

Mata Manjharo Ajab Dayal Singh Teacher's Training College

Plot No. 1321, 1322, Village – Dulour (Baradparwa), P.O – Dulour

Taluka – Jagdispur, District – Bhojpur, Bihar



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Part I

Profile of the Institution

A) Profile of the Institution

1. Name and address of the Institution: **MATA MANJHARO AJAB DAYAL SINGH
TEACHER'S TRAINING COLLEGE**
Plot.No.1321, 1322, Village – Dulour
(Baradparwa), P.O – Dulour
Taluk – Jagadisapur,
District – Bhojpur, Bihar

2. Website URL: www.mmadayalsinghtrtcollege.in

3. For communication: Office

Name	Telephone Number with STD Code	E-Mail Address
Principal Dr.Arjun Lal	06181280216	mmadsingh@gmail.com m07022960sgh@gmail.com
Self – Appraisal Co-ordinator Sri. Madheshwar Singh	06182248216	dkcarmelschool@rediffmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Principal Dr.Arjun Lal	06181280216	9006657394
Self-Appraisal Co-ordinator Sri. Madheshwar Singh	06182248216	9973317504

4. Location of the Institution:

Urban ☐ X

Semi-urban ☐ X

Rural ☒

Tribal ☐ X

Any other (specify and indicate) ☐ X

5. Campus area in acres:

0.99

6. Is it a recognized minority institution?

No



7. Date of establishment of the institution:

Month & Year

MM	YYY
06	2010

8. University/Board to which the institution is affiliated:

VEER KUNWAR SINGH UNIVERSITY

9. Details of UGC recognition under sections 2 (f) and 12B of the UGC Act

2 (f)	Month and Year		Month and Year	
	MM	YYYY	MM	YYYY
	-	-	-	-

10. Type of Institution:

a. By funding	i. Government	☐
	ii. Grant-in-Aid	☒
	iii. Constituent	☐
	iv. Self-financed	☒
	v. Any other (specify and indicate)	☐
b. By Gender	i. Only for Men	☐
	ii. Only for Women	☐
	iii. Co-education	☒
c. By Nature	i. University Dept.	☐
	ii. RIE	☐
	iii. IASE	☐
	iv. Autonomous College	☐
	v. Affiliated College	☒

- vi. Constituent College ☐
- vii. Dept. of Education of a ☐
- Composite College
- viii. CTE ☐
- ix. Any other (specify and indicate) ☐

11. Does the University / State Education Act have provision for Autonomy ?

Yes ☒ No ☐

If yes, has the institution applied for autonomy?

Yes ☐ No ☒

12. Details of Teacher Education programmes offered by the institution:

Sl. No	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
	Secondary/ Sr. Secondary	B.Ed	UG / PG Degree	Degree	1 Year	Eng / Hindi

13. Give details of NCTE recognition (for each programme mentioned in Q.12 above)

Level	Programme	Order No. and Date	Valid upto	Sanctioned Intake
Secondary/Sr. Secondary	B.Ed	ERC/17.134.6.22/NCTE/B.Ed/2012/ 12276	Permanent	100

1. Does the Institution have a stated?

Vision	Yes ☒	No ☐
Mission	Yes ☒	No ☐
Values	Yes ☒	No ☐
Objectives	Yes ☒	No ☐

2. a) Does the institution offer self-financed programme(s)?

If yes

YES

a) How many programmes?

01

b) Fee charged per programme

6.5,000

3. Are there programmes with semester system?

NO

4. Is the institution representing/participating in the curriculum development / revision processes of the regulatory bodies?

Yes

X

No



If yes, how many faculty are on the various curriculum development/ vision committees/boards of universities/regulating authority?

Since the institution is an affiliated institution, it has to follow the curricula /syllabi proposed by the University. However the college regularly sends suggestions and inputs for the improvement of curriculum/syllabus.

5. Number of methods/elective options (programme wise)

D.Ed	--
B. Ed.	8 Elective & 2 Optional Subjects
M.Ed. (Full Time)	--
Any other (specify and indicate)	--

6. Are there Programmes offered in modular form

Yes	☒	No	☒
Number	--		

7. Are there Programmes where assessment of teachers by the students has been introduced?

Yes	☒	No	☒
-----	-------------------------------------	----	-------------------------------------

Number	01
--------	---------------------------------

Assessment of teachers by students of course is done regularly as per the prescribed proforma.

8. Are there Programmes with faculty exchange / visiting faculty.

Yes	☒	No	☒
-----	-------------------------------------	----	-------------------------------------

Number	03
--------	---------------------------------

There are three visiting faculty.

9. Is there any mechanism to obtain feedback on the curricular aspects from the

📌 Heads of Practice teaching schools	Yes ☒	No ☐
📌 Academic Peers	Yes ☒	No ☐
📌 Alumni	Yes ☒	No ☐
📌 Students	Yes ☒	No ☐
📌 Employers	Yes ☒	No ☐

10. How long does it take for the institution to introduce a new programme within the existing system?

02 Years

11. Has the institution introduced any new courses in teacher education during the last three years?

Yes ☒ No ☐

12. Are there courses in which major syllabus revision was done during the last five years?

Yes ☐ No ☒

Number

13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes ☒ No ☐

14. Does the institution encourage the faculty to prepare course outlines?

Yes ☒ No ☐

1. How are students selected for admission into various courses?

- a) Through an entrance test developed by the institution ☒
- b) Common entrance test conducted by the University/Government ☒
- c) Through an interview ☐
- d) Entrance test and interview ☐
- e) Merit at the qualifying examination ☐
- f) Any other (specify and indicate) ☐

2. Furnish the following information (for the previous academic year):

- a) Date of start of the academic year
- b) Date of last admission
- c) Date of closing of the academic year
- d) Total teaching days
- e) Total working days

B.Ed	M.Ed
June/ July	-
30 th June	-
30 th June	-
210	-
210	-

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed. 2012-13	41	59	100	18	19	37	23	40	63
B.Ed. 2013-14	34	66	100	20	33	53	14	33	47
B.Ed. 2014-15	38	62	100	26	26	52	12	36	48

4. Are there any overseas students?

Yes

X

No

✓

5. What is the 'unit cost' of teacher education programme?

(Unit cost= total annual recurring expenditure divided by the number of students/trainees enrolled).

a) Unit cost excluding salary component

25,000/-

b) Unit cost including salary component

40,000/-

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session

Programme	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed.	82.10%	70.80%	82.80%	78.70%

7. Is there a provision for assessing students knowledge and skills for the programme (after admission)?

Yes ☒ No ☐

8. Does the institution develop its academic calendar?

Yes ☒ No ☐

9. Time allotted in percentage

Programmes	Theory	Practice Teaching	Practicum
B.Ed.	51.4%	22.2%	26.4%

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

20

b) Minimum number of pre-practice teaching lessons given by each student

07

11. Practice Teaching at School

a) Number of schools identified for practice teaching

10

b) Total number of practice teaching days

40

c) Minimum number of practice teaching lessons given by each student

40

12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

Number of Lessons in Simulation

07

Number of Lessons Pre-practice teaching

07

13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes ☒ No ☐

14. Does the institution provide for continuous evaluation?

Yes ☒ No ☐

15. Weight age (in percentage) given to internal and external evaluation

Programmes	Internal	External
B.Ed.	20%	80%

16. Examinations:

a) Number of sessional tests held for each paper

03

b) Number of assignments for each paper

01

17. Access to ICT (Information and Communication Technology) and technology.

Sl No	Perticulars	Yes	No
01	Computers	☒	-
02	Intranet	☒	-
03	Internet	☒	-
04	Software / courseware (CDs)	☒	-
05	Audio resources	☒	-
06	Video resources	☒	-
07	Teaching Aids and other related materials	☒	-
08	Any other(specify) LCD & OHP	☒	-

18. Are there courses with ICT enabled teaching-learning process?

Yes

☒

No

☒

Number

All

19. Does the institution offer computer science as a subject?

Yes

☒

No

☒

If yes, is it offered as a compulsory or optional paper?

Compulsory

✓

X

1. Number of teachers with Ph.D and their percentage to the total faculty strength

Number	01	Percentage	14.33%
--------	----	------------	--------

2. Does the Institution have ongoing research projects?

Yes ☐ X ☐ No ☒

If yes, provide the following details on the ongoing research projects

Funding agency	Amount (Rs)	Duration(Years)	Collaboration, if any
--	--	--	--

(Additional rows / columns may be inserted as per the requirement) However, a few teachers pursue research leading to M.Phil. and Ph.D. degrees on their own self-funded research.

3. Number of completed research projects during last three years.

NIL

4. How does the institution motivate its teachers to take up research in education? (Mark '✓' for positive response and 'X' for negative response)

➤ Teachers are given study leave ☒

➤ Teachers are provided with seed money ☐ X

➤ Adjustment in teaching schedule ☒

➤ Providing secretarial support and other facilities ☒

➤ Any other (Incentive granted for acquiring additional research degree) ☐ X

5. Does the institution provide financial support to research scholars?

Yes ☒ No ☒

6. Number of research degrees awarded during last 5 years.

a. Ph.D.
b. M.Phil.

7. Does the institution support student research projects (UG & PG)?

Yes ☒ No ☒

8. Details of the Publications by the faculty (Last five years)

Sl No.	Perticulars	Yes	No	Number
01	International Journals	✓	X	02
02	National Journals - referred papers Non referred papers	X	✓	--
03	Academic articles in reputed magazines/newspapers	✓	X	01
04	Books	✓	X	01
05	Any other (Specify and indicate)Articles in various magazines	✓	X	01

9. Are there awards, recognition, patents etc received by the faculty?

Yes ☒ No ☒

Number

10. Number of papers presented by the faculty and students (during last five years):

	Presented		Participated	
	Staff	Students	Staff	Students
National Seminars	3	--	--	--
International Seminars	--	--	--	--
Academic forum	5	--	--	2

11. What types of instructional materials have been developed by the institution? (Mark '✓' for yes and 'X' for No.)

Self-instructional materials



Print materials



Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)



Digitalized (Computer aided instructional materials)



Question Bank



12. Does the institution have a designated person for extension Activities?

Yes ☒ No ☒

If yes, indicate the nature of the post.

Full-time	☐
Part-time	☐
Additional charge	☒

13. Are there NSS and NCC / CLC programmes in the institution?

Yes ☒ No ☒

14. Are there any other outreach programmes provided by the institution?

Yes ☒ No ☒

15. Number of other curricular / co-curricular meets organized by other academic agencies/NGOs on Campus

Yes ☐ No ☐

16. Does the institution provide consultancy services?

Yes ☒ No ☒

In case of paid consultancy what is the net amount generated during last three years.

ONLY FREE CONSULTANCY IS PROVIDED

16. Does the institution have networking/linkage with other institutions/organizations?

Local Level	✓
State Level	✓
National Level	--
International Level	--

01. Built up Area (in sq. mts.)

4056.69 Sq. Mts

02. Are the following laboratories been established as per NCTE Norms?

a) Methods Lab	Yes ☒	No ☐	X
b) Psychology lab	Yes ☒	No ☐	X
c) Science Lab (s)	Yes ☒	No ☐	X
d) Educational Technology Lab	Yes ☒	No ☐	X
e) Computer Lab	Yes ☒	No ☐	X
f) Workshop for preparing teaching aids	Yes ☒	No ☐	X

03. How many Computer terminals are available with the institution?

Yes No ☒

04. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?

Rs. 15,000/-

05. What is the Amount spent on maintenance of computer facilities during the previous academic year?

Rs.25,000/-

06. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

Rs.200000/-

07. Budget allocation for campus expansion (building) and upkeep for the current academic session/financial year?

Rs.300000/-

08. Has the institution developed computer-aided learning packages?

YES

09. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	07	7	4	0
Non – teaching	04	4	2	0

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching	0	0	0	0
Non – teaching	0	0	0	0

11. a. Number of regular and permanent Teachers (Gender – wise)

	Open		Reserved	
	M	F	M	F
Lecturers	07	00	04	00
Readers	-	-	-	-
Professors	-	-	-	-

All are regular, full time and permanent

**b. Number of temporary / ad-hoc / part-time teachers
(Gender – wise)**

	Open			Reserved	
	M	F		M	F
Lecturers	01	-		01	01
Readers	-	-		-	-
Professors	-	-		-	-

c. Number of teachers from

Same state

03

Other states

08

12. Teacher student ratio (program-wise)

Programme	Teacher-Student Ratio
B.Ed.	01:14

13. a. Non-teaching staff

Permanent (05)

Temporary

Open		Reserved	
M	F	M	F
01	01	01	02
-	-	-	-

b. Technical Assistants

Permanent

Temporary

Open		Reserved	
M	F	M	F
-	-	1	-
-	-	-	-

14. Ratio of Teaching – non teaching staff

2:1

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)

30%

16. Is there an advisory committee for the library?

Yes



No



17. Working hours of the library

On working days

09:00 – 05:00

On holidays

--

During Examinations

09:00 – 06:00

18. Does the library have an Open access facility?

Yes



No



19. Total collection of the following in the library

a. Books

- Text Books

5726

- Reference Books	4323
-General Books	1403

b. Magazines	06
--------------	----

c. Journals subscribed	
- Indian journals	25
- Foreign journals	-
d. Peer reviewed journals	-
e. Back volumes of journals	48

f. E-information resources	
- Online journals/e-journals	2
- CDs/DVDs.	50
- Databases	6
- Video Cassettes	-
- Audio Cassettes	-

20. Mention the

Total carpet area of the Library (in sq. mts.)

