

Criterion I: Curricular Aspects

1.1 Curricular Design and Development

1.1.1 State the objectives of the institution and the major considerations addressed by them?

The institution has been established with the main aim of providing quality teacher education to the students of rural areas of Sikar and nearby places. 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 objectives.

VISION :

Valuable contribution for teaching-learning process in the empowerment of the Society.

MISSION :

To contribute highly professional & highly ethical teachers through rigorous training for comprehensive development of the nation.

OBJECTIVES :

- (1) To provide Opportunities to the young Teacher trainees to be committed, honest, value-oriented towards their profession.
- (2) To create awareness about the issues like ecology, environment, national integration, secularism, equity and social change
- (3) To inculcate values of community service, national integration, national pride religious tolerance and aesthetic sense for the earth environment

(4) To nurture the inner urge for learning and thereby ensure the activation of lifelong learning process to empower the learner in terms of socio-economic and cultural resources

(5) To maintain relationship with stakeholders for the development of any concept at global level in teacher trainees

Our objectives help to create an awareness of the issues related to inclusive social order and of ecology and environment. We also aim at developing ICT skills in the

1.1.2 *Specify the various steps in the curricular development processes.*

As the Institution is not having the autonomous status, the Institution is mandated with to follow the curriculum prescribed by the affiliated University. There is no liberty to frame the curriculum for the existing programmes. However the periodical feedbacks are obtained from the different levels including alumina, faculty and senior academicians. It is analysed, reviewed and forwarded to the concerned. Apart from that the actions are taken to bridge the gap.

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

Since the Institution is affiliated to University of Rajasthan, no authorisation for changing the curriculum, scheme and regulations by us. Based on the continuous evaluations and other inputs from the stake holders, the emerging trends has been captured through conducting special bridge courses, guest lecturing and seminars. To inculcate research culture in among

the teaching fraternity, they are motivated to present papers in seminars, publishing articles in journals and market surveys by providing financial aid to a certain extent.

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

Curriculum is designed by the University of Rajasthan, Jaipur which focuses on Environmental Education, Value Education and Information and communication Technology through the following subjects.

- Education in the emerging Indian society
- Environmental education
- Guidance and Counselling
- Value education
- Physical Education

The Management focuses on social service activities like anti-plastic campaigns, plantation of saplings, anti-tobacco campaigns. Aids awareness programmes, Blood donation camp etc. in-turn interacts with society at large by the Academic community. Information and Communication Technology (ICT) is pivotal part of the competitive scenario, the institution provides modern teaching methods like LCD Projector, Computers with 24 hours Internet facility.

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

The Institution has adequate computers with internet facility for the usage of teacher educators and student teachers. The Lesson Plan, Academic Calendar, Department activities, Workshops are communicated through e-mails and social networking. Day to day office management, examination works, and performance analysis are prepared with the aid of computers. Teacher Educators are motivated to deliver lecture by digital media to possible extent. The information related to the Institution and important events and news are regularly uploaded in the web site. Computer and Language Labs are provided by the institution to train the Teacher Educators and student teachers about computer basics, e-communications, knowledge management etc.

1.2 Academic Flexibility

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

Academic year starts with an orientation programme focusing on motivation, counselling and special addressing by the Academicians. Based on the academic calendar teaching skills are taught through simulation and micro teaching Student teachers are guided by the eminent personality on micro and macro teaching before commencement of practice sessions. As teaching practice is the primary component of Teacher education Student teachers are practiced in the deputed schools as teachers and

impart school lessons and other co-curricular activities. The performance is monitored by the school as well as Institution faculty with a proper mechanism to mould as a quality teacher.

1.2.2 *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?*

The Institution is providing varied learning experiences to the student teachers both on and off the campus. Varied learning experiences are met through group discussions in current issues and curriculum requirements, seminars on selected topics, Assignments, Quiz, debates on different issues. Industrial tour, societal servicing, participating Workshops and Symposium in other institutions are the field experiences provided to student teachers during the academic period of study. Celebrations of selected national & international days, religious functions are carried out as a part of varied learning experience.

1.2.3 *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..*

Communication skills: By conducting Spoken English classes & language lab classes

CT skills: By giving intensive training in computer with a proper syllabus in MS Word, MS Office, MS PowerPoint etc.

Life skills: are developed by conducting health education programmes, value education programmes, environmental education programmes. Stress coping management positive thinking time management, emotional intelligence, etc.

Community orientation and social responsibility are developed by sanitation programmes, health and aids awareness, and health & hygiene awareness programmes.

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

A. Interdisciplinary/Multidisciplinary

It is adopted in transacting the curriculum effectively. The programme includes Philosophy, Management, Psychology and Educational Technology etc. Teacher Educators are expertise to use multi-disciplinary approach in teaching. The following are the subjects in the programme to enable multidisciplinary approach.

- Education in the Emerging Indian Society
- Educational Management
- Environmental Education
- Guidance and Counselling
- Computers in Education
- Education Technology
- Commerce and Economics Education

B. Multi-skill development

The Institution focuses towards the overall development of the student teachers and emphasis is given to development of the

multi skills of the student teachers. The following programmes are conducted to develop multi skill.

- Personality Development
- ICT skill Development
- Social Development and Community Linkage
- Technical, Problem solving, Intellectual, Academic, personal and Managing skill development
- Art & Craft
- TLM Exhibition

C. Inclusive education

In the teaching learning process the individual differences (gender differences, Economic status, Intellectual level, family backgrounds etc) among the students are taken care of and equal educational opportunities are provided to the students. Though no need has arisen yet the facility of ramp is there for physically challenged students.

D. Practice Teaching

The practice teaching schools are allotted by the educational authorities for the student teachers. Before taking up teaching practice student teachers are given proper orientation to face the classroom situation and training is given to master all the microteaching skills. Pre-practice demo-classes are given sufficiently to the students.

The student-teachers are undergone 40 days teaching practice. The teacher educators visit all the schools where the students undergo teaching practice and present a brief report to the principal. We also get the feedback form from the teaching

practice schools by the headmaster and also by the Guide teacher. The student-teachers are developed with administrative, operational, and academic skills during teaching practice.

E. School Experience

There is a provision of both theoretical and practical aspects of school experience or school management. In the theory paper student teachers are given conceptual knowledge about the management of school facilities and problems, library, infrastructure, time table, human resource etc. At the time of practice teaching at school, student teachers apply all their knowledge in actual situation. In block teaching student-teachers organizes morning assembly, make arrangements for teaching learning situations, manage man & material resources, and manage funds at school level and scholarships. At the end of the block teaching at school every student-teacher writes a details school plant report, prepares time table & S.L.C., complete observation lessons and provide their suggestions to the school for providing their suggestions to the school for providing better learning experience to the students.

F. Work experience /SUPW

The student teachers are guided to make many socially useful productive things such as office covers ,files, teaching learning materials, Greeting cards, etc.

1.3 Feedback on Curriculum

1.3.1 *How does the institution encourage feedback and communication from the Students, Alumni, and Employers, Community, Academic peers and other stakeholders with reference to the curriculum?*

The institution has adopted well mechanism of getting feedback and exchange of information with regards to the curricular and co-curricular aspects of the B. Ed. course being run in the institution. For getting feedback on curriculum following practices are in vogue:

1. **Feedback on curriculum by the student-teacher.**
2. **Feedback on curriculum by the Alumni.**
3. **Feedback on curriculum by Teaching Staff.**
4. **Feedback on curriculum by the Peer and Stakeholders.**

The College is looking at the University results as an important and direct feedback for effecting necessary modifications in the running of the institution and the planning for the future.

All the heads of the institution meet term- wise once in the beginning and one at the end of the term where the Principal presents an annual report of their respective course. Matters related to admission, discipline and academic results are discussed. Strategies are planned and implemented in the forthcoming term or year.

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

Feedback is discussed in faculty meetings and with the employers and changes and suggestions are forwarded to curriculum revision committee. Changes are implemented at the college level in pedagogy (teaching styles and requirements) to make teaching learning process more effective.

1.3.3 *What are the contributions of the institution to curriculum development?*

The feedback so collected is deeply analysed by the Principal with the faculty members. The worth full suggestions are discussed with the subject faculty members then submitted to the University in the meeting of Board of Studies.

1.4. Curriculum Update

1.4.1 *Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction?*

No, major changes in curriculum was made by the University of Rajasthan, Jaipur in last Five Years.

1.4.2 *What are the strategies adopted by the institution for curriculum revision and update?*

As we stated earlier that there is no major changes made by the university in last Five Years but still the institution adopts several strategies to assess the need and areas for curriculum revision and updating through tutorial meetings, class room discussion, staff meetings and feedback from practicing schools in the form of reports.

1.5 Best Practices in curricular Aspects

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

- ❖ Orientation program is in practice.
- ❖ The students are given regular home assignments which are corrected by the concerned teachers and necessary suggestions are given to the students.
- ❖ In addition to the term tests at the end of every term, the teachers frequently take class tests in their class itself.
- ❖ At the end of important topics or chapters the students are promoted to make students presentation in the class room related with the topic recently covered.
- ❖ Distinguished educational experts are invited to deliver extension lectures to the students by which not only the students but the faculty members are also equally benefited.
- ❖ Student performance is regularly checked on the basis of results in terminals and unit tests. Feedback from the students ensures the sustenance of quality.

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

Best practices in curricular aspects which have been implemented are use of technology in Education i.e. Micro teaching , Simulated teaching, Group Discussion , devising lesson plans, etc. use of LCD, Power point presentations, OHP, teaching aids, etc. preparation and use of teaching aids in various teaching subjects.

Criterion II: Teaching-Learning and Evaluation

2.1 Admission Process and Student Profile

2.1.1 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 are purely on the basis of State Level Common Entrance Test (i.e. PTET) conducted by one of the state level University designated by the Rajasthan Government.

State Govt. Ensures wide publicity in a plan manner for B.Ed.

- Admission notification is published in leading national and regional daily Newspapers by Higher Education. Admission notification hosted on www.ptetadmissions.in
- The notification contains detailed information about number and range of courses, eligibility, process of admission and academic as well as support facilities.
- Prospectus giving all the academic, administrative and financial aspects related to admission process is made available to students by the college personally and electronic media.

Ensures Transparency as under:

Admissions are on merit basis that is scored in the PTET examination. All the reservation policies are followed as per the State Government rule and regulation. The whole process of the admission is online. Student application, fees and opt the institution through online counseling session is carried out online by the statutory body. After the allotment of the institute, students

have to report for the admission through online allotment and reporting letter.

2.1.2 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 Program is advertised and notified through popular newspapers. College Web site also shows detailed information about the college. Information about the faculty members, subject combinations, infrastructure, and facilities in the college, previous results & activities organized by the College is also included in advertisement.

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

B. Ed. admissions are strictly on the basis of State Level Test. Statuary body of test conduct is allotted the candidate on merit basis. Qualified candidates are reported to the college after issuing allotment Letter. Institute made the online reporting to Statuary body.

2.1.4 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 through which all the Economic class students get equity in cultural participations. All students are familiarized with each other to avoid cultural, religion diversity. A guidance bureau is in proper working to sort out such type of problem and counsel the student in perfection. College also adopts the reservation policy for physically differently abled student as per the rule of regularity bodies. Eligible students benefit scholarship facilities.

Orientation program of four days in the beginning of the session helps the students to acquire the knowledge about myth and facts of the course.

2.1.5 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.

- Periodical tests are conducted.
- After evaluation, the weak students are identified and the Teacher Educator adopts some special methods to develop them.
- Remedial Teaching is followed
- Special assignments are also given for weak students.

