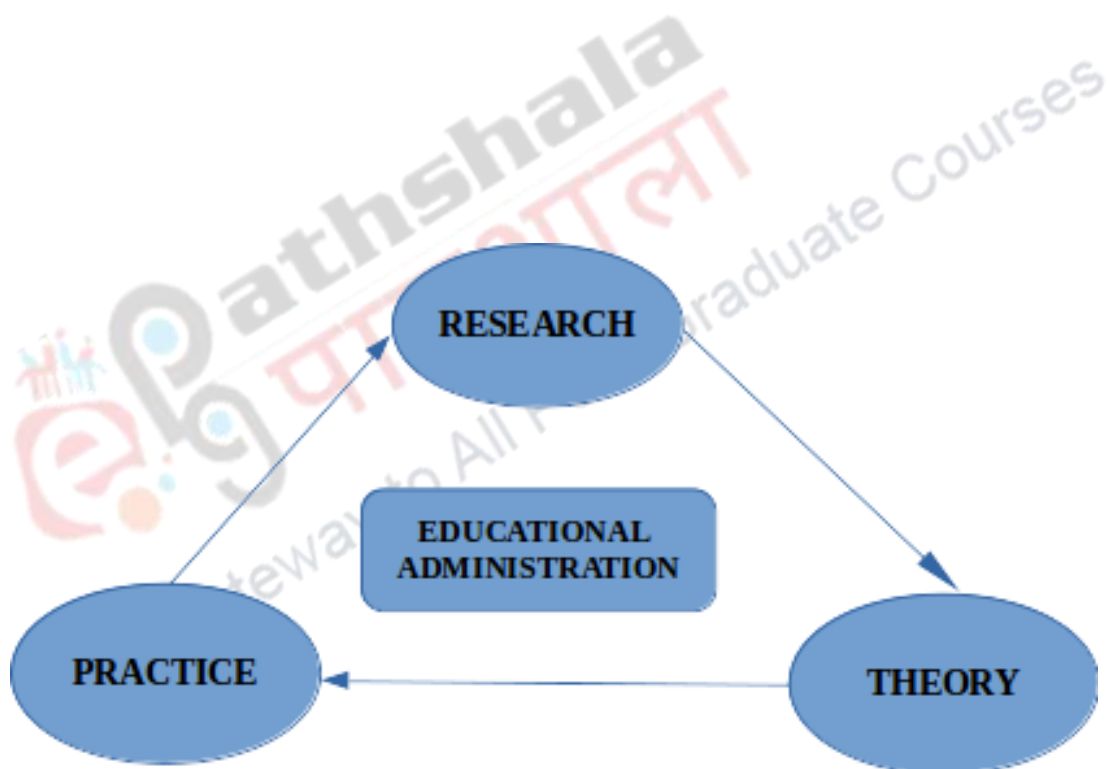
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1. INTRODUCTION

The unique purpose of administration is to direct the utilisation of limited resources of time, people, space, equipment, supplies and work technique in the realisation of coherent operation of an enterprise. It involves activities and processes which require specialisation of effort and sophistication in use. These have been very frequently identified as activities which include planning, programming, budgeting, staffing, evaluating and such processes as leadership, organisation, communication and coordination. Some additional attributes are added such as human relationship, cooperation, logical positivism and staff morale. It encompasses whatever and wherever education is administered, whether it is at the level of an educational institution of an organisation controlling several of the same or different types of educational organisations or whether it is for a smaller or bigger geographical units and whether the management consists of an individual or individuals involving a private or semi government or government agency.

There has long been a need for the development of research related to problems of educational administration but, until recently, most departments giving instruction in that had almost no capability for conducting or supervising research. The need to stimulate research has long been recognised by professors of educational administration and one important step taken by them to meet this need was the

formation of the University Council for Educational Administration. This organisation has done much to stimulate interest in educational research in the field of administration.



LEARNING OUTCOMES

At the end of this unit, learners will be able to:

- Discuss the need to conduct research in the field of educational administration
- Build the understanding of need and importance for research within the administration of school education
- Explain the need to conduct empirical studies in the field of educational administration related to Indian Environment and Culture.
- Identify the research trends in Educational administration.

Topic 1: IMPORTANCE OF RESEARCH IN EDUCATIONAL ADMINISTRATION

The promotion of research on problems of educational administration is a far larger problem than that of finding competent research workers willing to do research in the area. For research workers willing to do research in the area, considerable differences exist concerning how one should go about conducting such research.

However, the primary need of research in educational administration is to bring efficiency in school administration and thus helping for the betterment of educational standards. The following points highlight the need to conduct research in the field of Educational Administration:

- Research in educational administration is essential as it would enable educationists and educational administrators to plan improved developmental programmes and to modify the administrative pattern and organisational structures in accordance with the changing needs and demands of the society. Constant research endeavors and appraisals are essential to help further reorganisation and improvement.
- The present decade has been categorised by a flow of literature taking the position but more precisely formulated theories of educational administration are needed before research can be conducted. So there is need to conduct research so that more precise theories concerning educational administration can be developed.

According to Travers, “Theories have to be based on the kind of substantial knowledge that is derived from research. Although one cannot expect to derive a theory of administration from the kind of research that has typically

been pursued it has tended to be focused on specific and local problems, there is still the possibility that the ideas on which a theory of administration may be based can be derived from research in social psychology and sociology. Certainly business management has long drawn from knowledge derived from such fields in order to develop theories of management. The impact of social psychology and sociology on business management has been far greater than on school administration, perhaps because business has been so highly dependent on research for many aspects of its development”.