352 Sq. Mts

Seating capacity of the Reading room

100

21. Status of automation of Library

Yet to initiate ☐ X

Partially automated ☒

Fully automated ☐ X

22. Which of the following services/facilities are provided in the library?

Circulation	☒
Clipping	☒
Bibliographic compilation	☐
Reference	☒
Information display and notification	☒
Book Bank	☒
Photocopying	☒
Computer and Printer	☒
Internet	☒
Online access facility	☒
Inter-library borrowing	☐
Power back up	☒
User-orientation/information literacy	☒
Any other (Air Conditioned)	☒

23. Are students allowed to retain books for examinations?

Yes ☒ No ☐

24. Furnish information on the following

Average number of books issued/

Returned per day

Maximum number of days books are permitted to be retained

16

By the students

14 DAYS

By the faculty

30 DAYS

Maximum number of books permitted for issue

For students

03

For faculty

05

Average number of users who visited/consulted per month

2000

Ratio of library books (Excluding textbooks And book bank facility) to the number of Students enrolled

25:01

25. What is the percentage of library budget in relation to total budget of the institution?

1.5%

26. Provide the number of books /journals/periodicals that have been added to the library during the last three years and their cost.

Year →	I		II		III	
	Categories	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Total cost (in Rs.)
	Text books	3211	282335	3411	322335	362335
	Reference books	--	--	--	--	--
	Journals / periodicals	12	600	14	720	825
	General books	400	60,000	425	63,750	67,500

1. Programme wise "dropout rate" for the last three batches

Programme	Year -1	Year - 2	Year -3
	(2011-12)	(2012-13)	(2013-14)
B.Ed	02	03	03

2. Does the Institution have the tutor-ward / or any similar mentoring system?

Yes ☒ No ☐

If yes, how many students are under the care of a mentor/tutor?

15

3. Does the institution offer Remedial instruction?

Yes ☒ No ☐

4. Does the institution offer Bridge courses?

Yes ☐ No ☒

5. Examination Results during past three years (provide year wise data)

Details	B.Ed		
	2012-13	2013-14	2014-15
Pass Percentage	97	100	100
Number of first classes	97	100	100
Number of distinctions	64	91	99

6. Number of students who have passed competitive examinations during the last three years (provide year wise data)

NET

I	II	III
--	--	--
--	--	--
--	--	--

SLET/SET

K.A.S (specify and indicate)

7. Mention the number of students who have received financial aid during the past three years

Financial Aid	I	II	III
(i) Merit Scholarship	--	---	---
(ii) Merit-cum- means scholarship	--	---	---
(iii) Fee concession	--	---	---
(iv) Loan Facilities	--	---	---
(v) Any other specific & indicate cash prize uniform	--	---	---

8. Is there a Health Centre available in the campus of the institution?

Yes ☒ No ☐

9. Does the institution provide Residential accommodation for :

Faculty	Yes ☐	No ☒
Non-teaching staff	Yes ☐	No ☒

10. Does the institution provide Hostel facility for its students?

Yes ☐ No ☒

If yes, number of students residing in hostels.

Men	--
Women	--

11. Does the institution provide indoor and outdoor sports facilities?

Sports fields	Yes ☒	No ☐
Indoor sports facilities	Yes ☒	No ☐
Gymnasium	Yes ☐	No ☒

12. Availability of rest rooms for Women

Yes ☒ No ☐

13. Availability of rest rooms for men

Yes ☒ No ☐

14. Is there transport facility available?

Yes ☒ No ☐

15. Does the Institution obtain feedback from students on their campus experience?

Yes ☒ No ☐

16. Give information on the Cultural Events (Last year data) in which the Institution participated/organized.

Details	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	-	✓	-	-	✓	-
Inter-university	-	✓	-	-	✓	-
National	-	✓	-	-	✓	-
Inter Institutions Cultural Programme	-	✓	-	-	✓	-

17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

	Participation of students (Numbers)	Outcome (Medal achievers)
State	-	-
Regional	-	-
National	-	-
International	-	-
Inter Institutions Tournament	-	-

18. Does the institution have an active Alumni Association?

YES ☒ NO ☐ X

If yes, give the year of establishment

2013

19. Does the institution have a Student Association/Council?

Yes ☒ No ☐ X

20. Does the institution regularly publish a college magazine?

Yes ☐ X No ☒

21. Does the institution publish its updated prospectus annually?

Yes ☒ No ☐ X

22. Give the details on the progression of the students to employment / further study (Give percentage) for last three years.

Details	Year -1 (%)	Year -2 (%)	Year -3 (%)
Higher studies	18%	22%	32%
Employment (Total)	50%	52%	55%
Teaching	48%	47%	52%
Non teaching	2%	5%	3%

23. Is there a placement cell in the institution?

Yes ☒ No ☐ X

If yes, how many students were employed through placement cell during the past three years?

2012-13	2013-14	2014-15
16	34	47

24. Does the institution provide the following guidance and counseling services to students?

Academic guidance and Counseling	Yes ☒	No ☐ X
Personal Counseling	Yes ☒	No ☐ X
Career Counseling	Yes ☒	No ☐ X

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body / committee

Yes ☒ No ☒

2. Frequency of meetings of Academic and Administrative Bodies: (Last year)

Governing Body/management	✓
Staff council	✓
IQAC/or any other similar body / committee	✓
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	✓

3. What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?

Loan Facility	Yes ☒	No ☒
Medical assistance /PF	Yes ☒	No ☒
Insurance	Yes ☒	No ☒
Other Welfare Schemes	Yes ☒	No ☒

1. P.F No

2. Maternity Leave Yes

3. Fee Concession for employers Children

studying in our Institutions Yes

4. Festival Advance Yes

5. Monetary assistance at time of need Yes

6. Free Transport Yes

4. Number of career development programmes made available for non teaching staff during the last three years.

02

5. Furnish the following details for the past three years

a. Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized organization.

NIL

b. Number of teachers who were sponsored for professional development programmes by the Institution:

National 2

International -

c. Number of faculty development programmes organized by the Institution.

3

d. Number of Seminar / workshops / symposia on Curricular development, Teaching-learning, Assessment, etc. organized by the institution.

Seminar	Work Shop
02	03

e. Research development programmes attended by the faculty

1

f. Invited/endowment lecturers at the institution

Yes

6. How does the institution monitor the performance of the teaching and non-teaching staff?

a. Self-appraisal (Teachers)

Yes ☒ No ☐

X

b. Student assessment of faculty performance

Yes ☒ No ☐

X

c. Expert assessment of faculty performance

Yes ☒ No ☐

X

d. Combination of one or more of the above

Yes ☒ No ☐

X

e. Any other (specify and indicate)

Yes ☒ No ☐

X

(By analyzing Students University Results, Principals assessment on faculties)

7. Are the faculty assigned additional administrative work?

Yes ☒ No ☐

X

If yes, give the number of hours spent by the faculty per Week

4 Hours

8. Provide the income received under various heads of the account by the institution for previous academic session.

Grant-in-aid	----
Fees	✓
Donation	----
Self-funded courses	----
Hostel	----

9. Expenditure statement (for last two years)

Details	Year-1 2013-14	Year-2 2014-15
Total sanctioned Budget	65,00,000	65,00,000
% spent on the salary of faculty	29,00,000	32,00,000
% spent on the salary of non-teaching employees	5,00,000	6,00,000
% spent on books and journals	20,000	20,000
% spent on developmental activities (expansion of building)	2,50,000	2,50,000
% spent on telephone, electricity and water	35,000	35,000
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	3,00,000	3,00,000
% spent on maintenance of equipments, teaching aids, contingency etc.	1,00,000	1,00,000
% spent on research and scholarship (Seminars, conference, faculty development programs, faculty exchange etc.)	1,50,000	1,50,000
% spent on travel	50,000	40,000
Any other (specify and indicate)	21,70,000	17,62,000
Total Expenditure incurred	64,75,000	64,57,000

10. Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)

Year	Surplus in Rs	Deficit in Rs
2013-14	25,000	--
2014-15	43,000	--

11. Is there an internal financial audit mechanism?

Yes ☒ No ☐

12. Is there an external financial audit mechanism?

Yes ☒ No ☐

13. ICT/Technology supported activities/units of the institution:

Administration Yes ☒ No ☐

Finance Yes ☒ No ☐

Student Records Yes ☒ No ☐

Career Counseling Yes ☒ No ☐

Aptitude Testing Yes ☒ No ☐

Examinations/Evaluation/ Yes ☒ No ☐

Assessment Yes ☒ No ☐

Any other (specify and indicate)

{Seminar & Conferences} Yes ☒ No ☐

14. Does the institution have an efficient internal co-coordinating and monitoring mechanism?

Yes ☒ No ☐

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes ☒ No ☐

16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes ☒ No ☐

17. Does the Institution have the freedom and the resources to appoint and pay temporary / ad hoc / guest teaching staff?

Yes ☒ No ☐

18. Is a grievance redressal mechanism in vogue in the institution?

a) For teachers ☒

b) For Students ☒

c) For non – teaching staff ☒

19. Are there any ongoing legal disputes pertaining to the institution?

Yes ☐ No ☒

20. Has the institution adopted any mechanism / process for internal academic audit / quality checks?

Yes ☒ No ☐

21. Is the institution sensitized to modern managerial concepts such as strategic planning, teamwork, decision-making, computerization and TQM ?

Yes ☒ No ☐

1. Does the institution has an established Internal Quality Assurance Mechanisms?

Yes ☒ No ☐

2. Do students participate in the Quality Enhancement of the Institution?

Yes ☒ No ☐

3. What is the percentage of the following student categories in the institution 2012-13 B.Ed?

Sl No	Category	Men	Percentage	Women	Percentage
A	SC-02	02	100%	---	---
B	ST	---	---	---	---
C	OBC-35	16	46%	19	54%
D	Physically challenged	---	---	---	---
E	General Category-63	23	37%	40	63%
F	Rural-75	30	40%	45	60%
G	Urban-25	11	44%	14	56%

4. What is the percentage of the staff in the following category in the institution 2013-14
B.Ed and D.Ed?

Sl No	Category	Teaching staff	%	Non teaching staff	%
a	SC	-	-	-	-
b	ST	-	-	-	-
c	OBC-07	04	57%	03	43%
d	Women-01	01	100%	-	-
e	Physically challenged	-	-	-	-
f	General Category-03	02	67%	01	33%

5. What is the percentage incremental academic growth of the students for the last two batches?

Category	At Admission		On Completion of the Course	
	Batch I	Batch II	Batch I	Batch II
	2012-13	2012-13	2013-14	2013-14
SC	-	-	-	-
ST	-	-	-	-
OBC	-	-	-	-
Physically Challenged	-	-	-	-
General Category	-	-	-	-

Executive summary

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

The main objective of the Trust is to set up the College in rural area to take teacher education to the door steps children belonging to rural area and at the same time to enable those belonging to urban areas to familiarize themselves with rural background and understand the role of community in the development of the schools.

It has been globally realized that the universalization of Teacher Education could perhaps be possible only with the active cooperation of the community. Therefore it is quite important for teacher education to motivate teacher trainees that they have a great role to play in developing a wholesome relationship between the school and the community through their initiative and commitment.

The Trust established the College with missionary spirit to achieve the following goals & objectives:

1. Recognition of Education as one of the pious obligations of the human society towards the next generation.
2. Promotion of capabilities for inculcating national values and goals as enshrined in the Indian Constitution.
3. Activation of prospective teachers to bring about social & cultural awakening.

4. Uplifting of children belonging to socially disadvantageous classes, backward areas and economically weaker sections of the society.
5. Eradication of illiteracy among girls leading to women empowerment.

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

For purpose of practice teaching the college has identified schools nearby areas. The heads of such schools willfully co-operate with the College to supervise the internship as part of the practice teaching programme. Every teacher trainee has to function as a regular teacher in the cooperating school concerned. Apart from teaching practice he is expected to prepare time table, attend morning assembly, organize co-curricular activities, maintain school records etc, and this entire exercise is done under the supervision of the head of the school who is also responsible to award marks on this account in consultation with group in charge who is invariably a teacher educator of the College. During the practice teaching, the student teachers are generally not allowed to deviate from school time table. They are required to select topics for preparation and delivery of lessons strictly according to the syllabus concerned.

The B.Ed course extends over one academic year and at least 180 working days are to be devoted for the completion of the course-theory as well as practice teaching as per statutes. Out of this duration about 35 days are spent to develop teaching skills at micro as well as macro level. Micro teaching is conducted in simulated conditions and regular macro lessons in real class room situation. However it has been observed that this period of 180 days is not adequate to transform a teacher trainee into a competent and committed Professional educator so that he acts as a trail blazer in the lives of the learners.

The College envisages that teacher education plays a crucial role in the process of education for development so that it is held as a core condition to ensure highly proficient and qualitative school education and also seeks to reshape the attitude, remodel the habits and in a way reconstitute the total personality of the teacher. But due to the paucity of time it is not possible to achieve this pious goal of teacher education institutions.

1.1 Curricular Design Development

- 1 State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.)