- Orientation programmes is conducted to enrich the knowledge of students.
- Microteaching skills
- Student individual needs are collected through interactive sessions & the needs are met with before teaching practice.
- All the microteaching skills are taught to the student teachers & regress hands on Training is given to master all the skills before they take up teaching practice.

2.2 Catering to Diverse Needs

2.2.1 *Describe how the institution works towards creating an over all environment conducive to learning and development of the students?*

The academic and training schedule is carefully planned. The mode of presentation of various topics in the syllabus is decided in advance. The learning tasks are drawn up after consultations and revised in the light of past experience. This enables easy instruction and learning.

The accent is on learner-centred instruction. The trainees are encouraged to participate in seminars. They are given periodical assignments, the best of which are presented in the class. This facilitates learning by doing. Invited lectures by experts in various fields are organized. There is also continuous internal assessment to ensure the regularity of learning.

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

Curricular and co-curricular activities are well planned in the initial stage of academic year to cater diverse learning needs in consideration with the ability of student-teachers. Apart from the above facilities

- Morning assembly
- Celebration of national & international days
- Orientation program
- Life skill training,
- Service needs to the society
- Peer Teaching
- Practicum is provided to meet the diverse learning needs.

2.2.3 *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 organization of different activities equal opportunity system is adopted for diversity and equity in teaching learning process.

- Activities envisioned in the curriculum for student teachers.
- Various workshops such as teaching aid, Block teaching.

- Workshops, House activities, Action Research.
- Practice Teaching, assignments, psychological experiments.
- Social service, cultural programmers, educational tour and excursions.

2.2.4 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:

- Teacher's qualification and experience.
- Organizing remedial teaching.
- Various co-curricular activities.
- The students are given opportunities of actual interaction with in the nearby school for 40 days teaching practices.
- The teachers themselves are asked to keep observed with the modern teaching method.

2.2.5 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?

The practices adopted in the class room to develop the knowledge and skills related to diversity are

- Group discussions about the important aspects related to diversity and other areas.
- Workshops and Assignments on selected topics
- Exhibiting models

- Conducting quiz
- Role-playing
- Publications of different articles
- News updates through resources
- Special talks by eminent personalities in the respective fields.
- Debates

2.3 Teaching-Learning Process

2.3.1 *How does the institution engage students in “active learning”?*

Students are engaged in active learning in the form of many activities. These are:

- **Library:** The library is used as resource and knowledge centre and students are motivated to use the resources daily and spend some time in the library every day without fail.
- **Internet:** There is a facility of Internet (Broadband) in computerlab, where students can use it to prepare seminar, assignments and notes.
- **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 school subjects.
- **Practical Work:** Each and every student does the practical works as envisaged in the curriculum.

Sessional work which is evaluated by their conduct and performance on various co-curricular activities and assignments which includes:-

- a. Supervision of Practice Teaching
- b. Action Research Field work
- c. Observation of Teaching Competency

Besides this all students are regularly used the reference books and Encyclopaedia for the various topics.

2.3.2 *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?*

Learning is made student-centered by encouraging participatory learning activities as these provide a lot of scope for the student teachers for self-learning leading to self-development. The teaching plan given to the students is very specific with its topics/themes to be taught in the specified hour. Both the teacher and student prepare the topic from various sources such as websites, books, periodicals and magazines. Students contribute to the knowledge for the specific topic in their own capacity. Non contributors are identified and are given special assistance, opportunity and counseling.

The various participatory learning activities adopted by the institution are:

Assignments: Application based assignments are given where students have to refer books and find out information.

Community Work: Survey is conducted by the student teachers in the community for their knowledge and information at M.Ed. level. This leads to a lot of interaction and understanding of the requirements in the community.

Problem solving: Student teachers are encouraged to find out possible solutions to a given situation. Later a discussion is held on the same.

Field visits and excursions: These activities give opportunities to student teachers to sharpen their observation skills and noting down things of relevance. Student teachers have to submit a detailed report of their visit. This builds confidence in them.

Participatory discussion: It is used in combination with the lecture method, provokes the thought processes and encourages the student teachers to ask open ended questions which stimulate a healthy discussion in the class.

Practical Demonstration: The psychology laboratory provides scope for practical demonstration work which leads to a lot of interaction

Cooperative Learning Method: It gives the student teachers enough scope to understand and learn from their peer groups.

2.3.3 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 are as follows:

- Lecturer method with the help of suitable teaching aids such as charts, models, smart board, and power point.
- Active learning method, demonstration method, communication method and power point presentation are some of the other methods followed.
- Special attention and assistance for the slow learners.
- The innovative approach used by the teacher educators for a majority of tasks is through the task-support learning. Teacher educators' use learning situations and tasks that do not make student teachers merely reproduce the knowledge acquired, but also stimulate their creativity in order to come out with something new and original. This intensifies the academic process and enhances the student teachers motivation. This is achieved by using various forms of curricular and co-curricular activities, including interactive lectures, presentations, individual assignments, independent and self-learning activities, seminars, role plays, simulations, case-studies, individual and team projects, and workshops.

2.3.4 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 teaching models in the classes on methodology. 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 the guide teacher in the schools. Trainees are exposed to simulated classroom teaching by experienced teachers. They learn new methods by observation and discussions that follow such sessions.

2.3.5 Does the student teacher's 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 techniques for developing teaching skills. Orientations to the different skills are given by the teacher educators. The different skills practiced are:

- Skill of Introduction or indexing
- Skill of Probing questions
- Skill of illustrating with examples
- Skill of stimulus variation
- Skill of reinforcement

Each student teacher gives 2 lessons in each micro skill. However, these skills are incorporated in all the macro lessons given by the student teacher.

2.3.6 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.)

The procedure adopted for the practice teaching falls under 4 major categories:

1. Preparation of Time-table:

- 15-20 Student teachers are allotted per group.
- Each student teacher gives one lessons per day.
- The student teachers allotted to schools need to collect the consolidated school time table well in advance.
- Based on the consolidated time table, the group time table is made.
- A copy of the time table is given to the school supervisor, supervising teacher educator, group leader and one copy is displayed on the institutions notice board.

2. Monitoring Mechanisms:

- Lesson plans have to be submitted prior to the lesson to be given at the practice teaching school.
- This gives ample time for the teacher educator to correct the plan.
- Guidance slots are allotted for giving guidance on a one-to-one basis
- Thorough individual guidance is then given on a one to one basis.
- Ample opportunities are provided to student teachers to exhibit their creativity.

3. Observation of lessons:

- Each teacher educator observes lessons regularly during practice teaching day.
- Staff of the Practice Teaching observes the delivered lesson in real time situation.
- Heads of the Practice Teaching institution are also observing the teaching of the students and give their useful suggestions.

4. Feedback Mechanism

- Teacher educators give general feedback at the end of every practice teaching day. These are general instructions, behavioral patterns and/or if any common errors committed.
- Individual feedback is also given on a one to one basis and suggestions for improvements are highlighted
- At the college level the guiding teacher educator goes through the remarks given by the supervising teacher educator and accordingly plans the guidance program subsequently.
- Reflection column in the lesson plan observation book helps in analyzing performance with respect to the strengths, weaknesses and lacunae if any.

2.3.7 Describe the process of Block Teaching / Internship of students in vogue.

With prior permission from the practice teaching schools the Block Teaching programme is planned for 50 continuous working days.

The various activities undertaken by the student teacher during the Block Teaching programme are as follows:

- Conducting morning assembly.
- Taking attendance
- Correction of Answer books
- Library work
- Labeling apparatus in the laboratory
- Understanding the office work
- Carry out unit test
- Evaluation of the test
- Giving Feedback
- Organizing co-curricular activities
- Observing subject teacher's lesson
- Administering of the action research questionnaire

During the Internship programme teacher educators are present in the practice teaching schools to monitor the work done by the student teachers. Individual report has to be prepared by each student teacher and submitted. The Internship is a very fruitful and rich field experience for every student teacher.

2.3.8 *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 practice teaching sessions/plans are developed by involving the school staff and mentor teachers.

- The practice teaching time tables are prepared with the concurrence of the school Principal or Supervisor.
- The units are given by the school subject teachers.

- The lesson plans are submitted to the guiding teacher educator.
- Guidance is taken on a one to one basis.
- Feedback received is shown to the guiding teacher educator.
- School supervisor/senior teacher also supervises the practice lessons and gives feedback for further improvement.

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

Before the initiation of the practice teaching the student teachers are well oriented with the micro-skills, different methods and techniques of teaching, models, Power Point presentations, preparation of different teaching aids, working models, etc. The student teachers have the freedom to use the best suitable means for the effective transaction of their lessons. Rigorous guidance and practice at the initial stage brings the desired and the best output from the student teachers. A workshop on Personality Developments, Stress Management, inclusive education etc. also gives extra inputs. Furthermore theory papers give ample scope to orient student teachers about the diverse learning needs in the class room.

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

The major initiatives adopted by the institution for encouraging student teachers to use /adopt technology in practice teaching are:

- Hands on training given in use of computers.

- Smart Class and use of Interactive board is in practice.
- Encouragement is given to present power point lessons.
- Training given to use of internet.
- Use of LCD projector for paper presentations, for seminars is encouraged.
- General guidelines are provided for preparing effective PowerPoint presentations.

2.4 Teacher Quality

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

Yes, Practice teaching session /plans are developed in partnership and cooperatively involving student-teachers and staff helps each other in deciding /selecting topics for lesson plan for their teaching.

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

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

The average ratio of students and faculty is 15:1 depending upon student strength of the school and whether the school is Middle, Secondary and Higher secondary.

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

Student teacher performance of teaching is evaluated in two stages and the inputs are timely given for better performance and improvement. The capability and capacity is measured during the micro teaching through the feedback by the Teacher educators. This is communicated to the student teacher before commencement of internship. The teacher educators give their verbal suggestions then and there after the class hours.

- Observation is shared with the students for the further improvement.
- The teacher educators record their feedback in the remarks column given in the visiting Teacher educator register.

The performance during the internship is evaluated by Mentors as well as school authority simultaneously. This is submitted to the Institution and subsequently communicated to the student teachers to enhance the teaching skills.

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

In B.Ed. the trainees take a core paper on Education in Emerging Indian Society. This exposes them to the major issues involved in present day education. They are encouraged to read journals and news-papers to keep track of developments in the field and the cross-currents in educational policies. Special lectures are arranged on vital issues that have a bearing on education. They are also encouraged to interact with practicing teacher's and educational administrators and become alive to the needs of schools and learners and what society can do for the cause of education.

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

The academic committee of the institution regularly monitored educational changes. This is analysed and communicated to the relevant stake holder. The information is collected from circulars, web sites, regulatory bodies instructions, print media etc. The relevant changes are implemented effectively within stipulated time frame in order to keep pace with educational developments.

The Institution is annexed with a higher secondary school and the new developments are implemented in the school and the corresponding trainings are imparted for student teachers and teacher educators for effective implementation.

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

The institution supports professional as well as personal development of the teacher educators through:

- Encouragement to enroll for higher education
- Promotion of research activities and incentives are given to faculty on the completion on their research work.
- Participation in orientation and refresher courses
- Attending seminars, workshops and training programmes.
- Paper presentations at the local and national level
- Conducting workshops
- Writing articles

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

Yes, staff member are rewarded & motivated for good performance by way of giving them honor and money. Every year there are many prizes for staff members. Teachers are rewarded by the college for good performance of their students in written exams, practice teaching, participation in cultural activities etc. The staff member are motivated by way of giving increments and incentives, involving them in decision making, giving academic leave, providing transport facility etc.