- There is need to conduct research so that alternative instruments for studying administrative behaviour can be constructed. The future enrollments in schools and consequent increase in the number and size of schools will demand well qualified leaders as headmasters, principals, inspectors and other officials. There is need to conduct research so that the appropriate ways in the form of standardised tools to the already existing resources of identifying, preparing and guiding educational leaders in the country can be devised. This will help in choosing the right kind of leaders in all the fields who are capable of facing new tasks of education in changing India.
- There is need to evolve proper courses and methods for educational leadership.
- There is need to conduct research so that Teacher Education Programmes can be reoriented to the new national tasks beginning with the country's independence.
- Moreover, now-a- days we have to deal with schools which have diversified curriculum, children from varied backgrounds and the communities around the schools who are literate, intelligent and sensitive to their rights and obligations. The emphasis is not merely on formal training but on practical knowledge, creative thinking and citizenship training. Under this kind of educational revolution in India, will the graduate training institutions be able to face new challenges? Are their programmes and courses adequate for the preparation of the future educational administrators and leaders? There is need to conduct research in order to:

1.1 find out the adequacy of the programmes being run by present teacher education institutions.

1.2 reorient the present programs according to new national tasks.

1.3 evolve proper courses and methods for training educational leaders.

- There is also need to conduct empirical studies related to India's environment and culture.
- The studies in job analysis, administrative role, leadership behaviour, performance, decision making, power structure, group dynamics etc. need to be conducted.
- The research available in the field of educational administration is either descriptive or historical. It is based only on empirical evidences collected through questionnaires and interviews. The scientific method of incorporating a hypothesis or a theory is conspicuous by its absence. So, there is need to conduct research in this field in a systematic manner right from the level of locating the problem of research till its solution.
- Most of the research conducted in the field concentrate only on school administration and exclude university administration. There is need to conduct research in college and university administration. The findings of the researchers will provide significant insights for local level administrators whose area (school, college, district) is being studied.
- There is need to conduct studies to know how much of feedback reaches such administrations.
- There is need to conduct action research and do lot of experimentation so that required changes could be brought about.
- There is need to conduct in-depth studies with respect to planning administration especially of large educational institutions, including universities. The studies should have greater dependence on data collected from direct primary sources rather than using any secondary data. Moreover, research should use multiple techniques and methods in order to get a better, deeper and more comprehensive understanding of the issues and factors involved.

In a nutshell, there is need to conduct research in the field of educational administration in order to:

1. establish standards of Educational Administration and ensuring efficient performance.
2. standardise methods of work.
3. take decisions or solve problems and reduce interpersonal, intergroup or interdepartmental conflicts.
4. improve existing situations.
5. meet the challenge of time.
6. prepare standardised tools.
7. provide opportunities for individual members to realise their individual capabilities of growth and enjoy both social need and job satisfaction.

There is need to conduct research on the following problems with the scientific approach in the field of education in general and for school administration in particular.

Topic 2: AREAS OF RESEARCH IN EDUCATIONAL ADMINISTRATION

Research in educational administration is important in order to gain an evidence-based understanding on the following:

- 2.1 Role analysis of educational administrators at different levels.
- 2.2 Comparison of roles of administrators in education, business government and other social institutions.
- 2.3 Studies in values and attitudes of educational administrators.
- 2.4 Case studies of administrators in education.
- 2.5 Finding impact of specialised training on administration behaviour.

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- 2.6 Tests for measuring mental health and aptitude of education administrators.
- 2.7 Criteria for selection, recruitment, and appointment of educational administrators to various specialised jobs.
- 2.8 Measuring impact of physical facilities and working conditions, administrative behaviour, efficiency and success.
- 2.9 Influence of culture on administrative behaviour.
- 2.10 Studies in morale of educational administrators.
- 2.11 Democratic values and appropriate administrative leadership education.
- 2.12 Group dynamics and its impact on administrative behaviour.
- 2.13 Forms of organisation (line and staff), methods of control (centralisation and decentralization) and their impact on educational administrators.
- 2.14 Community power structure, internal politics, informal and formal groups and their influence on educational administrators.
- 2.15 Administrator's personal philosophy and its impact on his administrative behaviour.
- 2.16 Analysis of the administrative process suited to educational system.
- 2.17 Studies in decision making process in education departments, schools, colleges and universities.
- 2.18 Factors or criteria of effective decision-making in education.
- 2.19 Effective planning by educational administrators.
- 2.20 Methods of planning (individual or group, rational or irrational, realistic or theoretical) and their impact on educational administration.
- 2.21 Staff participation in educational planning and administration.

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- 2.22 Forms of organisation, organisational structure and hierarchy and their impact on educational administration.
- 2.23 Delegation of authority and responsibility in education administration
- 2.24 Significance of communication in effective educational administration.
- 2.25 Studies in the use of community resources by educational administrators
- 2.26 Studies in staff relation maintained by administrator within their institutions.
- 2.27 Measures for evaluating the outcomes and returns of educational administration.
- 2.28 Studies in problems and difficulties faced by the departments of education, inspectors, headmasters and managements.
- 2.29 Studies in supervisory and inspection procedures in education.
- 2.30 Studies in the administration of teacher welfare programmes.
- 2.31 Administration of medical inspection and remedial programmes.
- 2.32 Studies in the morale of subordinates working under education administrators.
- 2.33 Studies in coordination among different administrative units groups involved in educational administration
- 2.34 Analysing concepts like educational administration, inspectors' supervision, school management, administrative behaviour, human relations, leadership and so on.
- 2.35 Historical studies in the development of administration education at various levels.
- 2.36 Documentary analysis of administrative policy, laws, codes with reference to educational administration.

SUMMARY

Educational administration is regarded as a dynamic, ever changing and ever expanding process in which new developments take place continuously depending upon the changing needs of the nation. Educational Administration has been recognised as a potential subject of study and research with professors, researchers and postgraduate students in the field rigorously involving themselves into the in-depth study of the subject.