The institution has been established with the main aim of providing quality teacher education to the students of rural areas of Society. The institution is striving hard for preparing effective and efficient teachers through various academic, co-academic and social activities. For preparing such future teachers, the institution with the committed visionaries in the Management and dedicated faculty members tries to achieve the following objectives:

Objectives of the Institution:

- To develop reflective, critical and creative thinking among prospective teachers.
- To develop inter-personal and social skills along with right attitude and self-motivation for continuous learning among prospective teachers.
- To bring about physical, emotional, intellectual and ethical integration of student-teachers with a view of evolving a 'Complete Teacher' possessing the basic values of secularism, national integration and truthfulness.

The vision and mission of the college is as given ahead:

Vision of the College:

- To prepare and develop competent, innovative and farsighted teachers who can meet the requirements of global competitive world and contribute to academic excellence.
- To provide value-based curriculum and dynamic academic environment for

strengthening faith in humanistic, social and moral values as well as in Indian cultural heritage and democracy.

- To create facilities for imparting quality education and grow into a centre of excellence in the field of teacher education.

Mission of the College:

To imbibe in our prospective teachers with Dedication, Diligence, sense of Discrimination and Dignity of teaching profession.

For achieving the mission and objectives of the institution, a number of academic as well as co-academic activities are being organized by the college through mutual cooperation and efforts of students and faculty members.

2 Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies).

The curriculum for B. Ed. Course is developed by VEER KUNWAR SINGH University and same is circulated to the affiliated colleges by the University. Although, there is no direct role of the college in curriculum development process, however, the college put forward the suggestions for making improvements in curriculum as and when it is desired by the University.

3 How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?

The curriculum of the programme is being developed by the concerned affiliating bodies (as mentioned in above paragraph) and modern aspects of teacher education like ICT, computer education, inclusive education other latest developmental programmes in education sector etc. have been included in the curriculum. The concerned affiliating bodies make necessary modifications in the course curriculum from time to time as per UGC/NCTE guidelines as well as changing social and technological scenario.

4 How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?

Although, the curriculum in B. Ed. course developed by the respective affiliating bodies bears some thrust on national issues at the time of curriculum transaction in the college, the teacher trainees are provided educational experiences with the help of OHP, LCD projector as well as they are also trained in the use of these modern technologies in classroom teaching-learning process.

For bringing awareness among the teacher trainees regarding major national issues like environment and value education, 'Education for Values, Environment and Human Rights' has been included as a compulsory subject in B. Ed. programmes. Apart from this, various activities like visit to old age home, visits to nearby special school, cleanliness campaign, activities related to hazards of drug addiction and women empowerment, environment awareness rally, AIDS awareness related activities etc. are being organized by the college so as to develop among students various social and moral values. This helps in moving towards the achievement of objectives of the institution.

5 **Does the institution make use of ICT for curricular planning? If yes give details.**

Yes. The staff of the College is aware towards the implications of the curricular and course objectives and designing their training strategies with all care including the use of ICT. The aim is to see that the trainees extensively use ICT for curricular planning and teaching in education.

1.2 **Academic Flexibility**

1 **How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice?**

The teacher trainees in B. Ed. Programme is provided training with the help of audio-visual aids, group discussion in classes, seminar presentations, class quizzes, team teaching etc. The teachers make use of teaching aids while imparting experiences to the students in the classroom. In addition to this, the students of B. Ed. course are provided training in various teaching skills as well as classroom management skills by the techniques of micro-teaching, simulation, practice teaching in schools. The first hand experiences to the students are provided with the help of demonstrations and practice in different laboratories.

2 **How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field?**

College always encourage the students to participate in seminars, workshops debates etc using multimedia presentations besides this college organized various co – curricular activities and educational excursion tours local visit of educational & Historical places providing varied learning experiences to the students both in the campus as well as in the field.

3 **What value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills (verbal & written), ICT skills, Life skills, Community orientation, Social responsibility etc..**

During last three years college has introduced several personality development aspects contents in the academic calendar. Program for communication skill, ICT skills, scout guide camp & NSS to develop social responsibility, life skills, Blood donation camp etc have been incorporated Book and cloths distribution to the poor are being organized during community orientation .

4 How does the institution ensure the inclusion of the following aspects in the curriculum?

- i. Interdisciplinary/Multidisciplinary
- ii. Multi-skill development
- iii. Inclusive education
- iv. Practice teaching
- v. School experience / internship
- vi. Work experience /SUPW
- vii. Any other (specify and give details)

(Also list out the programmes/courses where the above aspects have been incorporated).

All the above mentioned activities /programs are an integrated in core subjects, optional and other subjects of the B.Ed. curriculum. Intact B.Ed course syllabus itself is interdisciplinary and multidisciplinary all these are covered during the tenure of all academic activities.

Multi-Skill Development:

The faculty members make use of various strategies like group discussions, seminar presentations, class quizzes, use of modern technological gadgets (OHP, LCD Projector) during classroom teaching so as to develop communication skills and self-confidence among students. Various co-curricular activities and extension activities are organized by the student-teachers with overall guidance of faculty members. This helps in developing civic and social values among the students.

Inclusive Education:

The student-teachers are given knowledge and understanding about inclusion of exceptional children in normal classroom by faculty members through regular classroom teaching-learning process.

Practice Teaching:

Practice Teaching is an integral and compulsory part in B. Ed. programme. The student-teachers are to undergo practice teaching in nearby situated secondary schools for a minimum period of 30 days. During practice teaching, the student teachers take classes in their concerned teaching subjects, prepare lesson plans, develop teaching aids, observe peers, prepare daily reports and maintain students' attendance registers and organize different co-curricular activities.

School Experience / Internship:

Students are to undergo practice teaching as explained in above paragraph. Conducting practical activities in concerned subjects as per the syllabus

Work Experience /SUPPW:

Work Experience/SUPPW is integral part of the B.Ed programme.

Trainees are provided training in preparing maps, drawings, models, charts, transparencies, greeting cards, flash cards etc.

1.3 Feedback on Curriculum

1 How does the institution encourage feedback and communication from t Students, Alumni,Employers, Community, Academic peers and oth stakeholders with reference to the curriculum?

- Feedback obtained from the students both during their study in the college well as at the time of living the college on completion of their study.
- Feedback from alumni is obtained through alumni association of the college
- Feedback from community is obtained through parents association meetir as the parents represent the community.

2 Is there a mechanism for analysis and use of the outcome from the feedback review and identify areas for improvement and the changes to be brought the curriculum? If yes give details on the same.

- The feedback obtained is systematically analyzed; discussed condui arrived at by initiating remedial measures wherever necessary by discussi same at staff meetings and management meeting. The minutes of su deliberation are recorded in a separate required format for further follow up
- Management invites feedback through discussion by taking in consideration opinion of all members.
- Frequent interaction with different faculties to identify needs, problems a finding solution through discussions.

3 What are the contributions of the institution to curriculum development (Member of BOS/ sending timely suggestions, feedback, etc.)

There is no provision as such for the participation of self financed teach educators in curriculum development at university level .It is regulated by t governing university. However suggestions given by stake holders will be sent BOS for consideration while revising the curriculum.

1.4 Curriculum Update

- 1 Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made).

The institute is affiliated to VEER KUNWAR SINGH University, ARA, BIHAR and transacts the course curriculum designed by the University. University has not made any major curriculum revision. However, the College sent its proposals to revise the syllabus of B.Ed. according to the need of the society. Consequently, the suggestions sent by the College, the syllabus of B.Ed. is under revision and the new syllabus will be applicable from the session 2015-16.

- 2 What are the strategies adopted by the institution for curriculum revision and update? (need assessment, student input, feedback from practicing schools etc.)

As mentioned earlier, curriculum revision and updating programmes are being undertaken by the concerned affiliating bodies. But, the college obtains feedback from its teaching staff, students and heads/teachers of practicing schools and uses this feedback for bringing the improvements in various transactional aspects of academic and co-curricular activities organized by the college. The college also forwards the feedback and suggestions regarding curriculum and its transactional aspects to the concerned affiliating bodies as and when the same is desired by them.

1.5 Best Practices in curricular Aspects

- 1 What is the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?

For providing quality training to the prospective teachers, a number of additional academic and co-academic activities other than those prescribed in the curriculum, are being organized. These academic and co-academic activities mainly include support to nearby schools by donating teaching-learning materials, academic help to school teachers, academic and vocational guidance to students of practicing schools, feedback from teachers and students regarding curriculum and its transactional aspects, feedback from school teachers/heads of practicing schools for improvement of practice teaching etc.

2 What innovations/best practices in 'Curricular Aspects' have been planned/implemented by the institution?

The institution is planning to establish an 'Academic Wing' from next academic session 2015-16 which will be comprised of senior faculty members and experienced local school teachers. The main function of this academic wing is to collect feedback from teachers of programmes regarding the curriculum and its transaction in classroom situations and make necessary recommendations for improving the curriculum and its transaction. The academic wing will then submit these recommendations to the concerned affiliating body for consideration and taking necessary action.

2.1

Admission Process and Student Profile

1 Give details of the admission processes and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?

➤ Admissions to the B.Ed programme was done through common Entrances Test..

➤ Present admission process is done merit wise as per the rules, regulations and norms prescribed by the apex regulatory bodies.

➤ The institution adheres strictly to the rules and regulations of regulatory bodies like NCTE, State Government and affiliated university.

➤ For equity institution follows all the rules and regulations prescribed and implemented by the regulatory bodies like reservation for different category students.

The admission processes are made accessible as per the criteria of the courses by adopted transparent admission

2 How are the programmes advertised? What information is provided to prospective students about the programs through the advertisement and prospectus or other similar material of the institution?

The programme is properly advertised through News Paper, Broachers & Prospectus in education fairs etc. The institute published its updated prospects annually containing the detailed information of the institute and programme as well. The institute adopts several other means of advertisement about the information as hoardings, through T.V. channels, local media etc With regard to the following information.

1. Vision mission & objectives of the college
2. Academic & non academic staff details, laboratory, details, transport facility. Infrastructure details, scholarship etc.
3. Eligibility for admission, fee structure, admission guidelines, sports-IOAC, Alumni, guidance and counseling, placement cell information etc

3 How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?

The Admission Committee and the University Review Committee ensure equity in admission, as per the admission Criteria given by the Government and the University.

4 Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (e.g. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged)

Institute has a system to retain the diverse needs economic, cultural, religious gender linguistic, backgrounds and physically challenge students All students will participate together in curricular and co- curricular activities of the college irrespective of their background. A guidance bureau is in properly working to sort out problems if any through counseling. College also adopts the reservation policy for physically challenged students as per the rule of regulatory bodies.

For economically weaker section of the society various scholarship schemes are available for eligible students belong to different categories

5 Is there a provision for assessing student's knowledge/ needs and skills before the commencement of teaching programmes? If yes give details on the same.

Yes, there is provision for assessing student's knowledge/ needs and skills before the commencement of teaching programmes through

- Formal and Informal interaction with student teachers.
- Organizing group activities during induction programme.
- Content test in methods like Biology, Chemistry, Physics, Maths, History and Civics, Geography, English, Hindi and Sanskrit are conducted to assess the level of the student's knowledge before the commencement of teaching programme.
- Through Micro teaching and Communication skills practice college checks whether teacher trainees are knowledgeable and sensitive, to cater the diverse needs of students.
- College develops teaching skills through various Co-Curricular Activities like talent search, seminar, pick and speech, debate, essay competition etc.

- There is provision for interaction, discussion with students to assess their knowledge in different methodologies like project method, problem solving method etc.,

2.2 Catering to Diverse Needs

1 Describe how the institution works towards creating an overall environment conducive to learning and development of the students?

The Institution formulates Calendar of events and the Time table course wise as per the rules and regulations of the University.

- Orientation programmes for one week is conducted to create awareness and provide information about the course.
- The students are motivated to the course by arranging the interaction sessions in which they express their ideas and views.
- Through learner-centered instruction trainees are encouraged to participate in seminars and write periodical assignments, the best of which are Presented in the class.
- Guest lectures by experts on various topics are organized. There is also continuous internal assessment to ensure the regularity in learning.
- Conducive environment is provided with good infrastructure and well ventilated spacious class rooms.
- Emphasis is given to both Curricular and Co-Curricular Activities such as debate, essay competition, monoacting, role play, group discussion, science fair, community oriented outreach programme etc.
- Tutorials and Activity classes are conducted regularly, during which students express themselves freely and discuss their problems, if any, with the tutors and the problems are taken care by the teacher, during normal class room situations
- Promote religious tolerance and values, regular assembly is conducted, beginning with prayer, news reading, 2 minutes talk by the students on current affairs, thought for the day, pledge of the institution and the assembly ends with National Anthem

2 How does the institution cater to the diverse learning needs of the students?

Based on the academic performance students are identified with diverse learning needs.

- Equal opportunities and encouragement is given to all students to participate in curricular and co curricular activities according to their interest and ability.
- Democratic atmosphere exists in the class room during curriculum transaction
- Students are provided with additional resources to fulfill their quest for knowledge.
- Students are also motivated by different activities like group discussion, solving previous year's question papers, oral tests, surprise tests etc.
- Students with additional academic support are encouraged by conducting special classes, providing individual attention and guidance.
- Challenging assignments are given for high achievers
- Cater to diverse learning needs students are provided with internet facilities, journals, surveys, periodicals, magazines etc
- Intra academic and Non-academic competitions are organized based to the student's needs.
- The problem of varying levels of achievement among learners is met by carefully regulated and well-graded exercises, which aim to take the learner from the simple to the complex.
- Periodical feedback from learners through tests and assignments enable the trainer to identify areas of difficulties to various learners and devise suitable remedial strategies. Peer teaching is also arranged through group work.