2.5 *Evaluation Process and Reforms*

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

The Institution takes all efforts to ensure a smooth teaching-learning process. The library and the laboratories are well equipped. The teachers are always available for consultation and guidance. There is a Tutorial System that ensures individual attention to every learner. The management is liberal with funds for the improvement of infrastructure. There is inter-institutional resource-sharing and adequate peer group interaction through invited lectures and visits to peer institutions. Through establishment personal contact with the students and conducting periodical exam such as unit test, house exam and preparatory exams and tests sometimes a communication is established with the students in the morning assembly and a general lecture is delivered to redress their general barriers. The college also organizes expert lectures to students from time to time in the form of guidance.

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

According to the curriculum, each student has to take eight compulsory theory papers. These are: Education and Emerging Indian Society, Psycho-Social Basis of Learning and Teaching, Educational management and school organization, Educational Technology and classroom management, Two Methods of

Teaching School Subject, Specialization Paper and Computer Literacy and Educational Application. The candidate can offer any two Method of Teaching subjects from Hindi, English, Sanskrit, Social Studies, History, Civics, Geography, Mathematics, Physics, Chemistry, Biology, General Science, Home Science, Economics, Book-Keeping, Commercial Practice. The student can offer any one specialization from Pre-Primary Education, Primary Education, Adult and Social Education, Physical Education, School Library Organization, Measurement and Evaluation, Audio-visual Education, Educational and Vocational Guidance, Art and Crafts, Programmed Instruction, Action Research and Experimentation in Schools, Experimental Psychology, Micro Teaching and Environmental Education. Each paper is of 100 marks. Out of 100, 20 marks are internal and 80 external. Practice Teaching and Related work is of 300 marks. Out of 300, 150 marks are internal and 150 external. All theory papers have 20 marks for internal evaluation (based on one test and one written assignment and attendance = 10 marks each). Marks(150) for practicum are further divided as follows: micro lessons (10), Regular Practice Teaching (50), Criticism Lesson(20), Observation Lesson(05), Teaching Aids(05), Practical in the Audio Visual(05), Open Air Session/SUPW Camp(20), Internship/Block Teaching(35) and final practice teaching of (150).

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

Assessed answer scripts and assignments are shown to the trainees. Their errors and short comings are pointed out to them

and suitable remedial actions suggested. This contributes to transparency and faith in the system. The students have the option to re-do the assignments and internal test to improve their scores. 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.

2.5.4 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 PowerPoint 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 Practice in Teaching – Learning and Evaluation Process

2.6.1. *Detail on any significant innovations in teaching/ learning/ evaluation introduced by institution.*

- Smart Class is in practice.
- Organizing debate and group discussion in class and at the college level.
- Organizing Quiz programme and distributing prizes to the best performers.
- Study circle for weak students along with advanced learners.
- Library period is allotted each pupil teacher.
- Internet facility is open to all students for curricular enrichment.
- Creating opportunity for students to take part in subject related competitions that is organized in the college and in other colleges.
- Priority is given to learner-centered teaching methods based on the analysis of learner's problems.
- All the programmes conducted in the college for the students are being evaluated. Morning assembly program is being evaluated daily by the principal and other staff members

2.6.2. *How does the institution reflect on the best practice in the delivery of instruction, including use of technology?*

The institution provides all support to the staff members for adopting innovative teaching and learning practices. The use of technology in teaching-learning is also highly encouraged by the institution and necessary impetus has been brought in for augmenting the innovative techniques in teaching.

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

3.1.1. *How does the institution motivate its teacher to take up research in education?*

- Research and teaching are interdependent activities. Our institution creates environment supportive of research for the teacher educators. Teacher educators are provided with the necessary resources and opportunities to keep abreast with latest issues in their field and to integrate the results of their own and others' research into the course content.
- Institution facilitates faculty research with appropriate institutional support, including the acquisition of research materials, relevant technology, and flexibility is provided in time schedule.
- Support is provided for teacher educators to participate in professional conferences at regional and national level.
- Workshops/Seminars are conducted on a regular basis to orient with the research skills.
- The institution encourages teacher educators to conduct researches.

3.1.2. What is the thrust area of research prioritized by the institution?

The thrust areas identified by the Institution

- Educational psychology
- Value Education
- Environmental Education
- ICT

3.1.3. Does the institution encourage Action Research? If yes give detail on some of the major outcome and the impact.

Yes, institution has the action research practice to sort out day to day education concerned problems. Action research has been done on the problems like less attendance, less discipline, and lack of subject interest, As a result all the aspects under consideration have been improved satisfactorily.

The institute starts action research on the dropping out of students from the Government Schools. By the strong planning, survey is conducting in these issues by eminent faculty members of the institutes. The outcomes are the illiteracy in the community, lack of resources and interest of school teachers.

3.1.4. Give details of the conference/seminar/workshop attended and/ organized by the faculty members in last five years.

The following Workshops/ Seminar was organized by institution

1. Peace & Value Education

2. Challenges of the teacher education in emerging Indian Society
3. Workshop on Development of TLM
4. Workshop on Day Celebration in Educational Institution

Seminar attended by staff

<i>Sr. No.</i>	<i>Name of Faculty</i>	<i>No. of Seminars Attend</i>
1.	Dr. Rajendra Kmumar	25
2.	Dr. T. C. Yadav	10
3.	Dr. M. S. Shekhawat	15
4.	Mr. Narendra Kumar	10
5.	Mr. Rakesh Kumar	14
6.	Mr. Mahendra Kumar	13
7.	Mrs. Poonam Kumari	03
8.	Mr. Deepak Sharma	02
9.	Mr. Rajesh Sharma	06
10.	Mr. Ajay Kumar	03
11.	Mr. Bhuvendra Mahala	06

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

The Institution has provided adequate instructional and other related facilities to enhancing the Teaching quality. The last 3 year facilities provided are:

- Reference and text books have been increased from 4500 to 6400 numbers.
- Educational CDs from 20 to 40 numbers.
- Language Lab and computer labs are established commonly for the use of school and educational Institution.
- 24 x 7 Internet facility with a capacity of 100 mbps.
- LCD and OHP are available for PPT.

The developed instructional and materials are as follows:

- Teaching Models
- Charts and visual representations
- Power point presentation
- Periodicals including News Letters, College Magazine
- Papers on specific topics

The above developments are used in academic activities by the student-teachers and is supervised and monitored by

Teacher-educators. The overall supervision of the usage of instructional and related teaching aids is monitored by the Principal for its effectiveness.

3.2. Research and Publication Output

3.2.1 Give detail on facilities available with the institution for developing instructional materials?

The college provides ICT Centre, Workshop, library, laboratory facility for preparing teaching aids. Art and Craft Room is also available in the Institute to prepare the Models. Institute is ready to bear the cost for working Models. Publication Unit of the Institute is responsible for printed instructional material. Question Banks and Transparencies also prepared by the Teacher Educator.

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

Yes, the institute develops ICT enabled instructional materials.

The following instructional material is available in the ICT centre:

- i. Various Flow Charts on Various Organizational Systems
- ii. Practice Lesson Plan Demonstration Clip
Transparencies on different topics are available in the ICT Lab.
- iii. Audio-Visual material from NCERT is subscribed by the institution.

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

a. Organized by the institution

1. "Workshop on Teaching Learning Material Development", with association Rajasthan T.T. College, Ranoli.
2. Five Days program on personality development and presentation organized by the Institution.

b. Attended by the staff

None

c. Training provided to the staff

1. Five Day Program on "Personality Development and Presentation".

3.2.5. List the journal in which the faculty members have published papers in the last five years.

Nil

3.2.6. Give details of the awards, honours and patents received by the faculty members in last five year.

Nil

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

All staff member have completed their minor research project during is/her M.Ed. /M. Phil./Ph. D.

3.3 Consultancy

3.3.1. *Did the institution provide consultancy services in last five year? If yes give details.*

No, paid consultancy is not provided yet by the Institute. But the institution provides online submission facility for Various Competitive Examination and provides related information about the course to the students and guardians.

3.3.2. *Are faculty / staff members of the institution competent to undertake consultancy? If yes, list the area of competency of staff member and the step initiate by the institution to publicize the available expertise.*

No

3.3.3. *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?*

NIL

3.3.4. *How does the institution use the revenue generated through consultancy?*

NIL

3.4 Extension Activities

3.4.1. How has the local community benefited from the institution?

Extension activities are an integral part of teaching program of the college. Extension service is provided to neighboring schools mainly in the field of Science Education, Computers and Information Technology, Mathematics Education, Nutrition and Home Science. The college runs awareness programmes on Aids, Environment Education, Health, Hygiene Awareness, campus beautification awareness etc. This is a Valuable initiative on the part of this college.

The college runs out-reach programmes like holding exhibitions of teaching Aids prepared by the students and distributing the same to different schools, cleanliness drive, AIDS awareness programmes, anti-tobacco campaign, observing human rights days and organizing awareness programmes for diabetic persons, awareness about firefighting techniques etc. The institute provides lot of opportunity to the local community by organizing programs in respect of extension activities as rallies, plantation and cleanliness activities etc.

In addition to these the college has a designated person for extension activities who runs various extension activities in collaboration with Govt. and Non Govt. organizations.

3.4.2. *How has the institution benefited from the community?*

As the institution is situated in a semi urban area, the community is participative in most of activities of the institution. Community participation is seen in talent search competitions, festivals celebrations annual get together function etc. During such occasions, interaction with community members yields valuable suggestive measures to make the institution more progressive in term of efficiency and quality.

The institution has an informal institution-school-community network. Almost 10 schools have been tie-up with us for practice teaching. All the staff members and head of these schools are friendly & cooperative with our student as well as teachers. This is helpful to us in giving quality education. Local community very helpful to us in organized various activities like celebrating national festival, extension activities camps etc.

3.4.3. *What is the future plan and major activities the institution would like to take up for providing community orientation to students?*

The future plan of the institution for providing community orientation to students is to adopt a village “.....”. The main activities in this village taken up will include

- (a) Conducting literacy campaigns,
- (b) Women empowerment program

In Further the institute planed a framework like starting teaching at least two Adult people would be compulsory for all B.Ed. students.

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

Yes, the institute takes a challenge for the awareness in the community development by organizing rallies, workshops, seminars and extension lectures e.g. Water harvesting, female feticide, Pulse Polio etc.

3.4.5. How does the institution develop social and citizenship value and skills among its students?

Since the institution believes and gives importance for values, one of the domains of knowledge, student-teachers are motivated to participate in various out- reach programmes by honouring during the college day celebrations. The values and skills are developed through various programmes including organising different camps, awareness programmes, rallies, celebrations & commemorations, interaction with different levels of the community, social visits, and practice teaching.

3.5 Collaborations

3.5.1. 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 this linkages.

The institution has linkage with NCTE, NCERT, Rajasthan University, Jaipur, B.S.E., Rajasthan, Ajmer. This linkage helps institution in enhancing the quality of teaching.

3.5.2. Name the international level organizations if any with which the institution has established linkages in the last five years. Detail the benefits resulted out of this linkages.

No.

3.5.3. How does the linkage if any contribute to the following?

Teaching: - Various journals & study material of NCERT and NCTE is helpful in enhancing the teaching quality.

Training: - The guidelines of University of Rajasthan, Jaipur, NCERT and NCTE play major role in providing training to students as well as teacher educator.

Practice Teaching:-Various research, journals and study material help full to faculty members and student teacher to give in effective practice training.

Research: - The faculty members of University of Rajasthan, Jaipur very help full in research activities done by staff members.

Extension: - The staff members of University of Rajasthan, Jaipur and other Educationist guided our student as well as teacher educator in various extension activities.

3.5.4. *What are the linkages of the institution with the school sector?*

At present the institution has linkages with 10 schools for practice teaching, block teaching, criticism lesson and for final lesson. Action research is also carried out by the institute to remediate the community problems.

3.5.5. *Are the faculty member actively engaged in school and with teacher and other school personnel to design, evaluate and deliver practice teaching? If yes give details.*

Yes faculty are actively engaged with school staff during practice teaching .The school teacher and faculty member of college both supervise the lesson of the student teacher and give oral as well as written feedback to the student teacher to enhance performance of the student teacher.

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

The faculty members of our college keep collaborate with schools, other college and university faculty through attending seminars, workshops, research activities, panel discussion, debates ,talk show etc.

3.6 Best Practice in Research, consultancy and extension

3.6.1. What are the major measure adopted by the institution to enhance the quality of Research, consultancy and extension activities in last five year?

The major measures adopted are

- Motivating teacher educators by providing resources and facilities. This includes library facility, computers with internet, e-resources, administrative support.
- Usage of other institution linkage to avail clarifications, suggestions etc.
- Opportunities to present in-house/ national/ international publications.
- Fund allocation for extension activities.
- Extension activity planning and scheduling during commencement of academic year.
- Feedback mechanism for improvement

3.6.2. What are significant innovations /good practices in Research, consultancy and Extension activities of the institution?

Research

- Special leave is sanctioned for carrying out specific research practice like literature collection, data collection.
- Registration fee, Travelling Allowance and Daily Allowance is borne by the institute for faculty attending seminars, symposia, conferences and workshops.

Consultancy

- Special leave is granted for the purpose of consultancy and extension work.
- Travelling Allowance and Daily Allowance will be provided by the Trust.

Extension

- Providing internet awareness program to the school children.
- Organize special camps like Eye camp, Blood donation

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1. 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 physical infrastructure is in accordance with the NCTE norms. The College has a Campus of 1.5 acre.

Master Plan is enclosed as **Annexure 3**.

The Ground Floor of Block-A has Principal's office, Administrative Office, Staff Room, Account Section , Guidance and Counselling room, Art & Craft Workshop, Multipurpose Room and separate Wash rooms for boys and girls, canteen facility, Drinking water along with RO Water Filtration & Purification Equipment.

On the first floor of Block-A there is a Library cum Reading Room, Multi Media Room ET Lab cum ICT Centre and Well Equipped SMART Classroom

Block-B There is 4 Class rooms, Tutorial Rooms, Work Experience Room, Boy's and Girl's Common Room, Director's Room, Separate Wash Rooms and Psychology Lab, Sports & Indoor Games Room, Multipurpose Hall.

Second Floor of Block-B having Hostel Facility available for the students.

The College has spacious Ground for Games and Sports. The one ground is in front of Cori-door which is grassy

lawn and is used for multi-purpose activities. The college has Parking Shade, Fire Extinguishers, Canteen and Ramp for physically challenged students.

Back-up Power supply along with generator is available on the campus.

Transportation facility is also provided by the institution.

An approx amount of more than 5.00 Crores is invested for developing the infrastructural and institutional facilities.

4.1.2. 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.

4.1.3. List the infrastructure facilities available for co-curricular activities and extra-curricular activities including games and sports.

Description	Available Resources
PUBLIC ADDRESSING SYSTEM	Yes
RECIEPTION AREA	Yes
MULTIPURPOSE HALL	Yes
LIBRARY	Yes
ICT RESOURCE CENTRE	Yes
READING ROOM	Yes

NAAC Self Appraisal Report

ART & CRAFT WORKSHOP	Yes
SEMINAR HALL	Yes
COMMON ROOM	Yes
PSYCHOLOGY LAB	Yes
INDOOR GAMES	Yes
SMART CLASSROOM	Yes

The infrastructure facilities for co-curricular activities and extra-curricular activities including games and sports are provided by the institution.

Art & Craft Room (Work Experience Workshop) has been established on the lines of 'learning by doing' philosophy in teacher education. The lab is equipped with moulds of chalk making, candle making and essential material of interior decoration, paper cutting, card board moulding, pot decoration, preparing best out of waste and material for chart and model preparation.

Multipurpose Hall - The multipurpose hall with a seating capacity of 200 persons is there in the institution for provides a common platform to students, faculty and renowned educationists for regular interfaces, conferences, seminars and daily morning assembly. Many cultural events and seminars are organized in the multipurpose hall. The hall has been equipped with appropriate lightening system and communication tools like public addressing system.

Playground- Institute having playgrounds for organizing games like badminton, volleyball, handball, cricket and football is available. A track for organizing athletics is provided. Sports kit and material facilities are provided to the Pupil teachers.

Following grounds are available in sports complex: -

1. Playground (Football Field) 100 x 65 meter
2. Volleyball Court 18 x 9 meter
3. Handball court 40 x 20 meter
4. Indoor games
5. Track and field equipments
6. Facilities of Kabaddi, Kho-Kho, Chess and Carom Board

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

The institution believes in optimum utilization of its resources. Time to time the college shares its infrastructure as an examination centre. The shared infrastructural facilities are classrooms, and the staffroom.

4.1.5. 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 centre, etc.)

Common rooms are available for the male and female student-teachers. Separate washrooms are available for the male as well as female student-teachers. The institution has a on call doctor who attends to any emergency requirements. Round the clock cleaning of the premises is done to maintain hygiene. There is canteen, separate washrooms and common rooms for Boys and Girls are also there. Proper arrangement of drinking water is also there by installing RO and Water Cooler.

4.1.6. 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.,

Yes, hostel facility for Boys is available in the campus and in future separate Girls Hostel is planned.

4.2 Maintenance of Infrastructure

4.2.1. 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

The management has plans and facilities for need-based development and expansion of infrastructure. Maintenance of existing infrastructure resources is looked after by the central construction division and a standing committee with faculty and student representatives.

Budget provisions are optimally made for maintenance of various services in the college like-

- Servicing and repairing of computers, printer, Photostat machine and fax machine.
- Genset running and maintenance.
- Generator service
- Replacement of old furniture
- Regular repair of fans and all electric points

- Regular white wash/Paint of the institutional building
- Refilling of fire extinguishers
- Maintenance of material of all laboratories
- Service of vehicles

4.2.2. 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.

4.2.3. How does the institution consider the environmental issues associated with the infrastructure?

The institution consider the environmental issues associated with the Infrastructure as we maintaining a lush green campus, ventilated class rooms and well-furnished offices, ventilated labs, and library with essential apparatus.

All rooms when not in use are kept under lock and key to reduce electricity consumption. Each room is well ventilated, requiring no lights to be used. Plantation and beautification of the camps are ensured during work experience paper namely gardening.

Also in keeping with the concern of maintaining the quality of the environment, an Eco-club has been set up. The Institution helps in bring out a qualitative and quantitative improvement in the use of resources such as re- use of rough paper. Our main theme has been on environment and all our activities revolved around this theme.

4.3 Library as a Learning Resource

4.3.1. Does the institution have a qualified librarian and sufficient technical staff to support the library (materials collection and medial computer services)?

Yes, the college has well qualified and efficient librarian along with the assistant librarian and one assistant to help both of them. One computer, printer, and photo copier machine have been provided to the library for technical support. Our college library is computerized.

4.3.2. 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.)

Number of books :	6420
Text:	3600
Reference:	2820

Journals

Indian : 20

International : 01

Magazines : 20

Audio-Visual aids (from NCTE Studio) Cd's etc. 47

Internet with Broad Band facility

Encyclopedias:

Dictionaries:- 11

Online journals: 01

Reference services and circulations are provided in the reading room where the students enhance their knowledge by reading books. Conducive environment for studies is created in the reading room. The Library also provides the Open access facility for the Faculties from outside and the teachers of practice schools.

4.3.3. 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.

The college has a mechanism to systematically review the various library resources.

The librarian contacts the different publishers for catalogues. These catalogues are given to the college library

where the teachers select the books as per requirement of their subject.

Teachers avail library to make notes, wherever they feel requirement of particular books, journals and reports. They communicate with the librarian.

Through these mechanisms, required books and literature are bought up in the library.

If any teacher finds any book, suitable for the students, he/she can purchase it for the library and bill is paid.

Library committee members are -

- Convener (Librarian)
- Member (Faculty)
- Member (Faculty)
- Student Representative

4.3.4. *Is your library computerized? If yes, give details.*

Yes, our Library is computerized. Library materials and services are automated with commercial software. All the books and materials are properly bar coded and numbered for effective use. Easy accessibility of the material is in practice as Assessing of an E-Journal and E-material.

4.3.5. *Does the institution library have computer, internet and reprographic facilities? If yes give details on the access to the staff and student and the frequency of use.*

Yes, the institution library has computer, internet and reprographic facilities. There is a Computer with printer and Xerox machine. An active internet connection is also available in college library.

4.3.6. *Does the institution make use of Infflibnet / Delnet / IUC facilities? If yes, give details.*

The institution does not have the facility of Infflibnet/ Delnet/IUC as it has not signed any agreement and not joined any consortium. But in future it has decided to join the UGC consortium i.e. Infflibnet / ernet.

4.3.7. *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 kept open throughout the year except National Holidays. Daily working hours of the library are 7 hours i.e. 10:00 am to 5:00 pm.

4.3.8. *How do the staff and students come to know of the new arrivals?*

Register for new arrivals is maintained. Teachers educators are notified to review the new arrivals. Notice board displays are put up in the library with respect to new arrivals.

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

The institution's library does not have any book bank facility.

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

For physically challenged students easy access to books is ensured. Till now the institution has never had any visually challenged students, but if such a scenario presents itself, the library will do the needful action for providing them required facility.

4.4 ICT as Learning Resource

4.4.1. 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.

Various ICT facilities are available in the institution. The college has established well equipped laboratories.

ICT Center-

Computers -	30
Internet Access -	30
O.H.P. -	01
Transparencies -	100
Headphone -	25

Digital Camera - 01

Fax machine - 01

Screen - 02

Sound Speaker - 06

Amplifier - 01

LCD Projector - 02

These hardware and software aids are used in various academic activities, conducting according to the time-table in the college like computer learning, Language Learning, Educational technology practical, Class seminar, Resource lecture, Extension lecture, Seminar, Workshop, co-curricular activities, Teaching by teacher educators and student-teachers.

4.4.2. 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 practical as per the curriculum as well as for developing teaching materials.

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

Maharaja College uses innovative technologies to a very great extent, computers, projectors, Smart Board and OHP, which are used by the teacher educators as well as student teachers during the lectures on a daily basis, workshops and seminar presentations. Admissions, internal assessment, Results and all other correspondence are done through computer applications. Extra information for various topics is procured through internet. The Language Lab is used to improve pronunciation of the students having pronunciation problems.

4.4.4. 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 major areas in which the student teachers use technology in practice teaching are:

In the preparation of lesson plans the student teachers are encouraged to refer educational websites for reference in terms of the content as well as in the use of innovations that they may come across.

In Classroom transaction Student teachers use the power point and give lesson using this technique. Student teachers also use OHP for their lessons.

Preparation of additional information to be used in lessons:
Student teachers download information from the computer using internet facility.

Teaching aids in the form of pictures, etc are downloaded from the internet.

4.5 Other Facilities

4.5.1. 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?