3 What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?

Through the organizing different activities, different types of competitions equal opportunity will be given for all the students to participate in different activities and college adopts for diversity and equity in teaching learning process.

4 How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?

The teacher educators are knowledgeable and sensitive to students' needs and it is reflected in the following activities of the college.

- Teachers are well qualified, experienced, matured and sensitive to meet the diverse needs of students.
- Providing remedial teaching.
- Comprehensive and continuous assessment
- Organizing various curricular and co-curricular activities.

5 What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?

Content presentation through lecture-cum-demonstration method with the help of different technological equipments such as smart board LCD, OHP, Film projector etc and also through demonstration method, quiz, different teaching methods etc

2.3 Teaching-Learning Process

1 How does the institution engage students in “active learning”? (Use of learning resources such as library, web site, focus group, individual projects, simulation, peer teaching, role-playing, internships, practicum, etc.)

Students are engaged in Active learning through many activities such as

- Library: The library is used as resource and knowledge centre and students are motivated to use the resources on daily basis and spend some time in the library every day.
- Internet: Internet (Broadband) facility is available in computer room exclusively for the use of students only where students can use it to prepare seminar, assignments and notes, preparation of ppt etc
- Individual Project: All students are assigned topics for class seminar and Home Assignments.
- Practice Teaching: All students practice micro teaching as well as macro teaching in both the methods/ school subjects.
- Practical Work: Each and every student does the practical works as envisaged in the curriculum.

2 How is 'learning' made student-centered? Give a list of the participatory learning activities adopted by the Institution and those, which contributed to self-management of knowledge, and skill development by the students?

- **Individual Project:** All students are assigned topics for class seminar and Home Assignments.
 - **Practice Teaching:** All students do micro teaching as well as macro teaching in both the school subjects.
 - **Practical Work:** Each and every student has to do the following practical work:
 - Administration and Interpretation of five psychological tests.
 - Preparation of teaching aids and experiments in two offering subjects.
 - Construction and administration of two Achievement tests in two school subjects.
 - Action Research/ Case study.
 - Language Learning.
 - Computer Learning.
 - Paper Analysis.
 - Book Review.
 - Science Practical.
 - Observation of lessons taught by student teachers in each method.
- All these activities are student centered. Through these activities, students acquire knowledge and skills.

3 What are the instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning? Detail any innovative approach/method developed and/used.

The instructional approaches and experiences provided by the institution for ensuring effective learning are

- Concept attainment model
 - Inquiry training model
 - Jurisprudential model
- Are adopted in regular class room teaching.

- Group discussion
- Innovative
- Problems solving session

Are used to make their learning more effective and productive.

Instructional Approaches

- Lecture Approach
- Discussion Approach
- Lab Approach
- Problem Solving Approach...etc.

4 Does the institution have a provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each student.

Yes, the trainees are made aware of various models of teaching . They are practicing all these models in their pre-practice-teaching sessions in the College and during teaching practice sessions in the school under the guidance and supervision of the staff-in-charge in the College and teacher in the schools. Trainees are exposed to simulated classroom teaching by experienced teachers. They learn new methods by observation and during such session

5 Does the student teachers use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill.

Yes, the student- teachers use micro- teaching Technique. They practice 12 micro lesson plans in their respective teaching methods i.e. The following 06 skills in each method.

Skills:

- Introduction
- Questioning
- Black Board writing skill
- Stimulus-variation skill
- Reinforcement skill
- Integrated Skill

6 Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)

During the first leg of practice teaching in schools (usually for 10 days), the trainees observe the classes given by the senior teacher in the concerned school. In the next leg (usually covering 30 days), they teach one or two periods per day under the supervision of their respective method master. The teacher educator monitors the classes through occasional visits. They guide student and offer suggestions.

7 Describe the process of Block Teaching / Internship of students in vogue.
Internship is provided to students as per the regulation of concerned university. During practice sessions, the trainees are internees. They attend school during working hours and get used to the school routine. The programme is finalized with the concurrence of the Head-master and the school teacher. As mentioned in the previous para, the programme has two sessions- one for observation and another for practice.

8 Are the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details on the same.

Yes, the lesson plans are prepared as per the guidance of method master and the same will be implemented during teaching. The peers will also observe their friend's lessons and give suggestions in addition to this method master will give valuable suggestions during criticism class.

9 How do you prepare the student teachers for managing the diverse learning needs of students in schools?

Student – teachers teach in the class keeping in mind to the mental level of all the students. For slow learners, teachers use more audio-visual aids to explain the content. Teaching is conducted in such a way to satisfy the needs of bright students as well as of slow learners.

10 What are the major initiatives for encouraging student teachers to use / adopt technology in practice teaching?

Teaching aids, OHP, Power Point Presentation LCD, Projectors etc, are encouraged to use by the student teachers while giving micro teaching lessons and communications skills in simulated conditions. During practice teaching thirteen lessons in each method including criticism student teachers adopt technology

2.4 Teacher Quality

1 Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details.

Practice teaching session /plans are developed in partnership and cooperatively involving student-teachers and staff. Student teachers are allotted to different schools based on the availability of schools and number of sections. Usually 10 to 15 student teachers are allotted to each school.

The principal/ Head Master gives permission to conduct practice teaching in schools and teaching staff provide topics to the students of their concerning subjects.

2 What is the ratio of student teachers to identified practice teaching schools? Give the details on what basis the decision has been taken?

The ratio of student teachers in selected practice teaching schools is 1:12.25.

- Student teachers are allotted based on the availability of practice teaching schools and strength.
- Our institution sends student teachers to government, aided and unaided schools for practice teaching.
- Groups of 10 students go in different government, aided and unaided schools.

3 Describe the mechanism of giving feedback to the students and how it is used for performance improvement.

The practice teaching sessions are closely monitored and evaluated during the planning and the execution stages. The lesson plans are carefully scrutinized and improvements suggested. The classroom performance is watched by the teacher and suitable feedback and corrective advice given to the trainees almost as a daily measure. The college faculty in-charge evaluates the lesson plans at the preparation stage itself and suggests ways of improvement. The trainee interacts with the teacher and has joint sittings with the trainees. Similarly, the student feedback is obtained informally by the teacher and through informal write-ups by the trainee himself for performance improvement.

4 How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?

Student teachers are directed to consult the head of the school, class teachers and subject teachers before starting their practice teaching to ensure implementation of policy directions and educational needs of the schools.

➤ The student and faculty keep pace with the recent development in the school subject and teaching methodologies by participating in seminars, symposia, workshops and other programmes.

➤ Collection of information from newspapers, magazines, journals and other media resources.

➤ Website and discussions.

➤ Discussions

Time to Time College invites experienced school teachers, alumni students, to enrich their experience on the latest policy to provide direction for the need of the school.

5 How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?

The students and the faculty keep pace with the recent development through internet facilities, newspapers, magazines and other resources available in the library.

6 What are the major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institution (training, organization and sponsoring professional development activities, promotional policies, etc.)

The college encourages

- Teaching Staff to enhance their academic qualifications
- To attend and participate in seminars, workshops, orientation and refresher programmes
- To publish educational articles in different educational journals and magazines etc.
- To write books.
- Training the teacher educator in using different technologies in teaching learning process
- Making use of internet, surfing and downloading recent information.
- Organizing seminars, workshops, orientation programmes etc.
- Undertaking visit to schools and colleges to update their academic needs.
- Through exhibitions, fairs, newspapers, magazines and other resources for ensuring personal development of the teaching staff of the institution

7

Does the institution have any mechanism to reward and motivate staff members for good performance? If yes, give details.

Yes, the management has been encouraging and motivating members of the staff for professional development by conducting educational programmes, like orientation workshops, seminars etc., The management announces cash prize every year as an incentive for teacher educator who has enabled to achieve better results.

The institute encourage the teachers for doing research in M.Phil and Ph.D degree. The staff members are motivated to attend seminars, conferences, workshops with financial assistance to meet out their expenditures.

The College has the incremental policies, identification for rewards on the basis of academic and non academic performances

2.5 Evaluation Process and Reforms

1 How are the barriers to student learning identified, communicated and addressed (Conducive environment, infrastructure, access to technology, teacher quality, etc.)

The barriers to student learning are identified, communicated and addressed by

- Day to day personal interaction with students in classroom.
- Formal and Informal interaction of students while conducting seminars, workshops, practice teaching, tutorials etc.
- Based on students' performance the learning difficulties are identified.
- Periodical feedback received from teachers and peer groups are considered and relevant suggestions are provided for further improvement.

After identification of learning barriers, they are communicated and addressed to students through personal communication.

- Students are provided with a conducive environment with well-ventilated classrooms.
- Students make use of library to refer books, journals, periodicals, magazines, previous years' question papers, newspapers etc.
- Internet facilities are available to prepare assignments.

All the faculty members cooperate and make sincere efforts to help learners to overcome learning barriers by personal counseling and guidance, remedial teaching, drill work etc.

2 Provide details of various assessment /evaluation processes (internal assessment, mid-term assessment, term end evaluations, external evaluation) used for assessing student learning

Continuous assessment and evaluation is done through various steps as-

- Unit test after completion of every unit.
- Unit wise assignments are given to students in each subject.
- Inter house competition are done as extempore quiz Etc are done.
- Final examination and evaluations are under the control of university.

3 How are the assessment/evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?

Valued answer scripts and assignments are shown to the trainees. Their errors and shortcomings are pointed out to them and suitable remedial actions suggested. This contributes transparency and faith in the system. The students have the option to re-write their assignments and internal test to improve their scores.

During practice teaching, preparation of lesson plan, teaching aids and other resource materials are evaluated and suggestions are conveyed both individually as well as group to improve the performance.

Tutorial and remedial classes are arranged to clear the doubts of the students. Entire process of evaluation and improvement is supervised by the subject teacher through communication of outcomes. All the remedial classes and tutorials are arranged as per the requirements.

4 How is ICT used in assessment and evaluation processes?

Students are evaluated for the use of ICT in their practice teaching. Since they are trained in the preparation of power point slides etc. They are informed that there is assessment and evaluation in the use of ICT with a model assessment and evaluation for the same.

2.6 Best Practices in Teaching -Learning and Evaluation Process

1 Detail on any significant innovations in teaching/learning/evaluation introduced by the institution?

- The institution is student friendly in its pattern of instruction and evaluation. The ment system ensures this student-centric approach. The teachers also demonstrate teacher learning and evaluation skills in the class.
- The institution has excellent resources like laboratory, library, auditorium, lecture hall, seminar hall, etc, which provides conducive environment for teaching – learning and evaluation process
- Organizes curricular and co curricular activities for all round development of personal of teacher trainees
- The institution trains the students in basic computer operation and integration technology in class room teaching.
- Institution maintains cordial relationship with practice teaching schools for professor consultancy, placement and student training.
- The student performance is monitored by continues comprehensive evaluations scheme and feedback mechanism developed by the institution.
- Teacher educators train students in different innovative methods and techniques teaching.

2 How does the institution reflect on the best practice in the delivery of instructional including use of technology?

The students have good response towards these innovative practices. They realize that the programmes are very beneficial for their future.

Student-teachers are given individual attention at every stage. Their lesson plans are scrutinized and revised to ensure effectiveness. There is free and frank exchange of views between the trainers and the trained.

Teachers handling concerned subjects and methodologies make use of L.C.D, O.H.P, Slides projector in the delivery of class room lessons.

Teachers update their knowledge on various areas by referring text books, reference books and going through journals of national repute

3.1 Promotion of Research

1 How does the institution motivate its teachers to take up research in education?

Institute always motivate the teacher to research as under-

- Study leaves are provided to the teachers
- Adjustments in teaching schedule are done for attending any research program.
- Financial help is provided to the teacher.
- Typing, photo copying, internet facilities are available in their cabins
- Special increments provision to the staff members to attend any national / international seminar/workshop etc.
- Transportation facility made available to the staff who are attending the program.

2 What are the thrust areas of research prioritized by the institution?

The thrust areas of research prioritized by the institution are emotional intelligence, value education, ICT in teaching - learning process, parenting, child rearing, special education, guidance and counseling needs, stress management, mental health, problems of adolescent, vocational, guidance, leadership behavior, disadvantaged, groups, social evils, creative thinking, achievement motivation, recent trends in education, instructional technology, multi media organizational management etc.,

3 Does the institution encourage Action Research? If yes give details on some of the major outcomes and the impact.

Yes, institution has the action research practice to sort out day to day education concern problems. Action research has been done on the problems less attendance, less discipline, lack of subject interest as a result all the aspects undergone the result has been improved satisfactorily.

4 Give details of the Conference / Seminar / Workshop attended and/organized by the faculty members in last five years.

The staff members are encouraged to attend the Seminar and Workshops. The staff are being paid TA and DA from the college for attending the Seminars and Workshops.

3.2 Research and Publication Output

1 Give details of instructional and other materials developed including teaching aids and/or used by the institution for enhancing the quality of teaching during the last three years.

The institution has a tradition of acquainting the student teachers of programmes with the development of various types of teaching aids and teaching-learning materials. The institution has developed various charts, models, improvised materials for enhancing quality of teaching-learning process. The teachers and students have also prepared OHP transparencies and power point presentations on various topics which are used by them in regular classes and micro teaching/simulation sessions respectively for enhancing their teaching effectiveness and skills.