Instructional infrastructure is optimally used by the institution. The institution shares its facilities with the community. The services of teachers of this college are furthered in giving extension lectures. The teachers of this institution visit other institutions and act as judges in other institutions functions. Faculty members of this college are invited many times by the other institutions for guest lectures and as a resource person.

The audio- visual aids like charts and models prepared by the student teachers are donated to the practice teaching schools and schools situated nearby the college.

Improvised apparatus prepared by the college students is also gifted to the practice teaching schools.

4.5.2. 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?*

Various audio- visual aids facility and material like CD, audio cassettes, video cassettes, transparencies and slides based on content of various school teaching subjects are available. Transparencies on content cum pedagogical analysis are also available with the institution. Charts, models and improvised apparatus in science are available and the student teachers use these materials in preparing their lesson plans and in their practice teaching sessions. CD's and audio cassettes for language development are also available. Slides and transparencies made by the student-teachers themselves are also available. Well-equipped laboratories are available with the institution where demonstration and experiments are conducted. Teachers themselves use the audio visual aids while presenting the content before the student- teachers in the classroom. Student- teachers are motivated by the teachers to use the audio- visual aids while presenting their seminar and preparation of their lesson plans and teaching aids.

4.5.3. 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?

The following laboratories are available with the institution:

1. Psychology Lab - The psychological tests suggested by the affiliating university like intelligence tests, creativity tests, sentence completion test, picture completion test, personality development test, concept achievement test, general classroom achievement test, mirror drawing apparatus, memory drum and card scoring tray are available in the lab.

2. Science Resource Centre - The lab comprises of various charts, models, specimens, apparatus, equipment, chemicals and reagents related to Physical and Life Sciences, microscope, specimen of human skeleton etc., are also available.

The lab also comprises of different types of charts, pictures related to mathematics, static and dynamic models, weighing and measuring instruments, geometry kit and collage, thermometer, bar magnet, pulleys, beads, balls, sticks, pebbles, match bones and stencils for geometrical figures.

3. Social Studies Lab - In this lab charts, models, globe, pictures, scrap book, model lesson plans, time lines, maps, atlas, rain gauge, measuring instruments, wind

wane, drawing material, slides and transparencies of different geographical and historical places are available.

4. ICT Center (Educational Technology cum Computer Lab) - Computers on LAN, printer, overhead projector, slide projector, LCD, television, radio, tape recorder, CD Player, audio and video cassettes related to curriculum are available in this lab.

5. Art and Craft Workshop - Moulds of chalk and candle making, equipments for gardening, tables, drawing material, charts, scale, brushes, colours and other stationary material are present in the lab. The provision for making best out of waste, rangoli and flower arrangement is also made available.

6. Resource Room - Various charts, models, CD's, transparencies, sample of sessional work, model lesson plans and projects in various teaching subjects are displayed in this room.

A teacher in-charge of each laboratory keeps track of facilities, Lab maintenance, upkeep and upgrading the equipment, materials and services available in the laboratory. Teacher in-charge of respective lab ensures the careful and proper use of equipment of the lab. The damaged material is replaced and the areas which need some modifications are located by teacher in-charge and feedback from student teacher is taken and then necessary modifications are done from time to time. Proper funds are allocated and provided by the institution for enhancing the

facilities and to ensure the maintenance of the equipment of the lab. The lab in-charge takes care of the requirements of the lab and purchases equipment and other lab material according to the need and after discussing with the director principal. The student teachers are encouraged to optimally use the various material and equipment for learning including practice teaching. They are encouraged to make lesson plans, power point slides, charts, models, transparencies related to their chosen teaching subject. Student teachers are shown model lesson plans. They are provided with reference material, teachers themselves demonstrate the use of equipment and material before the students and the students are motivated to use optimally these learning material.

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

➤ **Multipurpose hall** - The institution is having facility of multipurpose hall. Multipurpose hall has seating capacity of 250 persons. It acts as a common ground for students, faculty and renowned educationists for the regular interfaces, conferences, seminars and other events. This is the venue where daily morning assembly is held. For organizing cultural events and seminars this hall is equipped with communication tool like public address system.

- **Workshop** - The workshop has been established on the lines of 'learning by doing' philosophy in teacher education. The workshop is equipped with moulds of chalk making, candle making and essential material of interior decoration, paper cutting and cardboard modeling, pot decoration, preparing best out of waste and material for chart and model preparation. Workshops on paper cutting and card board modeling are organized for the students from time to time during each session.
- **Sports** - Provision of playground in the college Campus is there. Running track for athletics, field for organizing games like football, badminton, volleyball, handball and cricket is there and material for games like chess, carom board is available.
- **Transport** - The College provides bus facility from adjoining areas of the college campus both for teachers and students.

4.5.5. 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 institutions has a futuristic plan is to modernize the classrooms for the use of latest technologies for teaching. The classrooms will be equipped with capability of using overhead projector.

4.6 Best Practices in Infrastructure Resources

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

Faculty seeks to model and reflects on the best practice in the diversity of instruction, includes the use of technology. Well qualified faculty is there and they use ICT like LCD projector, overhead projectors and power point slides for teaching. Most of the teachers participated in the workshop and have got training by an expert about the use of computer in teaching. Teachers lay emphasis on the overall development of the students. Teaching methodology is diverse. Use of ICT, inductive thinking strategies and problem solving methods are used for teaching. Main emphasis is on transfer of learning from theoretical to practical aspects, for this stress of every teacher is on learning by doing practices. The work supposed to be done by the learners is first demonstrated by the teacher. The approach adopted by the teacher is flexible not rigid. From time to time teachers attend and participate in different seminars, conferences and workshops. All the teachers are proficient in using computers for teaching. In teaching of science respective teacher lays emphasis on improvisation of apparatus. Here the emphasis is on learning through experiences and learning by doing. Teachers create such situations for providing teaching conducive environment to the students for appropriate learning.

4.6.2. 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.

4.6.3. 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 infrastructure. This desire to keep pace with the latest facilities is the best practice in vogue in the campus.

Criterion V: Student Support and Progression

5.1 Student Progression

5.1.1. How does the institution assess the students' preparedness for the programme and ensure that they receive appropriated academic and professional advice through commencement of their educational programme to completion?

The student's preparedness for the program begins right from the start when students come for inquiry for B.Ed. admission. The academic scores in the previous examinations are scrutinized; an informal interview is taken to find out the aptitude and interest of taking teaching as a profession.

Orientation programmes are held for the selected candidates to acquaint them to the personal and professional qualities required for the successful completion of the course. Practice is given to enhance their content knowledge through their practice lessons and through group work done for preparing objectives, specification, micro teaching & pedagogical analysis.

Training workshops and practical sessions are conducted in microteaching skills, lesson planning, methods of teaching, and models of teaching, practice teaching, simulated lessons, and seminar in order to train the student teachers in the pre-requisite knowledge and skills of teaching. Regular feedback sessions are given to help the student teachers to refine and enhance their teaching ability.

Lectures are organized on innovative methods of teaching, ICT, personality development and on other education related topics throughout the year. These are conducted by experts in the field and the college faculty.

5.1.2. How does the institution ensures that the campus environment promotes motivation, satisfaction, and development and performance improvement of the students?

The campus environment is positive, motivating and comfortable as it takes care of the students' needs. The campus has airy classrooms and an ideal library, computer room, rest room and canteen. The institution overall maintains a humane environment in its dealings with the student teachers. Tutorial groups are formed comprising of 10- 15 student teachers under each teacher educator. The student teachers are constantly monitored with respect to their progress. Student- teacher's problems, difficulties and grievances are handled by the respective tutorial teacher educator. They are motivated by words of praise and appreciation which leads to the development and performance improvements amongst them. Feedback on a regular basis is given to help them realize their strengths and weaknesses.

The system of tutoring further branches out to mentoring for those with academic impediment. Mentoring is a constant interaction which helps to solve problems both at the personal and professional level. Student teachers are encouraged to maintain contacts with the alumni so that a

comfort zone is built and the stress levels if any are brought down, Grievances are also tackled through the students' council who help and motivate the student teacher, resolve their problems and ensure performance improvement.

5.1.3. Give gender wise dropout rate after admission in the last five years and list possible reasons for the drop out. Describe the mechanism adopted by the institution for controlling drop out?

The dropout rate is negligible during all five sessions of the college. All students completed the attendance requirements. The conducive and encouraging environment plays the major role in it. The Guidance and Counseling Cell has been actively working to help students in solving their emotional, educational as well as professional problems. In certain special cases, the Principal also intervenes to find solutions and a student very soon changes their idea of dropping out after these sessions.

B. Ed.

Session	Students Enrolled	Appeared in Annual Exam.	Total Drop Out
2010-2011	199	198	01
2011-2012	197	197	00
2012-2013	198	197	01

5.1.4. What additional services are provided to students for enabling them to compete for job and progress to higher education? How many students appeared / qualified in SLET, NET, Central / State service through competitive exam in the last two years?

After completing the B.Ed. course from college, a large number of our students got jobs in various private and government schools. As per our information, almost 50 % of our students from previous batches working as teachers in various govt. & private schools and colleges on regular / contractual/ temporary basis. About 30% of our students go for higher studies through regular and distance education courses. Mostly students go for Post Graduation in English, Hindi, Education, History and other related courses.

The institution provides a wide variety of learning experiences to the students to enable them to compete for the jobs and get progress in higher education. Guidance and counselling cell properly guides student teachers to choose right and appropriate course and profession after the B.Ed.

5.1.5. What percentage of the students on average go for further studied or choose teaching as a career? Give detail.

Every year an average of almost 30% of our students goes for further studies in various courses such as Post Graduation, M.Ed., M. Phil., Ph. D. etc. through regular and correspondence courses. Almost 70% students of our

college choose teaching as their career and working in various government/ private and public schools on regular / temporary / guest/ contractual basis.

5.1.6. *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, computer hardware and software related and other resources available to the student teacher after graduating from the institution? If yes give details on the same.*

The student teachers seek help from the institution for various types of resources such as Library, and Internet facility. The alumni also access these resources very often for their professional enhancement through our website. Student teacher who opt for further studies avail of these facilities regularly.

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

Yes, the institution has a placement cell right now. But the institution is in the process to constitute a Placement cell to facilitate the student-teachers and the schools of the adjoining area.

5.1.8. *What are the difficulties faced by the placement cell? How does the institution overcome these difficulties?*

Not such difficulty is identified yet.

5.1.9. Does the institution have arrangement with practice teaching schools for the placement of the students' teacher?

The institution and the practice teaching schools work in collaboration with respect to placements of known to the institutions placement cell well in advance. The cell then arranges campus visits by the practice teaching schools to conduct interviews and select candidates as per their requirement. Schools other than our practice teaching schools also come for campus interviews.

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

All the resources like Computer, Printer, Xerox Machine and Internet etc. are provided to the Placement Cell. Office and Secretarial assistance is also available for this cell. There is no specific allocation of budget but the management is always ready to bear the expenditure as per the requirement. D. A. and T. A. will be paid by the Institute to the In-charge to contact demand areas.

5.2 Student Support

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

The curricular, co-curricular and extra curricular program are planned at the end of each academic year for the forthcoming year so that they can be smoothly implemented. An academic calendar is drawn to aid the activities of the entire year. The academic calendar can be viewed on the website; as a result the stakeholders get an overview about the various activities to be conducted. Any feedback received is reviewed and if required, necessary revisions are then carried out. The various subject papers, curricular and co-curricular activities are judiciously distributed among the teacher educators. Various portfolios are allotted in the presence of all the staff members in advance before the commencement of the academic year to ensure proper planning and smooth execution of the same.