2 Give details on facilities available with the institution for developing instructional materials?

All the laboratories/facilities are well-equipped with every sort of materials and equipments for developing various types of instructional materials and conducting experiments. The students are provided certain necessary materials and articles from the laboratories and some materials are brought by the students themselves for developing various types of instructional materials. The students prepare/develop the instructional materials either in the laboratory or in the classrooms. Sometimes, they prepares in their residences for which the required material is issued to the students.

3 Did the institution develop any ICT/technology related instructional materials during the last five years? Give details.

- Power Point Presentation on important topics like content areas in different methodologies are prepared by the faculty for the benefit of the students.
- OHP transparencies are prepared on communication skills, micro teaching and content areas of different subject by the faculty.
- Slides are prepared in respect to different teaching items.
- CD's are developed in few topics by Co operation of faculty members

4 Give details on various training programs and/or workshops on material development (both instructional and other materials)

- a. Organized by the institution**
- b. Attended by the staff**
- c. Training provided to the staff**

The college organizes different workshops for the students of B.Ed. programmes on formulation of instructional objectives, lesson plans and teaching aids/TLM. These workshops are organized by the college as per the requirements.

5 List the journals in which the faculty members have published papers in the last five years.

Efforts have been made by several faculty members to write articles in the journals and other magazines. The papers are yet to be published in the journals.

6 Give details of the awards, honors and patents received by the faculty members in last five years.

Not applicable.

7 Give details of the Minor / Major research projects completed by staff members of the institution in last five years.

During past three years, two of our faculty members have completed M.Phil. Other lecturers are also motivated to take up Higher Education and NET / SLET examinations regularly.

3.3 Consultancy

1 Did the institution provide consultancy services in last five years? If yes, give details.

Yes – few staff members provide consultancy services to the different school as per the requirements at free of cost.

2 Are faculty/staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicise the available expertise.

Yes- Areas of competency

- Teacher training & interactive .
- Learning disabilities .
- Guidance & counseling .
- School administrative & discipline.

Consultancy is provided through personal interaction and college school level relationship

3 How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff member and the institution?

Free consultancy is provided for the welfare being of the organization & society as a whole

- 4 How does the institution use the revenue generated through consultancy?
Not Applicable

3.4 Extension Activities

- 1 How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's)

- Through the various types of awareness camp , rallies associated with social in personal seminars .
- Health care camp , blood donation camp with government organization.
- Yoga, sports and meditation programmes for surrounding communities
- Social education service programme as adult education child education, women education etc

- 2 How has the institution benefited from the community? (Community participation in institutional development, institution-community networking, institution-school networking, etc.)

Due to the whole hearted efforts of the institution and organization of various extension activities, the college has received recognition and acceptance in the local community. The students are given better private residential accommodation by the local people in the form of PGs which is a great contribution for the college from the local people. The institution also donates teaching-aids and teaching-learning materials to the nearby schools and provides academic and vocational guidance to the senior secondary school students. The college also provides academic help and guidance to school teachers who approach the college. This academic help and guidance is in the form of issue of library books, help in carrying out research works and guidance in preparing and use of TLM. It has resulted in

acceptance of college among the local school community. The college also organizes special lectures by the experienced school teachers for providing better educational experiences to the student teachers. Due to involvement of school teachers in developing lesson plans and providing feedback to the student teachers at the time of practice teaching, the college has succeeded in providing better training to the prospective teachers.

3 What are the future plans and major activities the institution would like to take up for providing community orientation to students?

- One week teaching to the weaker section of the society
- Participating in Community works
- Organizing general awareness camps/programs (AIDS, polio etc.)

4 Is there any project completed by the institution relating to the community development in the last five years? If yes, give details.

Students under the guidance of faculty conducted survey in the community on the following areas.

- Importance of girls education.
- Impact of soft drinks on society.
- School Drop outs.
- Child labour etc.

5 How does the institution develop social and citizenship values and skills among its students?

- By conducting citizenship training camps
- By conducting special camps with the help of volunteers of national service scheme.
- By inculcating the values of group dynamics among the students by participation in immunization camps.
- By participation in dear and green programme on every 3rd Saturday of every month to inculcate a service attitude of social relevance towards environment.
- By participating in the activities of Non Government Organization.
- Inviting social workers, freedom fighters in various celebrations of the institution

3.5 Collaborations

1 Name the national level organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.

With CTE (Council of teacher education of BIHAR state unit)

2 Name the international organizations, with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.
No such linkages could be established.

3 How did the linkages if any contribute to the following?

- Curriculum Development
- Teaching
- Training

- Practice Teaching
- Research
- Consultancy
- Extension
- Publication
- Student Placement

The college has benefited through debate discussions, participation, consultancy guidance, etc. in all above aspects.

4 What are the linkages of the institution with the school sector? (Institute-school-community networking)

College has a good linkages with a number of schools in the surrounding. It accomplishes the different activities as teaching practice, functions, games & sports and also has good networking with community personal for community developments.

5 Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching. If yes give details.

Yes, All the faculty members are actively participate in teaching practice supervision to find out and correct the mistakes and design a perfect system of practice teaching for the student.

6 How does the faculty collaborate with school and other college or university faculty?

Institution collaborate with the school on the behalf of inter action approach and to the other college of the university to full fill the need

of curricular examinations and expertise.

3.6 Best Practices in Research, Consultancy and Extension

1 What are the major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years?

Library with digital sections, internet facility, E- learning facility, a number of good journals available. Special provisions for the research work, academic leave, provision for the extension of research work, special increment policy for financial incumbent and recognition.

2 What are significant innovations / good practices in Research, Consultancy and Extension activities of the institution?

- Preparation of Research Synopsis and Seminar Presentation .
- Workshops on development of research tools and data analysis through computers.
- AIDS awareness related activities through red ribbon club.
- Organizing environmental awareness programme in nearby local areas to bring awareness among rural women regarding environmental issues and plantation was carried out.

4.1 Physical Facilities

- 1 Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building.**

Yes. The Institution has a spacious building with well ventilated ICT enabled classrooms, an AC seminar hall with a seating capacity for 50 students, extensive library and reading room facilities, well equipped laboratories for Educational Technology, Science, Psychology and Computer Laboratory, Principal's room, Office room and Staff room etc.

Sufficient budget allocated and invested for developing the infrastructure. The details of infrastructural facilities are given ahead:

- ❖ Land area - 43115 sq.ft
- ❖ Buildup area - 43650 sq.ft
- ❖ Class rooms - 600 & 500 sq.ft
- ❖ Labs - 500 sq.ft Each
- ❖ Seminar / conference hall – 754.5 / 3633.6 sq.ft, 2500 sq.ft
- ❖ Staff rooms - 500 sq.ft + 500 sq.ft
- ❖ Common rooms – 500 sq.ft + 500 sq.ft
- ❖ Library- 1633.15 sq.ft
- ❖ Girls & boys facilities- 1000 sq.ft

- 2 How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?**

Resources have never been lacking with our Educational Trust. The trust has the resources and they will augment the infrastructure to keep up with the academic growth and also in view of the stipulations made by the Regulatory authorities like NCTE and Affiliating University.

3 List the infrastructure facilities available for co-curricular activities and extracurricular activities including games and sports.

Multipurpose Hall - First Hall (with LCD facility) covered with transparent sheet where college students gather for morning assembly (news and views delivered by the students), Seminar, Indoor games.

Work Experience - Provided with all kinds of materials required to prepare teaching aids, charts, models etc

The college has a play ground for games and sports, where all kinds of outdoor games are organized.

4 Give details on the physical infrastructure shared with other programmes of the institution or other institutions of the parent society or university.

The complete infrastructural facilities are used exclusively for the B.Ed programme and not shared with any other courses.

5 Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health center, etc.)

The institution provides rest rooms for boys and girls, extensive sanitary facilities, safe drinking water, a Canteen and a health centre, besides transport facilities and hostel accommodations

6 Is there any hostel facility for students? If yes, give details on capacity, no of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc.

No

4.2 Maintenance of Infrastructure

1 What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.

- Building
- Laboratories
- Furniture
- Equipments
- Computers
- Transport/Vehicle

Infrastructure: Allocation, utilization, Balance.

- Land
- Building
- Furniture
- Equipments
- Transport

Sufficient budget is allocated in the beginning of the year for the above items and spend fully. Supplementary budget provisions are made during the year if necessary/required.

The Budget, Income – Expenditure statement of College are enclosed.

2 How does the institution plan and ensure that the available infrastructure is optimally utilized?

The infrastructure is created as per the norms & requirement of regulatory body which optimally used for all the curricular, co- curricular and extra –curricular purposes for which it is meant. In addition to the infrastructure, facilities are extended to cultural programmes and other community related events./ activities.

3 How does the institution consider the environmental issues associated with the infrastructure?

The College is located in an eco-friendly campus.

The campus is maintained with due concern for the environment. The lawns are covered with greenery. The waste water management is overseen by the sanitary staff and the gardeners. Environmental hygiene is given top priority. The trainees are encouraged to keep the campus clean and green.

4.3 Library as a Learning Resource

1 Does the institution have a qualified librarian and sufficient technical staff to support the library (materials collection and media/computer services)?

Yes: - The college has well qualified and efficient librarian along with the assistant librarian and one assistant for the smooth functioning of the library. One computer, printer, photo copier machine has been provided to the library along with technical support.

2. What are the library resources available to the staff and students? (Number of books-volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources, software, internet access, etc.).

No. of volume - 5726

No. of titles - 1500

Journals

National - 25

Magazines : National - 06

No. of CD's available - 50

Details of other ICT tools

Tape Recorder	-	01
VCD Player	-	02
OHP	-	03
LCD	-	02

Internet facility is available in Computer Laboratory, Educational Technology Laboratory and Library.

- 3 Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decisions. If yes, give details including the composition and functioning of library committee.

Library advisory committee is constituted with Principal as ex-officio President, Librarian as Convener, three senior most staff members and three students representatives.

- The committee meets once in three months and reviews the functioning of the library and offers suggestions wherever necessary for further improvement.
- It monitors the books maintained by the librarian.
- The committee also finalizes the books, journals, magazines and periodicals to be purchased every year by calling for indents from the faculty and places orders to the booksellers who offer maximum discount.
- The committee reviews the performance of various services offered by the library.

4 Is your library computerized? If yes, give details.

Yes: Library is computerized. Library materials and services are automated with commercial software. All the books and material are properly arranged and numbered for effective use easy accessibility of the material is in practice as Assessing of a E- Journal and E- material.

5 Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.

Yes. The Institution has 25 Computers, Internet and Reprographic facilities in the Library. Teachers have open access to the racks. Students can make use of the OPAC. They can get materials photocopied.

6 Does the institution make use of Inlibnet/Delnet/IUC facilities? If yes, give details.

These facilities are yet to be established in the Campus.

7 Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day etc.)

The library is open on all the working days. The working hours are: 09:00 a.m. to 05:30 p.m. All students and staff can borrow or return books on all working days during the working hours.

However the provision to open the library on Sunday & holiday is made under special circumstances such as examination preparations, seminar, work shop organization etc.

8 How do the staff and students come to know of the new arrivals?

All the new arrivals are displayed on the separate display rack and list is also displayed on library Notice Board.

9 Does the institution's library have a book bank? If yes, how is the book bank facility utilized by the students?

- The Librarian maintains separate registers indicating the titles of the books, magazines and journals. The students may check the status of the books whether they are under issue or available in the library.
- Separate accession and issue registers are maintained
- The students keep books for fifteen days and they can get it renewed.
- The students can retain the books till University examination are over.

10 What are the special facilities offered by the library to the visually and physically challenged persons?

The library is easily accessible to differently abled persons. To physically challenged persons, the library staff and class mates do all the help to get the books and to return them back.

4.4 ICT as Learning Resource

1 Give details of ICT facilities available in the institution (Computer lab, hardware, software, internet connectivity, access, audio visual, other media and materials) and how the institutions ensures the optimum use of the facility.

ICT facilities:-

- Computer – YES
- Internet Access – YES
- Television – YES
- Tape Recorder – YES
- Radio – YES
- O.H.P. – YES
- Headphone – YES
- Digital Camera – YES
- Fax machine – YES
- Mike – YES
- Screen – YES
- Transparency- YES
- Slide Projector – YES
- C.D. Player – YES
- C.C.T.V. Camera – YES
- Sound Speaker – YES
- Amplifier – YES
- Automatic Slide Projector – YES
- Micro Phone – YES
- LCD Projector – YES
- Educational C.D. – YES
- D.V.D. Player – YES
- Charts and model are also present.

These hardware and software aids are used effectively in various academic activities by the staff and student-teachers.

2 Is there a provision in the curriculum for imparting computer skills to all students? If yes give details on the major skills included

Yes. Trainees are given practice in using OHP's, and LCD's. They are trained in the production of computerized materials for Practice Teaching and for seminars. The computer laboratory in the College is well utilized for computer practicum as per the curriculum as well as for developing teaching materials.

3 How and to what extent does the institution incorporate and make use of the new technologies/ICT in curriculum transactional processes?

Whenever necessary, ICT tools are used to supplement lectures. The students use the language laboratory, the internet facilities in the computer laboratory and the Educational Technology Laboratory in the curriculum transactional process. They also interact with the teachers and technicians to get clarifications in using these facilities.