Staff meetings are held on last Saturday of every month to discuss and ensure that the activities are carried out as per the planning and all the teacher educators get familiar with their respective roles in the various activities. This helps to review and find lacunae if any, which enables every teacher educator to find suitable solutions. This further

helps in achieving the objectives and implementing the curriculum effectively.

After the completion of each activity the staff members review the activity and prepare a report. Student feedback is also taken informally for co- curricular activities. Thus a good co-ordination and team work helps in the effective functioning of all the activities.

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

Planning is done as per the requirement of physically handicapped students.

5.2.3. Does this institution have mentoring arrangement? If yes, how is it organized?

Tutorial groups are formed to help reach out to all the students. Groups comprising of 10 – 15 student teachers are formed under each teacher educator. The student teachers are provided with personal and academic guidance. Tutorial meetings are scheduled in the college time table. The teacher educator makes an effort to improve study skills and provide training in time and stress management. Individual counseling and telephonic assistance is offered to the students if required to solve problems pertaining to personal, family and academic life. When required, the family members of the student teachers are also called for counseling. Each teacher educator updates the Principal and the rest of the teacher educator about any student requiring special help so that any significant problem or

issues concerning the student teacher can be identified and tackled in a positive and beneficial manner. But this is purely a group technique.

The individual technique begins when the system of tutorial branches out to mentoring. Student teachers with academic impediment are identified and on a one to one basis their problems are handled. The student teacher who are academically better are selected to be mentors for helping the students at risk academically to cope with their studies under the guidance of a teacher educator. Training is provided in how to prepare notes, ways to recall, how to address any problem and the technique of writing answers. Severe cases are then monitored by the teacher educators on one to one basis. In this manner, the tutorials and mentoring is carried out.

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

The teacher educators keep themselves well informed with the latest developments in the field of education to enhance their effectiveness in teaching. They attend the orientation, National/ State level Seminars/Conferences, present and publish research Papers. The teacher educators are encouraged to take up institutional and action researches, publish their research findings and incorporate it in their teaching.

The Principal encourages and provides a lot of support to enhance the effectiveness of the teacher educators in mentoring the student teachers. Training and encouragement is given to teacher educators to provide the student teachers to enhance problem recognition and Problem- solving, to develop an empathetic attitude, to recognize the need for new approaches, to ensure success, to become positive role models, to provide new experiences of, how to deal with students coming from diverse cultural, socio-economic, and professional backgrounds, to boost the levels of confidence and self-esteem.

To further facilitate the process of mentoring a separate slot is allotted in the timetable. The teacher educator can thus meet their respective student-teachers at ease and discuss their difficulties. Various activities like co-curricular activities, seminar presentations, research projects, etc. are organized by each tutorial group, besides regular studies, to encourage bonding and team spirit.

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

Yes, the college has its updated website i.e. **<http://navjyotisikar.com>**

The website displays comprehensive information about the institution, admission procedures, course, exam schedules, list of faculty members, academic calendar, latest news, results, placements, contacts, Photo Gallery, Question Bank, Study material and mandatory disclosures. In the

near future the plans are to keep the alumni and all those interested updated about the programmes, workshops, seminars that are conducted in college by the teacher educators and experts from outside.

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

Students weaknesses are diagnosed through the class tests, house examinations, class seminars, oral testing and through assignments. After diagnosing the weaknesses, appropriate remedial teaching is provided to the low achievers. After identifying low achiever in their classes, every teacher provides remedial teaching to them. For remedial teaching following strategies were adopted by the teacher mentor:

1. Providing extra time to such students.
2. Using more sophisticated teaching aids.
3. Encouraging student teachers to visit Library frequently.
4. Assigning them more practical and field work.
5. Organizing special class seminar for these students.
6. Providing necessary guidance for examinations & other works.
7. Providing such cordial environment in which they feel free to consult their concerned teacher.

5.2.7. *What specific teaching strategies are adopted for teaching?*

- 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.

5.2.8 *What are the various guidance and counselling services available to the students? Give details.*

The various guidance and counseling services available to the students are as follows:

- **Tutorial groups:** Guidance is provided by the teacher educator to the group of students assigned to him/her. The tutorial group teacher is responsible for the overall performance of the student. In the tutorial problems faced by the student teachers are discussed and help is provided in finding solutions for the same. The tutorial group teacher guides students in their academic as well as personal problems.

- **Mentoring:** guidance is given on a one to one basis. Special counseling is given both at a professional and personal level.
- Career Guidance by placement cell.
- Personal guidance by faculty.

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

The minor grievances/problems are solved by faculty members or committee in-charge at their level through mutual cooperation and consent. 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.

5.2.10. *How is progress of the candidate at the different stages of programmes monitored and advised?*

The progress of the student teacher are monitored and advised by the teacher educator's in-charge of different portfolios.

The attendance records are maintained by teachers in-charge of conducting the assembly and a report is given to the principal and the concerned tutorial group teacher if a student teacher is absent on a regular basis.

The performance of student teacher at practice teaching is monitored by the in-charge of Practice Teaching.

The extension teacher educator in charge along with the Student Managers ensures the smooth conduction of activities relating to extension work.

The Library staff keeps track of the hours of study completed by each student teacher in the library. The Principal has made compulsory library reading for the student teacher to foster good study habits.

5.2.11. How the institution does ensures the student's competency to begin practice teaching (pre-practice preparation) and what is the follow up support in the field of (practice teaching) provided to the students during practice?

The practice teaching in-charge ensures that the student teacher are well prepared before they are sent to the practice teaching schools, their progress is continuously monitored. The competency of student teacher to teach in schools is developed through the following Pre-Practice preparations:

- Orientation to practice teaching is given by the practice teaching in-charge teacher educators.
- Guidance on the selection of methods is given.
- Orientation to various Micro-Teaching skills is provided.
- Demonstrations to the various skills are given by teacher educators.

- Micro teaching skills are practiced by student teacher in the peer group.
- An integrated lesson is presented by the students in their peer groups and feedback is provided by the teacher educator observing the lesson.
- Ideal lessons are presented by the teacher educators to get prepared for the practice teaching.
- Method wise demonstration lessons are given by teacher educators teaching different methods.
- Guidance is given to student teacher individually by teacher educators before the student teacher begins lessons in the schools.

The follow-up support in the practice teaching:

- Every lesson taught by the student is observed and feedback is provided in the lesson plan.
- Student teachers have to record their experiences in teaching as reflections.
- After the lesson, personalized feedback is also provided and suggestions are given by teacher educators to improve teaching competency.
- Student teachers have to observe the lessons taught by their peer and have to record the observations in the Observation Book. Peer lessons observation gives a broader understanding on how teaching can be improved through social learning.

- The group leaders in various practice teaching schools give a detailed report of each student in their schools to the practice teacher in charge.
- The following day during the guidance period the guiding teacher educator and the student teacher deliberates on the given feedback for further improvement.

5.3 Student Activities

5.3.1. Does the institution have alumni association? If yes.

- a. List the current office bearers.*
- b. Give the year of last election.*
- c. List activities of last two years.*
- d. Give details top ten alumni occupying prominent positions possible.*
- e. Give details on the contribution.*

Yes, the institution has Alumni Association. The Alumni Association is registered in the session i.e. 2012-13.

Activities of the last two years conducted by the Alumni Association were:

- Placement of teachers,
- Cultural activities,
- Felicitating outstanding students.
- Inviting to demonstrate lessons
- Contribution of articles to College Magazine.

5.3.2. *How does the institution encourage students to participate in extracurricular activities including sports and games? Give details on the achievement of students.*

Along with the B.Ed. course. The institute provides leisure time for recreational activities like Rangoli competition, folk song, pot painting, art & craft, folk dance, and other cultural activities. For the physical (Yoga) fitness and extra activities institute has a proper arrangement of indoor, outdoor facilities. Top position holders in all activities are rewarded which motivates the students for active participations.

5.3.3. *How does the institution involve and encourage students to publish materials, like catalogues, wall magazines and other materials? List major publications.*

College is actively involved in various publication ventures - Newsletter and College Magazine:- The Articles are invited from the students and the teachers. Articles published are in English, and Hindi. The Publication Committee consists of the Principal, teacher educators and student teachers.

5.3.4. *Does the institution have a student council or any similar body?*

As per the rules and regulation of the state government, student elections or student council is banned in the state.

5.3.5. Give details of various bodies and their activities, which have student's representative on it.

- Discipline committee
- Cultural committee
- Academic committee
- Library committee
- Sports committee
- Teaching practice committee
- Women's cell

All the committees are responsible to ensure for their respective area.

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

The data collected is utilized to improve upon the programs or to bring about necessary modifications wherever possible. During the staff meeting, the feedback is acted upon. The evaluation Performa is to be filled by students to give feedback about every teacher .Also a Suggestion Box is there in which the students can give suggestion in the form of a slip with or without revealing their identity. This encouraged free expression among students and obtained their invaluable feedback suggestions and ideas.

5.4 Best Practices in Student Support and Progression

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

The best practices of, the institution in Student Support and Progression are:

- Guidance and Counseling Cell
- Women Cell
- Suggestion Box
- Tutorial and Sadan/ Houses system
- College Magazine
- Alumni Association
- College Website
- Student-teachers representatives

Criterion VI: Governance and Leadership

6.1. Institutional Vision and Leadership

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

VISION :

Valuable contribution for teaching-learning process in the empowerment of the Society.

MISSION :

To contribute highly professional & highly ethical teachers through rigorous training for comprehensive development of the nation.

OBJECTIVES :

- (1) To provide Opportunities to the young Teacher trainees to be committed, honest, value-oriented towards their profession.
- (2) To create awareness about the issues like ecology, environment, national integration, secularism, equity and social change
- (3) To inculcate values of community service, national integration, national pride religious tolerance and aesthetic sense for the earth environment
- (4) To nurture the inner urge for learning and thereby ensure the activation of lifelong learning process to empower the learner in terms of socio-economic and cultural resources

(5) To maintain relationship with stakeholders for the development of any concept at global level in teacher trainees

VALUES

- Contributing to National Development
- Fostering Global Competencies among students
- Inculcating a value system among students
- Promoting the use of technology
- Environmental sensitivity
- Democracy
- Humaneness in all dealings

6.1.2. 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?

The addressing needs of the society, the students it seek to serve, the school sector , traditions and value orientation are the parameters considered during mission and quality objectives in order to achieve Institution's vision. The college endeavors to impart liberal, modern & quality education, inculcating the sense of humanity, sprit of values, national integration, and democratic outlook to mould as a responsible personality.

Goals and Objectives

1. To achieve 100% pass out in this academic year for the university Examination.

2. To achieve 75% distinction in this academic year for the Exam..
3. To attend a minimum of 1 seminar /workshop by students in every academic year.
4. To initiate PhD/MPhil programme by one or two teacher as a career enhancement.
5. To invest a minimum of 15 hours /month in Library by each teacher educator.
6. To publish one paper in educational journal for this academic year.
7. To attend one international level seminar by few staff members in this academic year
8. To place 50% of the students through campus selection as teachers in this academic year
9. To get NAAC Accreditation during the academic year.

6.1.3. 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.)

There is continuous monitoring of the activities of the institution by the management. The management board reviews all activities and for this a report has to be submitted by the Principal. He gives total freedom to the student-teachers and for that matter any member of the

organization to approach him for addressing any grievances and help.

Through exemplary and effective leadership and supervision, the institution has improved its performance. To increase the efficiency and ensure quality, different committees have been formed for to look into the details.