4 What are major areas and initiatives for which student teachers use /adopt technology in practice teaching? (Developing lessons plans, classroom transactions, evaluation, preparation of teaching aids)

The student-teachers use technology in developing lesson plan, and its presentation (teaching), Micro teaching, Class seminar, Preparing teaching aids, Computer Learning, Language Learning & Educational technology practical.

4.5 Other Facilities

- 1 How is the instructional infrastructure optimally used? Does the institution share its facilities with others for e.g.: serve as information technology resource in education to the institution (beyond the program), to other institutions and to the community.

The infrastructure is optimally used. Students and members of staff from peer institutions and community are allowed to use the facilities with necessary permission and whenever needed.

- 2 What are the various audio-visual facilities/materials (CDs, audio and video cassettes and other materials related to the program) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?

There are sufficient amount of CDs and lot of transparencies (title wise) are available in the college.

The student teachers are encouraged to use these CDs and transparencies during class-seminars, micro teaching and macro teaching. Besides it student teachers also prepare CDs for LCD presentation and transparencies for O.H.P. presentation themselves.

- 3 What are the various general and methods Laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?

There are various Labs (Resource centres), established in the college. These are:

- Psychological – Yes
- Multimedia – ICT Resource Center

- Language Learning – ICT Resource Center
- Computer Learning – ICT Resource Center
- Sports – Yes
- Work Experience – Yes
- Science Resource Centre – Yes
- Anatomy Resource Centre – No

Lab technicians are appointed in labs. They look after the requirement and maintenance etc. for their labs/resource centre.

4 Give details on the facilities like multipurpose hall, workshop, music and sports, transports etc. available with the institution.

- Multipurpose Hall – It contains LCD projector with screen, O.H.P. and the capacity of 360 chairs.
- 1 Workshop – It contains long tables and benches for preparing instruction materials for the capacity of 60 students.
- 1 Music Room - Harmonium, Tabla, Dholak, Ghunghroo, Majira, Dhapli, etc. are available in music room.
- 1 Sports room & Playground – There are most of the sports items available in this room.
- Transport – College Bus

5 Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institution's future plans to modernize the classrooms.

The multipurpose hall, where latest technology is available, like LCD projector with screen and O.H.P. The teachers use these technologies whenever required. Two class rooms have been facilitated with Overhead Projector and being used in day to day class room activities.

4.6 Best Practices in Infrastructure and Learning Resources

1 How does the faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology?

The faculty try to make the trainees aware of the diverse strategies and tools available and the modalities of using them through giving model lessons especially in optional papers.

2 List innovative practices related to the use of ICT, which contributed to quality enhancement.

The exposure to the Language Lab and the practice gained thereby led to a qualitative improvement in the spoken skills of the trainees. They become better speakers and better readers. The facilities in the Education Technology Laboratory and Computer Laboratory used for students also promote their ability.

3 What innovations/best practices in 'Infrastructure and Learning Resources' are in vogue or adopted/adapted by the institution?

The management is ever eager to invest in additional infra structure. This desire to keep pace with the latest facilities is the best practice in vogue in the campus.

5.1 Student Progression

1 How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme (students pre-requisite knowledge and skill to advance) to completion?

- The student's preparedness for the programme is assessed by the institution by conducting descriptive and oral tests regularly.
- Content test in each methodology is conducted soon after the orientation classes, to highlight the nobleness of teaching profession.
- Grammar tests, pick and speak activity on different topics are to find their communicative skill.

2 How does the institution ensure that the campus environment promotes motivation, satisfaction, development and performance improvement of the students?

The institution motivate the students by providing favorable, conducive environment as per the requirements by giving the opportunity for effective use of library books, internet facilities, interactive sessions, group discussions, organizing meditation, yoga classes, guiding students with psychosocial skills, which improves their self confidence, memory etc and face future challenges successfully.

- 3 Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?

Year	Male	female	Total
Year-1	Nil	Nil	Nil
Year-2	Nil	Nil	Nil
Year-3	Nil	Nil	Nil

- 4 What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/qualified in SLET, NET, Central/State services through competitive examination in the last two years?

There is the provision of extra – classes and coaching on Sunday and other holiday by the teachers and other out side expert. Which will enrich/ help the students for preparation of competitive exams.

- 5 What percentage of students on an average go for further studies/ choose teaching as a career? Give details for the last three years?

As per the assessment of the institution, in an average of twenty five percent to forty percent pass out students involved themselves for further/ higher studies.

- 6 Does the institution provide training and access to library and other education related electronic information, audio/ video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution? If yes give details on the same.

Yes, the old students of the college are provided with every type of help that is needed by them after passing out from the college. The old students, who approach the college for any academic or personal help, are provided with the same. However, no formal training is provided to the students by the college after completing their degree.

7 Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.

Institution provides placement services for all students.

- Institution has career guidance and placement service cell in the campus.
- Details of vacancies are communicated to students by the Principal and Lecturers.
- Students are provided with job opportunities in neighbouring schools.
- Notification and advertisements are made available to students by exhibiting them on the notice board.

8 What are the difficulties (if any) faced by placement cell? How does the institution overcome these difficulties?

The difficulties faced by placement cell includes non availability of suitable jobs as per the needs of the students, language problem, lack of confidence in using technology, failures in competitive exams etc.

Institution overcomes the difficulties by organizing personality development programs, fluency in speaking language, training in using technology during teaching learning process, facing competitive exams etc.

9 Does the institution have arrangements with practice teaching schools for placement of the student teachers?

Yes, Secretary, Principal are in touch with practice teaching schools and help the student teachers for their placement as and when the vacancy arises.

10 What are the resources (financial, human and ICT) provided by the institution to the placement cell?

- The institution supplies students with textbooks, reference books, journals etc to the placement cell.
- Placement cell is fully financed by the institution.
- All the required institutional facilities are made available to the placement cell.
- The management provides sufficient funds to purchase reading materials related to competitive examination.
- One of the faculty member is allotted with exclusive responsibility of providing guidance on placement services to the students.
- Mentors also meet the wards and inform them the current scenario in regard to placement position.
- Employment news, newspapers and magazines are made available for the students.
- Special orientation classes are conducted for students on how to prepare themselves for examination

5.2 Student Support

1. How are the curricular (teaching- learning processes), co-curricular and extracurricular programmes planned, (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?

For effective transaction of curriculum, the teachers of B.Ed prepare course outlines in the teacher diaries for the concerned subjects to be taught by them. These course outlines are prepared well in advance by the teachers before commencement of classes and planning is done month-wise as well as week-wise. In these teacher diaries, the outlines for micro teaching and simulation activities are also prepared. The planning is done by keeping in view the resources and time available. The planning is done in such a way that there remains a scope for carrying out revision of certain important topics and conducting practical activities. Further, for checking and monitoring the implementation of curricular plans, the teacher diaries are verified monthly by the head of the college.

The college prepares academic calendar for B. Ed. courses before the commencement of academic session. Regarding co-curricular activities, a list of activities is prepared after discussion in staff meetings and in the meeting of co-curricular activities management committee.

2. How is the curricular planning done differently for physically challenged students?

Curricular activities are planned as per the requirements of physically challenged students by providing extra time for assignment completion, writing lesson plans etc

3. Does the institution have mentoring arrangements? If yes, how is it organized?
- A batch of students are allotted to each lecturer as part of ward mentoring system.
 - To counsel the students on personal or academic issues and to create a tension free environment for them, a counseling cell has been established with a trained counselor to attend their needs.
 - The role of the counselor is a mixture of friend, philosopher, guide, coach and facilitator. He provides a different, wider perspective help on personal and professional issues of student teachers.

4. What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?

The college follows tutorial, extra class, remedial class system to support and enhance the effectiveness of the teaching through mentoring process

5. Does the institution have its website? If yes, what is the information posted on the site and how often is it updated?

The institution websites has the information regarding the Details of the courses, Infrastructure facilities, staff details, Eligibility criteria of the available courses, admission process etc. The information will be updated at regular intervals.

6. Does the institution have a remedial programme for academically low achievers? If yes, give details.

- Yes, low achievers are identified with the help of subject lecturers.

- Each subject lecturer analyses the reasons for their low achievement and conducts remedial classes one hour in the evening after the college hours.

- Guidance and Counseling is provided by the faculty of Psychology for the problems faced by the students.

- Very poor lesson plans are corrected a number of times till the required standard is attained and supported is given to present the lessons.

Low achievers are supported by the faculty member in completion of their assignments and other academic activities

7. What specific teaching strategies are adopted for teaching What specific teaching strategies are adopted for teaching

a)Advanced learners and (b) Slow Learners

- Easily comprehensible study material for difficult topics is given and books are recommended.
- Various topics are discussed in detail in the classrooms.
- Difficulties and misconceptions are cleared.
- Assignments are given to the students by the faculty members in their concerned subjects.
- Tips are given to the students about how to answer a question in a better way.
- Advice to improve writing speed is provided.
- Old question papers are discussed and important topics are identified which can be asked in the examinations

8. What are the various guidance and counseling services available to the students? Give details.

1. Academic counseling
2. Psychological and personal
3. Career and placement.

1. Academic counseling.

- Interacting with students whose behavior is different and stress prone by informal talks.
- Clarification of doubts
- Providing a platform to exhibit their creativity talent etc.

2. Psychological and personal.

- All lecturers identify the stress prone behaviours like stage fear, anxiety, inferiority complex, lack of confidence participation in different activities etc and guide them to overcome their problems.
- Spiritual guidance and yoga classes are conducted to maintain stress management and overcome personal as well as academic problems.
- Hostel students are disciplined on spiritual lines through inspirational quotes, conducting prayers etc.
- Odd and undesirable behaviour of hostel students are identified by the warden and gives suitable guidance.

3. Career and placement:-

- Vacancies advertised by schools and colleges are displayed on notice board.
- Posters and necessary information regarding different career opportunities are also made available.
- Career workshops are conducted by resource persons.

9. **What is the grievance redressal mechanism adopted by the institution for students?
What are the major grievances redressed in last two years?**

For redressing the major grievances of students, 'Grievance Redressal Cell' has been formed in the college with one male and female teacher in charge. Any of the major grievances of students are heard by this cell and after mutual discussions and consent, the final solution is forwarded to the head of the college for approval. However, if some grievances are not solved at college administration level, then those are forwarded to the Management of the institution to take necessary action in that regard. The minor grievances/problems are solved by faculty members or committee in charge at their level through mutual co operation and consent.

10. **How is the progress of the candidates at different stages of programs monitored and advised?**

The progress of students is monitored by the faculty members in their concerned subjects during regular classroom teaching. The faculty members take class tests, organize class quizzes to identify the hard spots and difficulties of the students and necessary academic assistance and guidance is provided to the students. The faculty members discuss the questions in the class after class tests and house examinations and the students are acquainted with the answers and the way of answering the questions asked in the tests/examinations. On the basis of students' performance in class and achievement in house examinations, remedial help for low achievers and special coaching for high achievers is provided during preparatory vacations before the commencement of annual examinations.

11. How does the institution ensure the students' competency to begin practice teaching (Pre-practice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?

5.3 Student Activities

1. Does the institution have an Alumni Association? If yes,

1. List the current office bearers
2. Give the year of the last election
3. List Alumni Association activities of last two years.
4. Give details of the top ten alumni occupying prominent position.

Give details on the contribution of alumni to the growth and development of the institution.

Yes, the institution has an alumni association. Few of alumni are working as a lecturer in different colleges where as a large number of the students are working in primary & secondary schools.

Alumni conduct the following activities.

- Formation of core committees
- Collecting books from alumni.
- Arranging of alumni meets.

Maintaining the profile and records of the alumni

2. How does the institution encourage students to participate in extra curricular activities including sports and games? Give details on the achievements of students during the last two years.

Along with the B.Ed. course . The institute provides leisure time for recreational activities like Rangoli competition , Mehndi competition , folk song , pot painting , art & craft, folk dance, and other cultural activities. For the physical fitness and extra activities institute has a proper arrangement of indoor , out door facilities . Top positioners in all activities are rewarded which motivate the students for activity participations.

3. **How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material. List the major publications/materials brought out by the students during the previous academic session.**

The institution provides financial aid, raw material and other technological assistance to the students to encourage to publish materials such as catalogues, wall magazines, college magazine, and other material.

4. **Does the institution have a student council or any similar body? Give details on – constitution, major activities and funding.**

Yes, every year 'College Students Association' is formed with five members i.e. president, vice president, secretary and two executive members.

The main function of this association is to assist in planning and smooth organization of various academic, co-academic and extension activities. This association works for the betterment of students and college and is constituted for putting up the students' problems and suggestions to the college administration. The members of this association are elected through mutual consensus and not through formal voting. First of all, class monitors are elected by the students in their respective class sections through mutual willingness. After this process, elected monitors through mutual understanding and willingness nominate one monitor for president, one for vice-president, one monitor for the post of secretary and two for executive members in College Students Association. This association assists in organizing various academic and co-academic activities and the funds and other required materials for organizing these activities are provided by the college as per requirements.

5. Give details of the various bodies and their activities (academic and administrative), which have student representation on it.

Sl No	Committees
01	Discipline committee
02	Cultural committee
03	Academic committee
04	Library committee
05	Sports committee
06	Time- table committee
07	Teaching practice committee
08	Examination committee.

All the committees are accountable to ensure their work in their respective committee.

6. Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?

- Feedback proforma appended to self appraisal report of NAAC Bangalore is provided to the outgoing students.
- Based on the local condition a self designed proforma is also prepared and distributed to the students at the end of the academic year.

Feedback is analyzed discussed at length at faculty meetings and at Internal Quality assurance cell and follow up measures are initiated wherever necessary.

5.4 Best Practices in Student Support and Progression

1. Give details of institutional best practices in Student Support and Progression?

- Participation in morning assembly and various co-curricular/extension activities is mandatory for all students.
- Students' representation in various committees.
- Use of student-centered teaching-learning approaches like group discussions, class quizzes, seminars, team teaching etc.
- Grievance redresses cell for students.
- Suggestions and complaints box for students.
- Bank loan facility (Recommendation of students for availing bank loan).
- Buspass facility (Recommendation of students for availing scholarship given by various government departments).
- Recommendation of students for scholarships.
- Medical and first aid facility.
- Mentoring arrangements for B. Ed students to promote peer group learning.
- Feedback on class tests/house examinations/theory assignments.
- Remedial programme for slow learners/low achievers.
- Special coaching/enrichment programme for high achievers.
- Book bank facility for poor and needy students.
- Issue of library books for examination period.

6.1 Institutional Vision and Leadership

- 1** What are the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?

Institution aims to endeavor, encourage and fulfill students needs with required educational facilities and qualitative education by inculcating moral and ethical values

AIMS - institute aims to endeavor, encourage and fulfillment of the student need with latest educational facilities by providing qualitative environment education –industrial partnership to inculcation of the moral and ethical values, promotion of creative spirit and innovation of excellence.

Vision:

- We envisage our student teachers to achieve academic excellence through hard work, critical thinking and effective making. Facilitating learning among pupils through appropriate skills, methodologies and exercising responsible leadership by rendering selfless service to the community.

MISSION:

Our mission is to develop the capacities and make them self directed, self control autonomous learners by inculcating civic values, human values, integrating community awareness with social concern through curriculum.

- To weave together the creative and cognitive knowledge which tends a holistic texture to the educational fabric.

- To empower the student with confidence and sense of responsibility in achieving academic and personal goals which results in transforming their vision for society into reality.
- To emphasize academic excellence, mastery of needed skills, methods which develops a creative, committed and dedicated individuals.

OBJECTIVES –

- To develop reflective, critical and creative thinking among prospective teachers, inter-personal and social skills along with right attitude and self-motivation for continuous learning among prospective teachers and to bring about physical, emotional, intellectual and ethical integration of student teachers with a view of evolving a 'Complete Teacher' possessing the basic values of secularism, national integration and truthfulness

The institutional purpose, vision, mission and values are made known to the various stakeholders through prospectus, pamphlets, newspapers and other media.

2 Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations?

Yes, the institution is committed to provide the excellence in education covering all its aims, objectives through teaching learning and extension activities based on the needs of the society. Institution endeavors to impart liberal, modern education in teaching programme by inculcating the sense of humanity, spirit of National integration values and multi dimensional personality.

- 3 Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)

Appointment of qualified experienced faculty members by the Selection committee.

- The Chairmen of the institution has a whole time affairs with all the institutional activities and provides guidance in uplifting and betterment of the institutional progress as a backbone.
- Meticulous planning and execution of teaching learning activities with constructive remarks and keen observation of the facts.
- Inspirational Quotes about significance, role of teacher and teacher educators by the Secretary and Principal when meetings are held.
- Instilling the spirit of commitment among the teaching faculty.
- Creating an environment of work orientation by the hard working nature of the Principal, Secretary and Correspondent.
- Implementation of principles of group dynamics, participatory management and operational planning at management level in providing academic and administrative ambience to the institution.

- 4 How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

The administration follows the committee system. The emphasis is on decentralization and interdependence. Plans and proposals spring from all levels

and after active interaction are finalized into programmes. The responsibilities of various functionaries are clearly spelt out through circulars and individual briefing. The Principal and Management Trustee oversee the implementation of all programmes, helping out with suggestions and prompt decisions. The aim is to harmonize good governance and democratic values. In areas like co-curricular and extracurricular activities student representatives too participate in decision making.

- 5 **How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?**

The Management Trustee is very much a part of the academic exercise and so the Management has no difficulty in getting necessary feedback. Students and teachers can freely meet the members to express their views on programmes, courses and policies under implementation and also can give their suggestions.

- 6 **How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?**

The vision and mission are prominently displayed in strategic areas in the College. Fresh entrants are oriented through initiation meetings. An all out attempt is made to ensure that every one does his best in the interests of the Institution. The trainee feedback obtained at the end of the academic session shows how they go out imbued with the vision and mission of the college.

Everything is done to ensure a healthy learning environment so that the ideals contained in the mission and vision statement flower out quite naturally and contribute to the required ambience.

7 How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

The staff has the freedom to try out new methods and materials. There are frequent interactive meetings of the staff with the Principal and the Management Trustee during which the performance of the Institution is reviewed and plans for improvement are charted out. There is due recognition for good performance.

8 Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

The leadership role of the head of the institution in governance and management for the preparation of students

Curriculum:

- ❖ The Principal allocates subjects to the concerned lecturers and sees that all topics are completed within the stipulated time, tests and examination are conducted as per the university norms.

Administration:

- ❖ Principal conducts monthly staff meeting in which the discussion related to students problem, academic and non academic requirements, activities to be conducted etc to ensure the official reports and replies are completed in time.
- ❖ Supervises the academic and non academic work of the teaching as well as non teaching staff.
- ❖ Principal offers oral and written advice to all the staff and student teachers as and when required.

Allocation and Utilization of resources:

- ❖ Work for all the staffs will be distributed equally for arranging guest lectures, conducting seminar, workshops, mock assembly, mock parliament, orientation programme to student teachers maximum utilizations of library, laboratory internet facilities etc.

6.2 Organizational Arrangements

- 1 List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.

The following committees have been constituted though the College Council deliberates on all matters

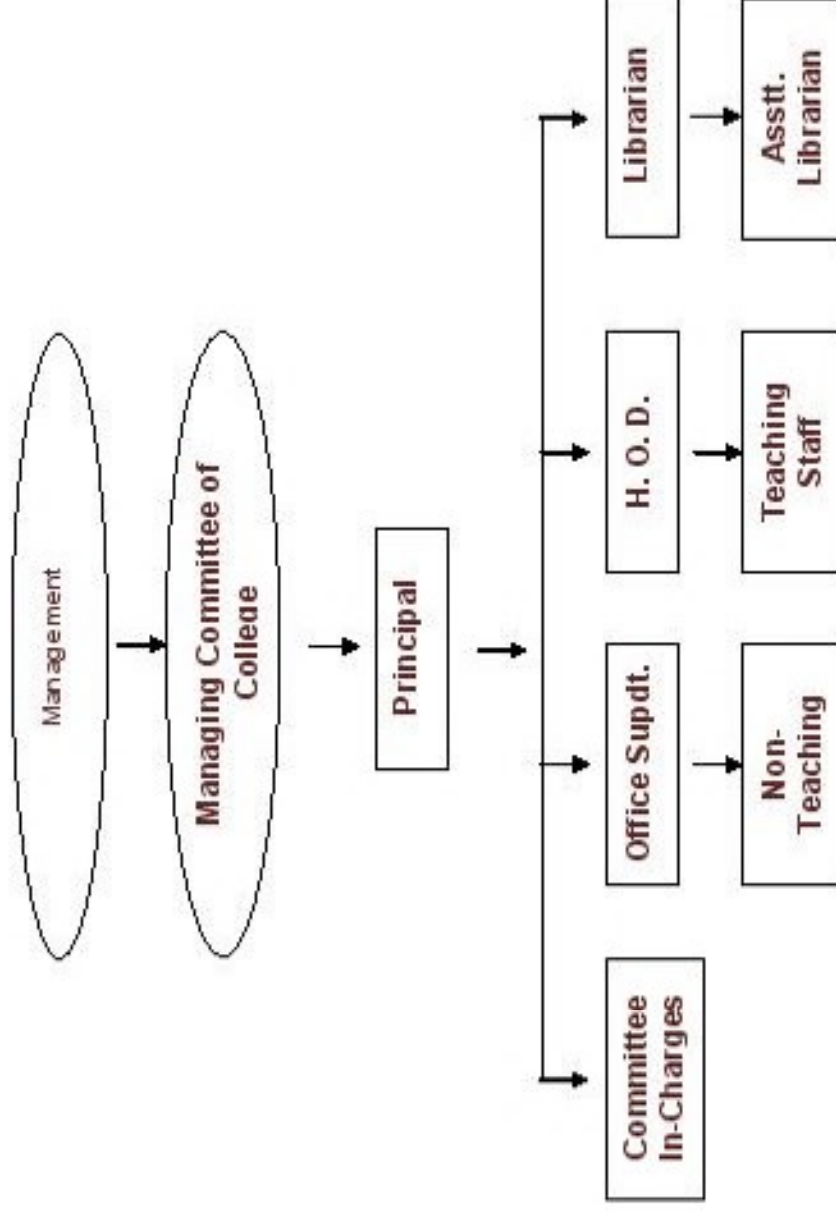
1. College Council – Principal and all the members of the teaching staff.
2. Staff Selection Committee – Principal, Management representative, Senior faculty as expert in the concerned subject
3. Admission Committee – Principal and two senior faculty members and a co-opted SC faculty member
4. Sports Committee – Principal, Physical Director, one from faculty and two student representatives.
5. Library Advisory Committee – Librarian and two members of the faculty and two student representation.
6. Grievance-Redressal Cell – The College Council itself functions as Grievance – Redressal Cell
7. Student Council – One Chairman, One Secretary, One Joint Secretary, Four executive committee members

8. The Anti-Ragging Committee – Principal, three staff members, three students representatives

9. Internal Quality Assurance Cell (IQAC)

1. The Principal - Chairman
2. Management Representative
3. Two senior faculty members
4. Librarian
5. Two from Peer Institutions
6. One from Alumni Associations
7. One from Public
8. Two student representatives
9. One Coordinator

2 Give the organizational structure and the details of the academic administrative bodies of the institution.



3 To what extent is the administration decentralized? Give the structure and details of its functioning.

The institution has provision of decentralization of powers to accomplish the task . Powers are decentralized in hierarchical way to all the heads, co-coordinators and committees . On behalf of given power they all performed their duties. The College office, the departments and its faculty, the computer section and the library section function independently under the control of the Principal

4 How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?

The College collaborates with the schools, which are selected for teaching practice. The Principals of the schools give feedback to the concerned Incharge of Practice teaching, regarding student – teachers' performance and Incharge of Practice teaching give suggestions to student teachers to improve their teaching.

- ❖ Besides it the college organizes science and social science exhibition in the concerned schools, where the student teachers go for teaching practice.
- ❖ The College also provides models, charts and required teaching material to the concerned schools.

5 Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

Feedback is obtained from all stakeholders and the views gathered are given due weight age in modifying patterns and strategies of instruction and administration. In matters relating to curriculum and course content the University is duly informed about the perceptions of the stakeholders.

6 What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/providing conducive environment).

The College has taken following initiative to promote co-operation among the faculty members, sharing of knowledge, innovations and empowerment of the faculty.

- ❖ Co-operation and sharing of knowledge: through Extension Lectures, Resource Lecture, Seminar, Workshop and Orientation programmes.
- ❖ Innovation: Language learning, Paper Analysis, Book Review, Computer Learning, Guidance Bureau, News letter, Alumni and Placement Cell.
- ❖ Empowerment of faculty: Participation in Seminar, Workshop, Refresher and Orientation programme, Publication of articles in Educational magazine

6.3 Strategy Development and Deployment

1 Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?

Yes:- The institution has a procedure of MIS for academic and administrative mobility and up-gradation . Staff members participation in various programmes, seminar, workshops is a good source of collection of the data information which able the institute to execute the latest up gradation .

2 How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

Human Resource: The human resource are allocated their duties, they have to accomplish their duties, if any new changes occur during the process of

accomplishments. The appropriate person is fetched out from the present human resources and the desired responsibility is transferred to him.

The other way is the person of desired qualification is appointed through interview committees. In this way the human resource is allocated to accomplish and sustain the changes.

Financial Resource: During the annual financial planning, a particular budget is allocated for the accomplishment and sustaining the changes from the action plan after discussion with the financial advisor.

3 How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

To achieve mission and goals, an academic calendar is made. On the basis of academic calendar, various activities are conducted in the college. These activities and programme not only include universities' prescribed syllabus, but more than that. To conduct these activities, human and financial resources are needed. Required qualified persons are appointed to run the college smoothly.

The management allocates annual budget for the college to run smoothly, whenever the financial need is felt, it is fulfilled accordingly.

4 Describe the procedure of developing academic plan. How are the practice teaching schoolteachers, faculty and administrators involved in the planning process?

The academic plan is prepared at the beginning of the year after detailed discussions by the College Council in which all teachers are members. The plan is further discussed in the IQAC and after fine tuning, the same is accepted for implementation. The practice teaching sessions are dovetailed into the programme after consultations with the Headmasters and the teachers. The

lessons to be taught by the trainees and the dates for observation / practice and the preparation of the trainees for practice teaching are discussed and finalized.

5 How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

- ❖ Regular meetings will be conducted by the Principal with the faculty members.
- ❖ Sending circulars to all the faculty members by the Principal.
- ❖ Formal and informal communications of institutional goals for the contribution of their best for institutional development.

6 How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?

Institute has constituted various committees for fulfillment and implementation of institutions aim , vision & mission . Heads of different committees monitor the progress of work and ensure its successful monitoring by the provision weekly / monthly meetings .