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

The management has entrusted the Principal with the task of leading the Education College to greater heights. Freedom is given to the Principal to take decisions regarding the conduction of various programs. However the management is kept informed about the progress and programs of the institute by the principal. The principal ensures that responsibilities are defined and communicated to the staff of the institution in the following ways:

- The principal organizes meetings with the staff on a regular basis.
- Planning for the next academic year is done through staff meetings held in the beginning of every session and major portfolios and persons responsible for handling the portfolio are decided.
- Names of the portfolios and names of the teacher-educators handling the portfolio are recorded in the minutes-book.
- The Principal clearly describes expectations from the subordinates and deadlines are set for every task.

- Activities to be conducted in each portfolio such as Practice Teaching, Examinations, Extension Work, Community Work, Co-curricular activities, Visits and Picnics, etc are discussed in the staff meetings.
- Staff meetings held at regular interval to discuss and review the work in various portfolios. Any problem faced by the teachers handling the portfolio and others are shared and ideas are brainstormed to find solutions.
- At the end of the year work done in various portfolios are discussed. Members of the staff are asked for sharing the efficiency with which a portfolio was carried out and suggestions, criticisms are welcomed to improve upon the practice.
- The management provides the resources and finances needed to accomplish the various tasks.

6.1.5. 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 meetings of the staff council provide are the common platform to the management and the faculty members. The valuable suggestions furthered by the management, are taken into consideration during the planning of agenda of the meetings and then the decisions are taken and review of various activities is made. The proceedings of the staff council meetings and meetings of various committees are forwarded to the management. By this the valid

information is available for the management to review the activities of the institution. The management also gets the valid information through personal contacts with the faculty member, student-teachers and their parents and community members during institutional functions and various extension activities.

6.1.6. How does the institution identify and address the barriers (if any) in achieving the vision/ mission and goals?

The Principal with the constant support of the management and teacher educators Endeavour to identify the barriers and facilitate them to reduce it to the minimum and increase the efficiency to achieve the mission and vision of the institution. Review meetings are arranged after every activity. The feedback obtained through these meetings is communicated to the concerned teacher educator involved in the respective portfolio to find out solutions to the drawbacks identified (if any) during the execution of the activities. All activities are pre-planned and are entrusted to each teacher educator with the responsibility of executing the task effectively and efficiently.

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

No organization can work smoothly without the support and co-operation of the people working in the organization. The teacher educators, support staff and the office staff have to put in their best so that the institution

functions smoothly. The management encourages the staff for the improvement of the effectiveness and efficiency of the institutional processes in the following ways:

- All the teacher educators are involved in the different activities organized by the institution. Teacher educators are involved in admission procedure, quality management and maintenance, inspection of different facilities.
- Teacher-educators are in-charge of the various portfolios.
- The institution encourages and deposes teacher educators to attend seminars, workshops, refresher courses, training programs and present papers at local, national and international levels.
- The institution encourages the teacher educators to study further and also to complete their doctorate degrees. The society has also initiated the Best Teachers Award
- Good work done is appreciated by the Principal in the staff meetings and a report is given confidentially to higher management. The management also acknowledges the work and support given by every individual member of the staff.
- The office staff and the support staff are given importance by felicitating them in the formal gathering of the college.

6.1.8 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 success of an organization depends on how effectively the head of the organization has lead and guided the organization. The institution has risen to greater heights under the able and humane leadership and guidance of the Principal. The principal has constantly sought support and encouragement from the Management board. The entire curricular as well as co-curricular activities are organized under the governance of the Principal. Some of the adopted strategies for facilitating the course are follows:

- The Principal in concurrence makes decisions regarding the papers that will be taught by the teacher-educators.
- Decisions are made regarding major portfolios to be handled by the teacher-educators.
- Specific targets are set for various portfolios and task on time and time on task is the philosophy adopted by the Principal.
- To monitor the progress of work done in each portfolio, meetings are held with all the teacher educators. Opportunities are given to share problems faced by the teacher educators in executing tasks assigned. The problems are discussed and solutions are sought through brainstorming.

NAAC Self Appraisal Report

- Total freedom is given to approach the Principal when the teacher-educator is faced with any problems with respect to the execution of the portfolios.
- The respective portfolio teacher educator's in-charge plan activities and discusses it with the Principal to bring about the suitable changes (if any). Implementation of the plan takes place only after getting the consent of the Principal.
- The Principal acts as a link between the teacher educators and the management. Any financial help, sharing of infrastructure and other help from the management is sought through the Principal.
- Principal's encouraging attitude and progressive mindedness has helped not only the institute but also the teacher educators and student teachers.
- The humane and understanding approach of the principal makes it easy to carry out various portfolios smoothly.

6.2 Organizational Arrangements

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

The college encourages participatory management practices and team work between the different activities of the college. To assist the principal in academic work various sub- committees are constituted. These committees plan, execute and co-ordinate the activities in their respective areas, of the college.

Major outcomes of the Meetings held by various Academic Committees:

The strategies were finalized for implementing the orders of the Government of Rajasthan regarding the admission in B.Ed. course.

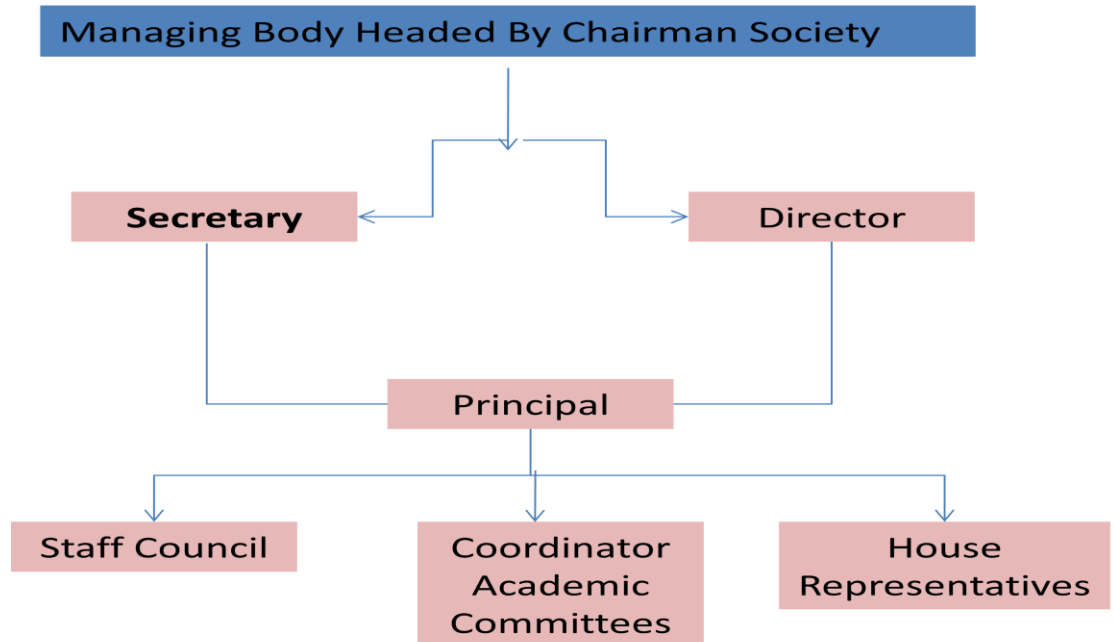
- Rules and regulations were framed by the discipline committee.
- Schedule regarding orientation about skills, micro -teaching and practice teaching was finalized.
- Library committee reviewed the library resources and decisions were taken regarding up-gradation the library facilities. New editions and volumes of books and journals were recommended by the committee.

NAAC Self Appraisal Report

- Schedule of various literary and extension activities to be organized by the institution were finalized by the literary committee.
- Academic plan of the year was finalized by the academic planning and management committee.
- Duties of the faculty members were reallocated for conducting house examinations. Layout was prepared for conducting the annual B.Ed. examinations by examination committee.
- Guidance and Counselling Cell was established in staff council meeting.
- The Physical Resource Management Committee took decisions for improvement in the facilities for optimum utilization of the resources.

The Principal convenes the meetings with the staff members to discuss about the academic calendar, syllabus, examination and implementation of various decisions regarding student-teachers related issues, administration and finance issues.

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



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

The overall administrative and academic functioning is controlled by the Principal. Different committees are constituted to handle the various institutional processes. The committee is empowered to cater the needs towards the effective functioning. The responsibility and authority are established to decentralise the functioning.

6.2.4. 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 In-charge of Practice teaching, regarding student – teachers’ performance and In-charge of Practice teaching give suggestions to student teachers to improve their teaching.

Besides it the college which organizes science and social science exhibition in the concerned schools, where the student teachers go for teaching practice our trainees offer cooperation.

The College also provides models, charts and required teaching material to the concerned schools.

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

Yes, the institution collects the feedback from students, alumni, teacher educators for finding its strengths and drawbacks of the institution. With the feedback obtained from the various feedback forms the information is collected regularly and shared with teacher educators and the management. The Principal and the management take the necessary action to improve its processes and functioning.

6.2.6. 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 magazines.

6.3.1. 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 an MIS in place, to select, collect, align and integrate data and information on academic and administrative aspects. Management Information System(MIS) is a subset of the overall internal controls of an institution covering the application of people, documents, technologies and procedures by management to solve organizational problems and to bring in automation.

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

Our Institution provides human and financial resources for accomplishment and sustaining the changes resulting from the action plan as given below:-

- The institution selects qualified teacher educator for the effective functioning of the college. The Director of our society Mr. Suresh Gadhwal himself screens the resumes and conducts interviews along with the Principal and the management board for selecting trained and efficient staff for the college.
- The institution is known for being an organization that pays well its employees. The management not only controls but also cares for every need of each employee which motivates the teacher educators towards achieving the mission and vision of the institution.
- Regarding growth of the infrastructure and academic aspect the Institute is trying to facilitate all the essential need as per requirement.

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

To support the implementation of mission and goals an institutional academic plan for the whole session is prepared by the academic body of the institution, in which the activities related to teaching- learning, curricular and

co-curricular activities are planned. To carry out these activities smoothly the human and financial resources are planned, and obtained according to the norms. According to need and urgency of the work the financial resources are provided by the management.

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

Academic calendar of the institution is prepared by the Principal in coordination with all the teacher educators during the staff meetings. Any limitations or drawbacks in the calendar are modified during the same academic year. It includes all curricular and co-curricular activities in a very systematic manner so that tasks are conducted smoothly throughout the year. In consultation with the practice teaching school teacher's and teacher educators, practice teaching, block teaching, internship programs etc. at the school level are organized. The Management as well as the Principal gives full support for arranging the activities effectively

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

In order to achieve the objectives of the organization it is very important first to communicate and drill the objectives deep down into the minds of the people who will be

instrumental in achieving them. The college communicates the objectives at all levels in the following ways:

- The Principal along with the teacher educators frame the mission, vision, objectives and values after a lot of deliberations, the same is discussed with the management for the final approval.
- The mission and objectives are achieved by conducting various curricular and co-curricular activities. All activities revolve around the vision, mission & objectives of the institution. Teacher educator tries to implement the activities in an innovative manner so that students are able to understand the objectives of our institution very clearly. Teacher educators encourage student teachers to inculcate the values and positive attitude among them.