7 How does the institution plan and deploy the new technology?

The Institution is eager to deploy new technologies in education. The IQAC suggests the adoption of such schemes. The management provides the fund. The teachers are deputed when necessary for short-term training in the use of such technologies. Alternately the suppliers of equipment arrange for technical personnel to train the teachers. The language laboratory and the use of CD's in classroom teaching are examples of such adoption of innovative technology.

6.4 Human Resource Management

1 How do you identify the faculty development needs and career progression of the staff?

Personal interaction that the Principal has with the staff helps to identify the staff, who are desirous of taking up research. They are encouraged to attend refresher courses, publish articles in research journals, apply for minor projects, undertake case studies and try out new strategies of instruction. The management motivates them with suitable incentives. They are permitted to make use of the facilities available in the college. For achievements in research they are sanctioned lump sum grants. The Institution facilitates the career progression of the staff through better pay scale, additional academic and remunerative assignments and facilitating consultancy work outside.

2 What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

Teachers' performance is assessed by self-appraisal Proforma (Teachers) and Comprehensive evaluation Proforma by the students. The college analyses these Proformas and use information (feedback) to improve teaching.

Other staff –The performance of non-teaching is evaluated time to time.

The weak areas are found through the feedback from students, alumni, parents, pre-institution, practice teaching schools and teacher of the institute.

3 What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)

The staff are provided excellent infrastructural facilities to promote efficiency. They have loan facilities like festival advance, vehicle advance and emergency advance. The salary structure is performance oriented and is also a motivator. Additional cash awards are given for acquiring higher qualifications and for research performance. Above all these the campus atmosphere guarantees self-fulfillment. The health care system in the campus is an additional factor for the well-being of staff and students.

Apart from the above :-

- ❖ Group insurance.
- ❖ Interest free loan facility.
- ❖ Medical assistance (free checkups, medical test etc.)
- ❖ Transport facility in emergency.

4 Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.

The college has already qualified & skilled staff. However, for more skill development of staff, the college offers various linkages with other educational bodies to allow them to upgrade their skills by inducing themselves. Non-teaching staff is also provided different working environment to upgrade / update themselves with administrative works and adding technical knowledge to them.

5 What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?

The faculty position falling vacant are notified in news papers. The applications received are processed and an interview conducted by the Staff Selection Committee, headed by the Principal and containing representatives from the Board of Management and senior faculty from Peer Institutions. The selected candidates are issued appointment orders. The salary is commensurate with qualifications and experience. Retired faculty is also inducted in order to impart a fair amount of experience into the staff profile. Every effort is made to meet the UGC and NCTE regulations.

6 What are the criteria for employing part-time/Adhoc faculty? How are the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specialisations).

The College does not employ part-time or Adhoc faculty.

7 What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

Staff are encouraged to take up research leading to M.Phil./Ph.D., They can apply

for study leave if they undertake full-time programmes. Publications by faculty and their participation in seminars, conferences etc., are encouraged with suitable incentives, like publication grants, leave on other duty, reimbursement of registration fees and travel expenses etc. Staff are motivated to apply for minor and major projects to funding agencies and are offered cash incentives when they succeed in getting them. They are advised to become members in professional associations

8 What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).

- ❖ Teachers are provided proper space in staff room and also in labs and Library.
- ❖ Every teacher is provided required material in the lab and library.
- ❖ Internet facility is provided to the teachers in computer resource centre.

9 What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?

Faculty can get information from the Head, the Principal and the Director or Office. Faculty can complain them personally and discuss his/her problems. The students can get information through class incharge or Head of The Department. They can make complaints to the member of grievance committee. Parents of the students could seek information and make complaint through Alumni & Placement Cell (Alumni is in the process)

- 10 Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

The teaching work load in the Institution is as per the University and Government norms. Other community related work like community service etc. are distributed among the staff by rotations so that everyone gets the exposure. Due care is taken to avoid overloading any one

- 11 Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

Staff members are encouraged to participate in seminars, workshops, orientation and refresher programmes and at least two articles published in educational magazine/journals. If any staff member participates in any four programmes and publishes two articles in a year he is liable for one extra increment.

6.5 Financial Management and Resource Mobilization

- 1 Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated

The College is under self-financed scheme thus, it does not get any financial support from the government.

2 What is the quantum of resources mobilized through donations? Give information for the last three years.

No donations are collected.

3 Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?

As the college is not an independent body, it is under aegis of the trust. Therefore, the governing body of the college along with the various reputes (Financial Advisor, Stake Owners) altogether formulates the Annual Budget of the college. At college level, the annual budget is divided into sub-heads quarterly to meet out day to day expenses. The sub-division of the annual budget in particulars head is now come to know as operational budget. Almost the operational budget is met out with day to day expenses, if any variations / deficit budget arise during this, then deficiency is bear by the trust.

4 What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit)

Mission of the college is working according to the budget allocated to them. However, if budget formulate any hurdles during fulfilling the mission, extra budget will be allocated for it. Extra budgetary resources are provided by the trust by any means this is not a part of the college.

5 Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).

Accounts of the college are regularly audited by the auditor deputed on behalf of the management. Regular audit mechanism has been followed by the college.

Internal Audit system constitutes of:-

- a) Daily checking of Physical Cash
- b) Properly creation of vouchers and ledger
- c) Proper utilization of allocated funds as per allocated heads.
- d) Proper payment of Parties
- e) Proper record keeping
- f) Cross checking / sudden checking of accounts.

External Audit is conducted by the CA appointed by the Governing Body. The authorized person is responsible for finalization of Trust account and Internal from college. This is annual process and made during the end of financial year.

6 Has the institution computerized its finance management systems? If yes, give details.

Institution is using both Manual and Computerized finance management system. At some level institution is using manual system like issuing of Fees Slip, Voucher etc. However, all of this is entered on the computer for day – to –day analysis of accounts. Further financial advisor and CA of the Trust / College are analyzing accounts through various computer software. However, various working of govt. dept. (like TDS, TAX, CHALLANS, RETURN FILING) is now through internet and computerize online format, therefore it is mandatory for the college to use computerize finance management system.

6.6 Best practices in Governance and Leadership

1 What are the significant best practices in Governance and Leadership carried out by the institution?

- ❖ Democratic governance
- ❖ Decentralization of authority and responsibility
- ❖ Creative and employee friendly supervision
- ❖ Mutual accountability
- ❖ A work culture that emphasizes the creativity and cooperation

7.1 Internal Quality Assurance System

- 1 Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.**

Yes, the institute has established Internal Quality Assurance Cell in the year 2008.

Major activities:- Monitoring, administration, examination etc.

- 2 Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.**

The institute has adopted a mechanism regarding the achievement of goals, objective and quality assurance.

Institution has a proper procedure of execution of policies, term evaluation and I.Q.A.C for internal academic audit and evaluation, self –evaluation of the teachers as well as students, continuous monitoring and evaluation of the process (academic non- academic) for check-up and feedback of different existence in terms of college aims and objectives

- 3 How does the institution ensure the quality of its academic programmes?**

- ❖ The college adheres to the norms and conditions laid down by concerned regulatory bodies.
- ❖ The faculty members prepare their teacher diaries in which the planning is done month-wise and week-wise for carrying out academic works.

- ❖ The teacher diaries are verified by the head of the college at the end of each month to ensure the coverage of syllabus.
- ❖ The list of co-curricular activities/extension activities is prepared at the onset of session and regular supervision is done by the head of the college.
- ❖ The staff meetings are conducted at appropriate times to evaluate the progress of various academic and co-academic activities.
- ❖ The students are provided diverse type of learning experiences so as to prepare best quality prospective teachers and teacher educators.

The modern technologies are employed in T-L process and maximum emphasis is given on all round development of students including development of communication skills, social skills, reflective, rational and critical thinking among students.

- ❖ The institution follows student-centred approach and all types of academic and co-curricular activities are organized by students under the guidance and help of mentors and overall supervision of teaching faculty.
- ❖ It is important to mention that the college not strictly follows the curriculum prescribed by the concerned regulatory bodies but make maximum efforts to provide additional/extra experiences other than those mentioned in prescribed curriculum.

4 How does the institution ensure the quality of its administration and financial management processes?

- ❖ The institute has a strong mechanism for internal audit evaluation system under the supervision of college management .

- ❖ The I.Q.A.C. is also involved in ensuring the internal academic quality .
- ❖ Programme exists questionnaire seeks information from students on the quality of college administration , their suggestions and criticisms are taken into serious considerations.

5 How does the institution identify and share good practices with various constituents of the institution.

The institutes identify various type of needs through feedback from students, teacher educators, non-teaching staff, alumni etc. Through direct Observation of the heads, principal, director and management .Needs of the institution are fulfilled on the advise and suggestions of different committees I.Q.A.C's recommendations and suggestions provided to the management of the institution. After this, these good practices are shared with various constituents of the institute.

7.2 Inclusive Practices

1 How does the institution sensitise teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum.

- ❖ Although it is not part of the school curriculum reading material is provided to the faculty on issues of inclusion by photocopying important articles from Books ,University News, journals, etc
- ❖ By encouraging and motivating the faculty to participate in seminars, workshops etc on issues of inclusion, focusing on national policies and adopted in school curriculum.

What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

In B. Ed. curriculum, following some of the major topics have been incorporated that provide opportunities for student teachers to learn about exceptional children, inclusive education and special teaching-learning strategies that can be adopted for various kinds of exceptional children:

- a) Concept of Exceptional children, types and characteristics.
- b) Individual differences: Nature of accommodating individual differences in classroom.
- c) Learner-centred techniques for teaching exceptional children.
- d) Means and measures taken for equality of educational opportunities in terms of caste, tribes, disabled, gender and minorities.

In the curriculum of M. Ed. programme, two optional courses i. e. special education and guidance & counseling are entirely devoted towards inclusion and exceptionalities among children.

The students of the programmes are acquainted with various educational strategies to be followed for teaching exceptional children through regular teaching-learning process. The students are given practical training in preparation and use of different types of teaching aids and TLM during micro teaching, simulations, demonstrations and practice teaching sessions. Seminars, workshops and other activities are organized to make students aware about various exceptionalities and gender differences in classroom.

3 Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.

Following activities have been included in the curriculum for creating healthy learning environment and promote active learning and self-motivation:

- (i) Micro teaching
- (ii) Simulation Teaching
- (iii) Demonstration lessons
- (i) Observation lessons
- (iv) Assignments
- (v) Practical works.
- (vi) Morning Assembly
- (vii) Different co-curricular activities

The college has a provision of mentoring, training in modern electronic gadgets, team teaching, group discussions, class quizzes, workshops, seminars, various extension activities, inter-house competitions, students' representation in various committees and organization of various activities and functions by the students on their own. This all helps the college in building a healthy and conducive environment for motivating the students and involving them actively in learning.

4 How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

The institute organized different activities envisaged in curriculum and out side as case-study, action- research , different types of psychological tests, association with games and sports ,participation in various type of projects like primary education , child labor abolition etc.

5 How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

The institution provides facilities as per the needs of the physically challenged students enrolled by providing lift facilities, peer group support, instructional materials etc.

6 How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

The institute has special arrangements as Women Grievance redressal cell to meet out the needs related to different gender.

7.3 Stakeholder Relationship

1 How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

The information regarding academic and administrative aspects of the college is maintained well which is made available to various stakeholders as and when needed by them. The information about results of house examinations and annual examinations as well as internal assessment of students is displayed on the notice boards. The college prepares annual report and is submitted to the employers for verification and analysis. The annual report contains information regarding activities conducted during the academic session, successes

achieved and failures encountered during the session and future plans to improve the college functioning. The information regarding annual results of different programmes is submitted to the employers after the declaration of annual results.

2 How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

The feedback collected from faculty members, students, employers and school teachers/heads on various aspects of college and teacher training is discussed and analyzed in staff meetings and necessary decisions are taken for future improvements. Certain major plans and decisions are discussed with employers for seeking their suggestions as well as approval and later on, the college and faculty members implement the same during the next academic session.

3 What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

Following mechanisms are employed to collect data/feedback from various stakeholders for quality improvements:

- ❖ Feedback from students regarding campus experiences at the end of academic session on proforma developed by the college.
- ❖ Teachers' evaluation by students on a proforma developed by the college.
- ❖ Feedback/information obtained through staff meetings and informal discussions among staff members.
- ❖ Self-appraisal reports of teaching and non-teaching staff members.
- ❖ Feedback from school teachers/heads on different aspects of practice teaching through self-developed proforma and through personal contacts.
- ❖ Feedback from old students through informal discussions.

The collected feedback is analyzed and discussed in staff meetings and informal discussions with the employers to identify the weaknesses and strengths of various aspects of teacher training programmes. On the basis of this, decisions are taken and new plans are formulated for enhancing the quality of various aspects of college.

Mapping of the Academic Activities

Mapping of Admission and Curricular Activities		Work	Admission	Orientation	Theory	Practical with laboratory	Practical teaching	Experiment for laboratory teaching	Practical teaching	Subject matter teaching	Subject matter working with community/ project work	Curricular activities	Extra-curricular activities	End of the Course/ evaluation
1	1													
2	2													
3	3													
4	4													
5	5													
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DECLARATION
BY THE HEAD OF THE INSTITUTION

I certify that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SAR during the peer team visit.

Place:

Signature

Date:

Head of the Institution









ANNEXURES