6.3.6. *How and with what frequency is the vision, mission implementation plans monitored, evaluated and revised?*

Since its establishment the institution is adding an extra milestone to its achievements towards the cited vision and mission. The frequency of monitoring, evaluating and revising the implementation plans of vision and mission depends on the emergent needs and it is not limited or confined to a specific number. The institution use to meet for these objectives in the beginning of the session with a determination to reach the paramount of quality in teacher education. Every academic year begins with a review of what has been attained and what is to achieve. Every aspect of the institutional work is evaluated. A

comprehensive and continuous monitoring of all the scheduled academic, cultural, co-curricular and social activities is executed by monthly staff council feedback from the students and stakeholders, alumni meetings, academic and administrative committee meetings with the management.

6.3.7. How does the institution plan and deploy the new technology?

We plan and deploy new technology in the following ways:-

- The institution is well aware of and uses innovative teaching methods such as cooperative learning, self-study, various models of teaching, seminars, workshops, tutorial, etc. The teacher-educators also train student-teachers to use these methods through seminars, workshops and simulated teaching.
- The student-teachers are trained to use the computer by providing them basic skills to use the computer through lectures and practical. The student-teachers are allowed to use the OHP and the LCD projector while doing seminar presentations. It enables the students to enter into world of e-learning and self-learning.
- Teacher educators use adopting innovative methods and multimedia approach by using the LCD projector in the day to day lectures and activities in the institution.
- Institution has provided open access library facility to students.

6.4 Human Resource Management

6.4.1. *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 staffs, which 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.

6.4.2. *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?*

Teacher's evaluation is made by self-appraisal report. The efficiency of the non-teaching staff is monitored by the Principal. A comprehensive evaluation by the student-teachers are also done. The institution uses this evaluation

to improve teaching and service of the faculty and other staff.

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

The institution encourages the teachers to undertake and successfully complete the research programmes like M. Phil and Ph.D. along with their teaching.

Teachers are provided with internet access facility and consultancy from the principal directly. They are motivated and sponsored to attend the seminars, workshops and various conferences organized by other institutions. Training is given to them in necessary computer skills used for teaching. Various curricular and co-curricular events are organized in the institution, where faculty members learn the organizing and managerial skills also.

Transport facility is provided for the staff and a good salary is also provided. TA/DA is given for attending workshops, seminars and conferences. Some seminars are organized by the institution for improving teaching learning process.

6.4.4. *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.*

Institution organized a workshop on 'ICT- New Trend in Education' for skill up-gradation and providing training of

the teaching to the teaching staff. Non-teaching staff is also associated in skill development programs like Office management and Secretarial practices.

6.4.5. 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.)?

Rules and regulations established by NCTE, and University for recruitment policy, service conditions are followed by the institution. The vacant posts are advertised in two leading newspapers of national repute, one is of English and other of Hindi. Applications are invited and then interview is conducted by the selection committee. All the norms and guidelines provided by the affiliating university are followed. Keeping in view the long term development of the institution the increments are provided by the management to retain the qualified young faculty.

6.4.6. 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, specializations).

No, part time / Adhoc faculty is appointed.

6.4.7. 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).

- The college allows study / duty leave to the teachers. The college is keen to sanctioned TA/DA to teachers attending UGC sponsored national seminar.
- Library rules are sometime softened and teachers are allowed to take more than their allotted quota of books for the purpose of research. They are also allowed to purchase the books for the college library useful to them in their research.
- Guest lectures are arranged every year on different subjects.
- The college also encourages the heads of Departments to arrange seminars / workshops / conferences in their respective subjects and gives financial support and other facilities.

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

Institution has well-furnished staff room with proper seating arrangement, well-furnished principal office, college office with all necessary amenities, completely equipped laboratories, classrooms and well stocked library

are provided to facilitate the faculty members for imparting their duties. Seminar room with all the facilities for organizing seminars is provided.

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

Faculty members get information from the principal through circulars. College has provision of SMS group and suggestion box where stakeholders from time to time can give their suggestions and get information regarding institution. Stakeholders get information through newsletters published by the institution, through website and brochure.

6.4.10. *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.*

Every staff member is involved in various activities of the college. Each staff member is a member of constituted committee to look after routine functioning of the college. Ample time is given to every faculty member to carry out all activities efficiently.

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

Provision of increments is there to motivate the staff members. Staff members are encouraged to pursue the higher studies and attend advanced programmes. This helps in the up-gradation of their skills, teaching methodology involving ICT enabled methods.

6.5 Financial Management and Resource Mobilization

6.5.1. 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

No, the institution does not get financial support from the government. As the college is self-financing institution so, its revenue is course fees.

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

Surplus amount that is transferred to the trust is used for the mobilization of resources and in the expansion of the Infrastructure. Trust always ready to provide the funds, as per the requirements.

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

Yes, the operational budget of the institution is adequate to cover the day- to-day expenses.

6.5.4. 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).

The main budgetary resource is course fee and Donation to fulfill the missions and to offer quality programs.

6.5.5. *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).*

Yes, the accounts of the college are maintained and audited regularly by the Chartered Accountant.

Annexure-5

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

Yes, the institution computerized its finance management system and all the accounts are managed by the Chartered Accountant.

6.6 Best Practices in Governance and Leadership

6.6.1. *What are the significant best practices in Governance and Leadership carried out by the institution?*

- Well defined duties and responsibilities to develop organizational and managerial skills in the staff members for smooth functioning.
- Transparency in administration.

NAAC Self Appraisal Report

- Decentralization of the leadership through committee system.
- Cordial interaction among stakeholders and administrative members.
- Leadership qualities in the student-teachers are inculcated by providing them a platform to participate in various sports and cultural activities organized by the institution.
- Organizational and managerial skills are imparted to the student teachers by providing them opportunities to organize and manage various activities like morning assembly, college functions etc.
- For providing first hand experiences about functioning and management of institutional work student-teachers are associated with the different institutional committees.

Criterion VII: Innovative Practices

7.1. Internal Quality Assurance System

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

The Internal Quality Assurance Cell (IQAC) has been established recently in the College with a view to ascertain and sustain quality of Teacher Education through cooperative efforts of the participative constituents of the institution.

Composition:

Chairman: **Principal of the Institute**

Members:

- 1. Two Guardian, Pupil Teacher**
- 2. One Educationist from Higher Education**
- 3. One prominent Educationist of Govt. College**
- 4. Principal, Local Education College**
- 5. Secretary, Management Committee**
- 6. Staff Secretary**

The objectives of the IQAC are:

- a) To ensure quality improvement in the entire activities and programmes of the institution.
- b) To ensure stakeholders participation in planning, management and development of different programmes.

NAAC Self Appraisal Report

As the IQAC is recently come in existence major activities of the IQAC identified yet are:

- a) To design and implement the annual plan of the institution for quality enhancement.*
- b) To develop the mechanism of feedback from all stakeholders.*
- c) Development and application of quality parameters for various academic and administrative activities of the institution.*
- d) Collection of information on various quality parameters of education and best practices followed by other institutions.*
- e) Organizing seminars, workshops and training programmes on quality related subjects and promotion and dissemination of such activities of information.*
- f) Development and application of innovative practices in various activities leading to quality enhancement with a futuristic perspective.*
- g) Creation of student-centric classroom learning environment conducive to quality education.*
- h) Preparation of Annual Quality Assurance Report (AQAR) for review and reflections in future.*

7.1.2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

Evaluation criteria for each goals and objectives are established. The criteria are monitored periodically by the Governing body and actions are taken according to the deviations. The feedback from stakeholders, result analysis, self- appraisal, management appraisal, complaints/suggestions, legal compliances are the inputs to the evaluation of goals and objectives.

7.1.3. How does the institution ensure the quality of its academic programmes?

The institution ensures the quality of its academic programmes through developments and application of quality benchmarks for the various academic and administrative activities of the institution.

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

A management review report is prepared periodically by the vice principal based on the agenda and the issues faced during this period based on the discussions from stakeholders. This is submitted to the Governing council for further review and necessary actions. The actions are taken within a stipulated time frame to ensure the quality of administration and financial management.

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

Meetings are organized periodically to identify and share good practices with all the constituents of the institution. The institution has constituted some committees consisting of teachers, management members and student representatives to critically evaluate the growth and efficiency of the institution and its stakeholders. Student-teachers participations are also encouraged especially in academic and administrative matters.

7.2 Inclusive Practices

7.2.1. *How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum.*

As per the national policy on education, all students irrespective of caste, community, creed, location, sex have to access education of a comparable quality. The awareness of the requirements of national educational policy is imparted through work-shops during orientation programme to the academic community as a part of curriculum.

7.2.2 *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.*

Psychology is one of the core paper incorporated in the curriculum. Here it describes the inclusion, exceptionalities

etc. Guest lecturing in this topic is one of the programmes in the academic plan. Outreach programmes, celebration of different days, work-shops, seminars etc. are the activities included in the academic plan.

7.2.3. 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.

The academic plan is framed to foster the values through orientation programme, micro teaching, practice teaching, work-shops, seminars, guest lecturing, special lectures, outreach programmes, celebrations and special camps. The focus of these programmes mainly how to mould a responsible teacher educator by active engagement in activities and self-motivation

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

The proficiency for working with children from diverse backgrounds and exceptionalities for student teachers is developed during the practice teaching especially in government schools subsequent to micro teaching & orientation. Various outreach programmes ensures the skill development of student teachers. Apart from this psychology is one of the core papers of the curriculum and educational tours.

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

The institution provides wheelchair facility and ramp for easy access for physically challenged students. Teaching faculty is also acquainted to address the individual need of physically challenged and disable students enrolled in the institution. They provide special attention to students with partial sightedness and low hearing. All the laboratories, resources room, classrooms and library are provisioned on first floor of the building.

7.2.6. 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 majority of the B.Ed. students are female category. Adequate facilities and provisions are provided for their privacy. Any issues related women are routed through mentor to the Grievance redresses cell and appropriate actions are taken. The involvement of Governing Council, the ultimate authority of the Institution is ensured for the grievance and its actions. The necessary guidelines are provided during the orientation program and celebrate the women day/mother's day every year with different programmes including debates and honoring women achievers in the institution. As our college is a training institute for molding the student teachers for the teaching profession which is the noblest profession, we are not facing any gender sensitive issues.

7.3 Stakeholders Relationship

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

The some of the information on organizational performance is provided through:

- News-letters,
- Magazines
- Press
- Web site
- Brochures
- Pamphlets

The information on feedback/ data analysis is communicated to the concerned stake holders. Apart from that other information can be accessed from the Head of the Institution on demand basis.

7.3.2. 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 information generated from the data analysis is used for further actions. This information is communicated to the concerned and governing council. The actions are implemented based on the root cause and its effectiveness is verified at specified interval. The qualitative improvement is ensured

through the corresponding improvements in the objectives and goals.

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

The institution has devised certain performs to collect data from students and their parents about the administration, teaching and their on campus experiences. It also provides the facility to the parents to be able to monitor their children's progress, interact with teachers, provides suggestions and to give feedback on overall institutional operation. Further student feedback on course, subject, syllabus, grievance redressal and infrastructure are considered in right earnestness for quality sustenance. The student-teachers also provide feedback through suggestion box and student corner portal on college website.

The institution undertakes regular assessment of the ICT tools, computer labs, science labs, etc. so as to make the course, content, delivery and evaluation more attractive, productive and relevant. Further interactive learning through discussion, demonstration and practical experience is being followed to create an environment conducive to learning.

The institution also the allow students to collaborate with peer groups, review their marks, and overall performance,

NAAC Self Appraisal Report

register and participate in various events. The institution makes this vital information like transcripts, attendance, event calendar, college announcement etc. available in one central location. Thus the institution acts as a means for consolidation of variety of information and effective utilization of the same. In this way the institution manages to maintain the quality in its administration and academic activities.